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). Procedures for addressing such grievances are outlined 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 - the Colleges of Health Related Professions, Medicine, Nursing, 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 Graduate School 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 website 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, accelerated in 2006 with the start of an estimated $200 million project that includes 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. Construction is under way for the project that will stretch over four years and 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 FOR THE POST-BACCALAUREATE CERTIFICATE IN PUBLIC HEALTH

The Post-Baccalaureate Certificate Program, which is comprised of the six (6) MPH core courses, admits students in the Fall and Spring semesters.

The application requirements are:

- Completed COPH application form.
- Official transcripts of all academic work sent directly from every institution attended regardless of degree awarded or transfer credits shown on subsequent transcripts. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. Please note you must possess the minimum of a U.S. baccalaureate degree equivalent to be considered for admission. To request a transcript from the College of Public Health, submit the transcript request form from our website at www.uams.edu/coph/students. Applicants 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. If you are an international applicant, please also see “Admission Requirements for International Students” for more information.
- A non-refundable application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: www.uams.edu/coph/applicants/. Students who are currently enrolled and taking classes full-time in another UAMS college are not required to submit the application fee, but must submit all other required materials.
- Personal statement or letter of interest (500 to 700 words.)
- Three (3) COPH recommendation forms available at www.uams.edu/coph/applicants/. 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.
- A current curriculum vitae or resume.
- 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 and/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 two (2) years immediately preceding the application deadline of the requested semester for admission. An official test score received directly from the testing agency (www.ETS.org) is required before any action is taken on an application. Copies will not be accepted. At this time, the TOEFL code for COPH is R6901. Please see “Admission Requirements for International Students” for more information.
• A guided telephone interview scheduled and conducted by COPH Student Services shortly after the application deadline.

All required materials must be received by the COPH Office of Student Services by 4:30 p.m. on the following dates (if date falls on a weekend or UAMS holiday, the deadline will be the next business day) to be considered for admission:

April 1 for Fall semester

October 1 for Spring semester

It is the applicant's responsibility to make sure her/his file is complete and received by the Office of Student Services as required by the deadline. All applicants who have turned in a completed application packet by the deadline will be notified in writing of the admission 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 COPH.

ADMISSION REQUIREMENTS FOR THE MASTER OF PUBLIC HEALTH (MPH)

The Master of Public Health (MPH) program admits students in the Fall and Spring semester.

The application requirements are:

• Completed COPH application form.
• Official transcripts of all academic work sent directly from every institution attended regardless of degree awarded or transfer credits shown on subsequent transcripts. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. Please note you must possess the minimum of a U.S. baccalaureate degree equivalent to be considered for admission. To request a transcript from the College of Public Health, submit the transcript request form from our website at www.uams.edu/coph/students. Applicants 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. If you are an international applicant, please also see “Admission Requirements for International Students” for additional application requirements.
• Official Graduate Record Examination (GRE) score. The test must have been taken within the five (5) years immediately preceding the application deadline of the requested semester of admission. Official scores must be received directly from the testing agency (www.ETS.org). The GRE university code for COPH is 6512, and the department code is 616. 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 U.S. equivalent) or higher from an accredited institution are exempt from the GRE requirement for MPH application purposes.
• A non-refundable application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: www.uams.edu/coph/applicants/. Students who are
currently enrolled and taking classes full-time in another UAMS college are not required to submit the application fee, but must submit all other required materials.

- Personal statement or letter of interest (500 to 700 words.)
- Three (3) COPH recommendation forms available at www.uams.edu/coph/applicants/. 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.
- A current curriculum vitae or resume.
- 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 and/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 two (2) years immediately preceding the application deadline of the requested semester for admission. An official test score received directly from the testing agency (www.ETS.org) is required before any action is taken on an application. Copies will not be accepted. At this time, the TOEFL code for COPH is R6901. Please see “Admission Requirements for International Students” for more information.
- A guided telephone interview scheduled and conducted by COPH Student Services shortly after the application deadline.

All required materials must be received by the COPH Office of Student Services by 4:30 p.m. on the following dates (if date falls on a weekend or UAMS holiday, the deadline will be the next business day) to be considered for admission:

April 1 for Fall semester

October 1 for Spring semester

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

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

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. Please visit their website for requirements and information at www.uams.edu/gradschool/.

ADMISSION REQUIREMENTS FOR THE MASTER OF HEALTH SERVICES ADMINISTRATION (MHSA)
The curriculum of the Master of Health Services Administration (MHSA) Program in the Fay W. Boozman College of Public Health begins in the fall semester; however, Spring admission is considered.

The application requirements are:

- Completed COPH application form.
- Official transcripts of all academic work sent directly from every institution attended regardless of degree awarded or transfer credits shown on subsequent transcripts. For the MHSA Program, the cumulative grade point average must be at least 2.75 (4.0 scale) overall or 3.0 (4.0 scale) in the last 60 hours to be considered for admission. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. Please note you must possess the minimum of a U.S. baccalaureate degree equivalent to be considered for admission. To request a transcript from the College of Public Health, submit the transcript request form from our website at www.uams.edu/coph/students. Applicants 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. If you are an international applicant, please also see “Admission Requirements for International Students” for additional application requirements. Please note the MHSA Program admits international applicants for the Fall semester only with a completed application packet deadline of March 1.
- Official Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores. The test must have been taken within the five (5) years immediately preceding the application deadline of the requested semester of admission. Official scores must be received directly from the testing agency (www.ETS.org). The GRE university code for COPH is 6512, and the department code is 616. The GMAT code is OSF-3L-74. Successful applicants in the MHSA Program typically earn a score in excess of 1000 on the combined verbal and quantitative portions of the GRE or in excess of 550 on the GMAT. Applicants who score in the top 50th percentile are preferred.
- A non-refundable application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: www.uams.edu/coph/applicants/. Students who are currently enrolled and taking classes full-time in another UAMS college are not required to submit the application fee, but must submit all other required materials.
- Personal statement or letter of interest (500 to 700 words) detailing reasons for seeking this degree including previous work experience, career goals, and objectives.
- Current resume including contact information for two references.
- 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. For the MHSA Program, those whose native language is not English and/or who do not have an undergraduate degree from a regionally accredited US college or university are required to submit a minimum score of 630 on the paper based examination, 267 on the computer based examination, or 109 on the internet based examination on the Test of English as a Foreign Language (TOEFL). The test must have been taken within the two (2) years immediately preceding the application deadline of the requested semester for admission. An official test score received directly from the testing agency (www.ETS.org) is required before any action is taken on an application. Copies will not be accepted. At this time, the TOEFL code for COPH is R6901. Please see “Admission Requirements for International Students” for more information.
- Interview with program faculty for selected applicants. This is scheduled after all application materials are received and criteria are satisfied.
At this time, the MHSA Program does not have a specific deadline for completed application packets, but applicants are encouraged to provide all materials as soon as possible and preferably before the end of the Spring semester for Fall admission.

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

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 COPH.

ADMISSION REQUIREMENTS FOR THE DOCTOR OF PUBLIC HEALTH IN PUBLIC HEALTH LEADERSHIP (DrPH)

The Doctor of Public Health (DrPH) in Public Health Leadership Program in the Fay W. Boozman College of Public Health admits students for the Fall semester only. The applicant must possess the minimum of an MPH or related U.S. equivalent masters degree(s) or terminal clinical/doctoral degree from a regionally accredited college or university to be considered for admission. The deadline for all application materials to be received is 4:30 p.m. on February 1 (or the next business day if this date falls on a weekend or UAMS holiday.) As this degree program is a part-time program, applicants must be a U.S. citizen or permanent resident alien to apply.

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:

- Completed COPH application form.
- A non-refundable application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: [www.uams.edu/coph/applicants/](http://www.uams.edu/coph/applicants/). Students who are currently enrolled and taking classes full-time in another UAMS college are not required to submit the application fee, but must submit all other required materials.
- Official transcripts of all academic work sent directly from every institution attended regardless of degree awarded or transfer credits shown on subsequent transcripts. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org)) or World Education Services ([www.wes.org](http://www.wes.org)). An official copy of the evaluation must be submitted with the application. To request a transcript from the College of Public Health, submit the transcript request form from our website at [www.uams.edu/coph/students](http://www.uams.edu/coph/students).
- Candidates must have completed at least one graduate-level course in each of the following five (5) 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. If these courses were not from a Council on Public Health (CEPH) accredited institution, the candidate must submit syllabi to the DrPH Faculty Leadership Committee for determination of perquisite fulfillment. Applicants who have completed only four (4) of these courses but whose applications show exceptional potential for success in the 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 a grade of “B” or better before progressing to the Public Health Sciences and Public Health Practice Core of the DrPH program. Please note that candidates who have completed three (3) or fewer of the above-listed courses will not be considered for admission to the DrPH program.
- Four recommendation forms available at [www.uams.edu/coph/applicants](http://www.uams.edu/coph/applicants) from persons who may be contacted regarding the scholastic ability and professional experience of the applicant. It is preferred that one recommendation be from a current or previous supervisor, one recommendation be from a
current or previous colleague, one recommendation be from a current or previous supervisee, and one recommendation be from an individual who can address the candidate’s academic potential. Recommendation forms should address the candidate’s capacity for public health leadership and the candidate’s strengths and weaknesses as a leader, and must be enclosed in a sealed envelope signed by the referring party across the seal. (Completed forms may be accompanied by a formal letter of reference, at the discretion of the referring party; however, the letter will not suffice as a recommendation without the completed form.)

- Personal statement (500-700 words) specifically addressing prior experience and/or demonstrated capacity for public health leadership roles as well as work experience in public health or related field.
- Official GRE scores dated within five (5) years from the application deadline received directly from the testing agency (www.ETS.org). The GRE university code for COPH is 6512, and the department code is 616. In rare cases, this requirement may be waived by the DrPH Faculty Leadership Committee. A request 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 and are encouraged to study for the GRE while awaiting a decision.
- Current curriculum vitae or résumé.
- U.S. citizens or permanent resident aliens whose native language is not English and/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 two (2) years immediately preceding the application deadline of the requested semester for admission. An official test score received directly from the testing agency (www.ETS.org) is required before any action is taken on an application. Copies will not be accepted. At this time, the TOEFL code for COPH is R6901.
- An on-campus interview is required for selected applicants.

All required materials must be received by the COPH Office of Student Services by 4:30 p.m. on the following date (if date falls on a weekend or UAMS holiday, the deadline will be the next business day) to be considered for admission:

February 1

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

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

ADMISSION REQUIREMENTS AS A NON-DEGREE SEEKING STUDENT

On a space available basis, students may be allowed to take courses in the Fay W. Boozman College of Public Health as a non-degree seeking student. In this capacity, students may take a maximum of twelve (12) semester hours that may be counted toward the requirements for a Post Baccalaureate Certificate or Master of Public Health with the COPH.

Non-degree seeking students will be allowed to enroll in courses on a space available basis in the order of registration once all degree seeking students have been placed on the class roster. It is important to note that in some instances courses will be at capacity with degree seeking students. When this occurs, no non-degree seeking students will be allowed to enroll in the course(s). The application fee will not be refunded.
The application requirements are:

- Completed COPH application form.
- Official transcript indicating a minimum of an undergraduate degree sent directly from the institution where degree was awarded. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. For the non-degree seeking program, applicants must be a U.S. citizen or permanent resident alien to apply. Please note you must possess the minimum of a U.S. baccalaureate degree equivalent to take classes at the College of Public Health.
- Application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: http://www.uams.edu/coph/applicants/. Students who are currently enrolled and taking classes full-time in another UAMS college are not required to submit the application fee, but must submit all other required materials.
- U.S. citizens or permanent resident aliens whose native language is not English and/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 two (2) years immediately preceding the application deadline of the requested semester for admission. An official test score received directly from the testing agency (www.ETS.org) is required before any action is taken on an application. Copies will not be accepted. At this time, the TOEFL code for COPH is R6901.

A new application and application fee must be submitted each semester as a non-degree seeking student.

All required materials must be received by the COPH Office of Student Services by 4:30 p.m. on the following dates (if date falls on a weekend or UAMS holiday, the deadline will be the next business day):

- **August 1** for Fall semester
- **May 15** for Summer session
- **January 1** for Spring semester

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.

**SUPPLEMENTAL ADMISSION REQUIREMENTS FOR INTERNATIONAL APPLICANTS**

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 not U.S. citizens or permanent resident aliens may compete for admission to certain COPH degree programs. For these applicants, COPH requires supplemental information in addition to the specific program application requirements. The DrPH and the non-degree seeking applicant must be a U.S. citizen or permanent resident alien to apply.

There are no funds available nor financial aid of any kind available, promised, nor implied in any way for international students at COPH- including scholarships or assistantships. Non-resident tuition
and applicable fees must be paid in full during registration each semester at UAMS. Deferment of payment is not allowed.

The supplemental admission requirements for the international applicant are:

- International application fee in USD (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: www.uams.edu/coph. This amount is in lieu of the specific degree program application fee.
- All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. Please note you must possess the minimum of a U.S. baccalaureate degree equivalent to be considered for admission.
- Those whose native language is not English and/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). For MHSA applicants, the scores minimum scores are 630, 267, and 109 respectively. The test must have been taken within the two (2) years immediately preceding the application deadline of the requested semester for admission. An official score received directly from the testing agency (www.ETS.org) is required before any action is taken on an application. Copies will not be accepted. At this time, the TOEFL code for COPH is R6901.
- The applicant must show the ability to fund the entire degree program including all non-resident tuition, fees, and living expenses before their application will be considered for admission. See our website for estimated expenses for international students: www.uams.edu/coph/applicants/. One or both of the following documents totaling this amount are required before an international application will be reviewed:
  1. An official letter (on letterhead) from the applicant’s financial institution indicating the current balance in USD and/or
  2. Affidavit of Financial Support form (www.uams.edu/coph/applicants/international.asp) from a sponsor indicating the intention and ability to fund the balance or entire amount in USD.
- Applicants accepted for admission must arrange for the transfer of their Certificate of Eligibility (I-20) to the University of Arkansas for Medical Sciences through the Immigration and Naturalization Service of the United States Department of Justice.
- Because accidents and sickness can require expenses for which many persons are not prepared, applicants accepted for admission 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. If accepted to this institution, proof of such coverage must be presented to enroll.

Because of the additional requirements of international applicants, all required materials must be received by the COPH Office of Student Services by 4:30 p.m. on the following dates to be considered for admission (if date falls on a weekend or UAMS holiday, the deadline will be the next business day):

March 1 for Fall Semester

September 1 for Spring Semester

Please note: The MHSA program reviews international applications for the Fall semester only.
DOCTOR OF PHILOSOPHY IN HEALTH SYSTEM RESEARCH (PhD)

Applicants for the PhD Health System Research Program 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/.

DOCTOR OF PHILOSOPHY IN HEALTH PROMOTION AND PREVENTION RESEARCH (PhD)

Applicants for the PhD Health Promotion and Prevention Research Program 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/.

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 alumni 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 change in 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 admissions review for the MPH program, including standardized test scores. Some items such as official transcripts and external reference forms utilized during the student’s Certificate application process may be eligible to be included in the MPH application process. Contact
the admissions office in Student Services for more information. 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.

**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.

**ADDING/DROPPING COURSES**

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.

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.

**DROPPING WEEKEND COURSES**

A weekend course may be dropped at the end of the first class meeting but a mark of "W" indicating withdrawal will be recorded unless the first class meeting occurs within the first 20 days of a fall or spring semester and/or the first 10 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.

REQUIRED IMMUNIZATIONS

The Arkansas State Health Department by law requires that all students enrolled in the University of Arkansas System present documentation of receiving the MMR vaccination; and UAMS further requires that all students have an annual TB screening (refer to policy number HR 3.03) Therefore all students currently admitted to or enrolled in the Fay W. Boozman College of Public Health are required to have a current TB screening and provide documentation of a MMR vaccination.

The TB screening and MMR vaccination are provided at no cost to UAMS students. If you choose to receive the TB screening and/or MMR vaccination outside of the UAMS Student Employee Health Services you are to provide the Family Medical Center's Employee Health/Student Preventive Health Services with a copy of the immunization record and/or you may fax the immunization record to the attention of Ms. Regina Gant at 501-296-1230.

A student who does not comply with the policy can be administratively withdrawn from classes.

Services are offered without an appointment, at no cost, at the Family Medical Center Employee Health/Student Preventive Health Services Clinic located on campus at 6th Stephens Drive across from the Jones Eye Center Institute; and/or the satellite clinic located on the 8th floor of the hospital Monday through Friday from 7:00am-4:30PM. (Both locations are closed on holidays and from 12-1PM for lunch). If you have any questions call 501-686-6565.
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 Associate Dean for Academic 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 Associate Dean for Academic Affairs of this decision. The student must request a meeting with the faculty member or the Associate Dean for Academic 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 Associate Dean for Academic Affairs of the decision to seek accommodation. That student must then schedule an appointment with the Associate Dean for Academic 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 Associate Dean for Academic 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 Associate Dean for Academic 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 Associate Dean for Academic 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 Associate Dean for Academic 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 Associate Dean for Academic Affairs will assist the instructor and student in establishing reasonable accommodations. If an agreement still cannot be reached, the Associate Dean for Academic 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 Associate Dean for Academic Affairs if the student believes the accommodation plan needs revision.

**Responsibility of the Associate Dean for Academic Affairs**

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

**ACADEMIC PROBATION AND DISMISSAL**

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

DrPH, MPH, MHSA or Certificate students who earn less than a 3.00 cumulative grade-point average (GPA - rounded to the nearest 1/100th point) on nine (9) or more semester credit hours of course work applicable to their degree program, the student will be placed on academic probation. Dismissal from the College will occur if the student’s cumulative GPA is not raised to 3.00 at the end of the semester in which the student completes the final hour of the next nine (9) semester credit hours of course work approved by the student’s program. If, at the time a student is initially placed on academic probation, it is mathematically impossible for the student to raise her/his cumulative GPA to 3.00 at the end of a semester in which he or she completes the final hour of the next nine (9) semester credit hours of course work, the student will be immediately 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 Fay W. Boozman College of Public Health.

**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. If enrolled at the time of withdrawal, the student is required to complete the “Add/Drop Form” available on the COPH website. 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. Only students who have an accepted letter of voluntary withdrawal on file and who were in good academic standing at the time of withdrawal 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](http://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 2008-2009

(Note: For academic year 2009-2010, please refer to the COPH website at www.uams.edu/coph/students/fees.asp for updated fees and costs.)

Registration and Tuition Fees

Resident tuition for the COPH each semester (nine hours or more) $2,610.00
Non-resident tuition, each semester (nine hours or more) $5,607.00
Resident students, tuition per semester credit hour $290.00
Non-resident students, tuition per semester credit hour $623.00
Student health fee¹ $72.45
Technology fee, each semester $42.00
Application fee $44.00
International student application fee $105.00
Late registration fee $72.45
Transcript fee (for second and additional transcripts) $3.00
Graduation fee (payable at last registration prior to completing degree requirements) $55.00

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.

¹ Applies to students whose permanent address is Little Rock, Arkansas, or the surrounding 35 mile metropolitan area.
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.

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**

**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.

**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 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 SEMESTER shall be entitled to a refund as follows:

*Prior to start of classes 100%
*Up to and including three (3) class days 100%
*From the fourth (4th) through the sixth (6th) class day: 50%
*From the seventh (7th) and after: No Refund
Any student who drops one or more classes and continues to be enrolled in the University 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) class day and after: No Refund

**WEEKEND CLASSES (3 weekend sessions)**

Any student who registers for a weekend course and decides to drop the course shall be entitled to a refund as follows:

**Registration, Tuition and Fees**

*Prior to start of semester classes: 100%
*The end of the first (1st) class meeting of the weekend class: 100%
*The second (2nd) day/class meeting and after: No Refund

**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 their 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 also 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.

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 accredited 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. DOCTOR OF PHILOSOPHY 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. DOCTOR OF PHILOSOPHY 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 Doctor 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 coursework 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 complete details.

**PharmD/MPH Combined Degree Program**

The UAMS College of Pharmacy and the Fay W. Boozman College of Public Health offers a combined PharmD/MPH degree program that permits students to enroll concomitantly in both the College of Pharmacy 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 curriculum and administrative policies and procedures. Students entering the first year program of the College of Pharmacy 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 PharmD 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. For details contact the Associate Dean for Academic Affairs in the Fay W. Boozman College of Public Health at 501-526-6622.

**MPH/MPS Combined Degree Program**

The Fay W. Boozman College of Public Health and the Clinton School of Public Service offers a combined MPH/MPS degree program that permits students to enroll concomitantly in both the Fay W. Boozman College of Public Health and the Clinton School of Public Service.

The concurrent program offers a potential savings of credit hours in the total number of credit hours otherwise required for both degrees. A student in the concurrent program must complete all the requirements for the MPH degree as specified by the Fay W. Boozman College of Public Health, and all requirements for the MPS degree as specified by the Clinton School of Public Service. The COPH website provides additional details.

**BA/MPH or BS/MPH Combined Degree Program**

The Fay W. Boozman College of Public Health (COPH) is in the process of implementing a 4+1 program with some undergraduate institutions in Arkansas. This provides an opportunity for students to concurrently earn credits toward an MPH degree while completing their undergraduate program. Please see our website at [www.uams.edu/coph](http://www.uams.edu/coph) for all details and requirements not available at publication.
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.

POST BACCALAUREATE CERTIFICATE IN PUBLIC HEALTH PROGRAM REQUIREMENTS

This program of study requires eighteen (18) semester credit hours and is comprised of the six (6) core courses of the MPH Program.

These core courses include a general overview of public health as well as an introductory course in each of the five (5) core public health disciplines. Upon successful completion of these 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
Analysis of system-wide issues related to 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.

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.

PUBLIC HEALTH BIOLOGY COMPETENCY REQUIREMENT
Beginning with the Fall 2008-09 semester, the Fay W. Boozman College of Public Health (COPH) requires that a Public Health Biology Competency Examination (PHBCE) be taken by all students who enter the Post Baccalaureate Certificate or MPH programs. The test will cover three (3) major categories of Public Health Biology (Infectious Disease, Chronic Disease, and Current Topics in Public Health.) A passing grade in all three categories meets the College’s requirements. Prior to graduation, new students who fail one or more of the three competency categories must successfully complete the one (1) semester hour course or courses (Infectious Disease PBHL 5011, Chronic Disease PBHL 5211 and/or Current Topics in Public Health PBHL 5311) representing the categories of the PHBCE that were not passed. Students who enrolled in the Certificate or
MPH programs prior to the Fall semester of 2008 are not required to take the PHBCE or enroll in the above courses, but are encouraged to do so on a voluntary basis.

This policy was created for two purposes: (1) to assure that all Certificate and MPH students have the appropriate background in biology concepts to perform well in the core courses, and (2) to assist students in gauging their readiness for the National Board of Public Health Examiners’ (NBPHE) Certification Exam for MPH graduates. See www.nbphe.org for details about this national certification examination.

PBHL 5011: Infectious Disease Biology
This course addresses the biological principals of infectious disease as related to public health concerns. It provides prerequisite knowledge of basic biological concepts that are key to understanding public health issues relating to infectious diseases. It will serve as a tutorial for public health biology subcompetencies found in licensing examinations.

PBHL 5211: Chronic Disease Biology
This course addresses the biological principles of chronic disease as related to public health concerns. It provides prerequisite knowledge of basic biological concepts that are key to understanding public health issues relating to chronic diseases. It will serve as a tutorial for public health biology subcompetencies found in licensing examinations.

PBHL 5311: Current Issues Biology
This course addresses current issues related to public health concerns. It provides prerequisite knowledge of basic biological concepts that are key to understanding public health issues. It will serve as a tutorial for public health biology subcompetencies found in licensing examinations.

Please see our website at www.uams.edu/coph for additional information regarding the public health biology competency requirement not available at publication.

Time Frame for Completion of Degree. All requirements for the Post Baccalaureate Certificate must be satisfied within six (6) consecutive calendar years from the first registration with the Fay W. Boozman College of Public Health.

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. Students must reapply if they do not enroll within that timeframe.

Grade Point Average and Semester Credit Hours. Eighteen (18) semester credit hours and a minimum cumulative grade point of 3.00 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 semester or summer session, a fully completed degree application and 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.
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

**Time Frame for Completion of Degree.** All requirements for the MPH degree must be satisfied within six (6) consecutive calendar years from the first registration with the Fay W. Boozman College of Public Health. Students must enroll in classes within one (1) calendar year after acceptance to the COPH. Students must reapply if they do not enroll in classes within one calendar year.

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 3.00 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 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.
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
Analysis of system-wide issues related to 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.
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.

PUBLIC HEALTH BIOLOGY COMPETENCY REQUIREMENT
The Fay W. Boozman College of Public Health (COPH) requires that a Public Health Biology Competency Examination (PHBCED) be taken by all students who enter the Certificate or MPH programs. The test will cover three (3) major categories of Public Health Biology (Infectious Disease, Chronic Disease, and Current Topics in Public Health.) A passing grade in all three categories meets the College’s requirements. Prior to graduation, new students who fail one or more of the three competency categories must successfully complete the one (1) semester hour course or courses (Infectious Disease PBHL 5011, Chronic Disease PBHL 5211 and/or Current Topics in Public Health PBHL 5311) representing the categories of the PHBCE that were not passed. Students who enrolled in the Certificate or MPH programs prior to the Fall semester of 2008 are not required to take the PHBCE or enroll in the above courses, but may do so on a voluntary basis.

This policy was created for two purposes: (1) to assure that all Certificate and MPH students have the appropriate background in biology concepts to perform well in the MPH core courses, and (2) to assist students in gauging their readiness for the National Board of Public Health Examiners’ (NBPHE) Certification Exam. See www.nbphe.org for details about this national certification examination.

PBHL 5011: Infectious Disease Biology
This course addresses the biological principals of infectious disease as related to public health concerns. It provides prerequisite knowledge of basic biological concepts that are key to understanding public health issues relating to infectious diseases. It will serve as a tutorial for public health biology subcompetencies found in licensing examinations.

PBHL 5211: Chronic Disease Biology
This course addresses the biological principles of chronic disease as related to public health concerns. It provides prerequisite knowledge of basic biological concepts that are key to understanding public health issues relating to chronic diseases. It will serve as a tutorial for public health biology subcompetencies found in licensing examinations.

PBHL 5311: Current Issues Biology
This course addresses current issues related to public health concerns. It provides prerequisite knowledge of basic biological concepts that are key to understanding public health issues. It will serve as a tutorial for public health biology sub-competencies found in licensing examinations.
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 3.00 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 3.00 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.
- The Preceptorship enrollment packet must be submitted to the Registrar according to the following deadlines: The end of the business day on or before (5:00 PM December 10th for spring registration (Preceptorship and Integration). The end of the business day on or before (5:00) PM May 10th for summer registration (Preceptorships Only). The end of the business day on or before (5:00 PM July 10th for fall registration (Preceptorship and Integration).

Current policies on Integration Projects include:

- Integration project will be graded on pass/fail basis.
- No student who has earned less than a 3.00 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 3.00 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 3.00 or higher (to meet graduation requirements).
- All integration plans and papers will be made publicly available (unblinded) in the COPH Student Services Office. The Integration enrollment packet must be submitted to the Registrar according to the following deadlines: The end of the business day on or before (5:00 PM December 10th for spring registration. The end of the business day on or before (5:00 PM July 10th for fall registration).
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 Department 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 5843: Racial and Ethnic Health Disparities: Theory, Experience, and Elimination**
This elective course explores racial and ethnic health disparities in the United States. Students will examine the literature on health and health care disparities and issues of measurement; the historical and social structural determinants pertinent to the etiology of disparities; the role of genomics; and policy and programmatic strategies for reducing disparities. Instructors will use a human rights framework that attends to the role of power, as an organizing theme. This course uses traditional approaches to learning (such as didactic lectures,
assigned readings, analysis, and discussion) combined with personal and group experimental learning. Students will be required to participate in service learning activities which will include preparation, reflection and practice components. Therefore students will spend time both in class with instructors and in the community with community based partners.

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

Mario A. Cleves, PhD, Statistical genetics; survival data analysis

David W. Gaylor, PhD, Variance components; risk analysis

Ralph L. Kodell, PhD, Risk analysis; carcinogenicity testing

Jeannette Y. Lee, PhD, Clinical trials methodology; interventional and observational studies in cancer and infectious diseases

Leanne Whiteside-Mansell, EdD, Statistical applications in the behavioral sciences; methodology for program evaluation

ASSOCIATE PROFESSORS

Zoran Bursac, PhD, Non-linear models; categorical data methods; variable selection procedures; statistical computing and simulation

Jeffrey Jonkman, PhD, Meta-analysis; composite sampling; mixed models

D. Keith Williams, PhD, General linear models; bootstrap methods

ASSISTANT PROFESSORS

Hassan Elsalloukh, PhD, Distribution theory; multivariate analysis; mathematical statistics; Bayesian methods

Reid D. Landes, PhD, Linear and nonlinear hierarchical models; mixed models; statistical methods for calibrations; Bayesian methods.

Page C. Moore, PhD, Multiple imputation methodology; clinical trials methodology; longitudinal data analysis; statistical computing and simulation

Radha Nagarajan, PhD, Biomedical Engineering

Songthip Ounpraseuth, PhD, Classification; dimension reduction; computational statistics

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 includes 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, Fisher's 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

William Allaben, PhD, Mechanisms of Agent Induced Carcinogenesis
Morris F. Cranmer, PhD, CIH, Forensic toxicology; industrial toxicology
Jack A. Hinson, PhD, Chemical toxicology
Nicholas P. Lang, MD, Molecular epidemiology

ASSISTANT PROFESSORS

Alesia Ferguson, PhD, Chemical exposure assessment
Susan Nowell Kadolubar, PhD, Occupational and environmental health
Jeff Moran, PhD, Environmental Chemistry
Alan C. Nye, PhD, Risk assessment
Luke D. Ratnasinghe, PhD, MPH, Cancer prevention and control
Thomas W. Rimmer, ScD, CIH, Industrial hygiene; acoustics and ventilation

INSTRUCTORS

Mary Ann Coleman, MS, CBSP, Biological Safety
Shirley C. Louie, MS, CIH, Environmental epidemiology; industrial hygiene
Kelley Mercer, PhD, Commercial, physical and biological research

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 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 interdisciplinary science and methods of toxicology as applied to adverse health from toxicants in the environment, community and workplace. Toxicological methods including the detection of birth defects, cancer, adverse reproductive outcomes, endocrine disruptors, neurotoxicants and specific organ toxicants are described and examples of regulatory application are provided. Emphasis is placed on dose response relationships and the synergism between animal toxicology and epidemiology. The role and responsibility of toxicology in the function of the EPA, FDA, CDC, ATSDR, OSHA, NIOSH, ADH and ADEQ is articulated and demonstrated in classroom exercises and presentation of case studies. Hazard analysis and risk assessment is explained in the context of site specific and community based exercises and case studies. The toxicological basis for Weapons of Mass Destruction is described and demonstrated in class exercises of community emergency response. This role of toxicology in setting policy is demonstrated utilizing Environmental Justice as a benchmark. 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
Detailed study of the interdisciplinary science and methods of toxicology as applied to adverse health from toxicants in the environment, community and workplace. Toxicological methods including the detection of birth defects, cancer, adverse reproductive outcomes, endocrine disruptors, neurotoxicants and specific organ toxicants are described and examples of regulatory application are provided. Emphasis is placed on dose response relationships and the synergism between animal toxicology and epidemiology. The role and responsibility of toxicology in the function of the EPA, FDA, CDC, ATSDR, OSHA, NIOSH, ADH and ADEQ is articulated and demonstrated in classroom exercises and presentation of case studies. Hazard analysis and risk assessment is explained in the contest of site specific and community based exercises and case studies. The toxicological basis for Weapons of Mass Destruction is described and demonstrated in class exercises of community emergency response. This role of toxicology in setting policy is demonstrated utilizing Environmental Justice as a benchmark. 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 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.

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.

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

Fred F. Kadlubar, PhD, Professor and Chair, Genomics, biomonitoring, individual susceptibility
Martha M. Phillips, PhD, EDS, MBA, MPH, Assistant Professor and Vice Chair for Education, Depression; childhood obesity; social determinants of health

PROFESSORS
Joseph H. Bates, MD, MS, Infectious diseases; tuberculosis
Bob Delongchamp, PhD, Statistical methods in genomics and epidemiological studies (case-control, cohort tumor registries)
Richard R. Owen, Jr., MD, Schizophrenia; depression; mental health services research; implementation research

ASSOCIATE PROFESSORS
Tyrone F. Borders, PhD, Health services epidemiology, rural health, substance abuse
Mario A. Cleves, PhD, Statistical genetics; congenital birth defects; survival analysis
Geoffrey A. Curran, PhD, Substance use disorders; mental health services research
Ellen P. Fischer, PhD, Schizophrenia; 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
Stephen Bowman, PhD, MHA, Injury, trauma, health services, emergency medical services
Dirk T. Haselow, PhD, MS, Infectious diseases
Leonard N. Mukasa, MBChB, PhD, Epidemiology of tuberculosis; longitudinal data analysis
Frank J. Wilson, Jr., MD, Tuberculosis; infectious disease surveillance
Jianjun Zhang, MD, PhD, Nutritional and molecular epidemiology of cancer; methodological issues in nutritional epidemiology

INSTRUCTORS
Cheryl J. LeDoux, MPH, Bioterrorism; infectious diseases
Bridget S. Mosley, MPH, Congenital birth defects; methodology

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 includes 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

Carol Cornell, PhD, Professor and Chair, Women’s health; minority health; cardiovascular behavioral medicine; community-based participatory interventions

James M. Raczynski, PhD, Founding Dean and Professor, 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
Geoffrey Goldsmith, MD, MPH, Primary care oriented cancer control research
Paul G. Greene, PhD, Cancer prevention; tobacco control; adherence
Daniel Holland, PhD, MPH, Community health promotion; behavioral health; grassroots health activism
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

ASSOCIATE PROFESSORS

Mary E. Aitken, MD, MPH, Injury prevention; health status & outcomes following injury; pediatric health
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

Becky G. Hall, EdD, Health literacy; underserved populations; health disparities
Karen Hye-cheon Kim, PhD, Faith and health; psycho-social-cultural aspects of health; community-based participatory research; minority health
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

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: Completion of or concurrently enrolled in 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.

PBHL 9023: 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; MPH student standing with a declared specialization in HBHE and permission of instructor.

PBHL 9253: Faith-Based Health Promotion
This course will review the literature on religion and health, and faith-based health promotion. Students will explore the complex relationships between religion and health, and apply the literature on religion and health into the design of faith-based public health interventions. Students will gain experience in building upon the current religion and health literature, and in the design of public health interventions that are appropriate for a faith-based setting. Prerequisites: You must have successfully completed PBHL 5003: Introduction to Public Health; PBHL 5133: Introduction to Health Behavior and Health Education; PBHL 5623: Program Planning and Evaluation and PBHL 5653: Theories of Health Behavior and Health Education, and receive the instructor’s permission to enroll in this course.

PBHL 9633: Understanding Tobacco Use and Obesity
Obesity and tobacco use are the leading causes of preventable death and disease and have broad and significant impacts on public health. This course will focus on understanding tobacco use and obesity, with consideration of the scope of the problem, causes and correlates, and best practices in prevention and control. The first half of the course will focus on tobacco use. The second half will focus on obesity. Prerequisites: Must have successfully completed PBHL 5653: Theories of Health Behavior and Health Education and be a declared HBHE specialty track student in the MPH program, and receive instructor’s permission to enroll in this course (this requires meeting with at least one instructor in person).
THE FACULTY AND THEIR EXPERTISE

Glen P. Mays, PhD, MPH, Professor and Chair, Director of the PhD Program in Health Systems Research, Co-Director of the DrPH Program in Public Health Leadership, Public health systems research; 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 Beitsch, MD, JD, Improving access to healthcare for underserved through volunteerism; performance management; tobacco cessation; prenatal care for low income patients

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

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

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 health; 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; oral health policies and healthcare

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 Hakak, PhD, Obesity; nutrition education; diet and cancer prevention

Paul K. Halverson, DrPH, MHSA, Public health infrastructure; organizational effectiveness; executive leadership; hospital administration

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

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

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

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

Betty A. Lowe, MD, Pediatrics

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

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

James A. Rice, PhD, Health care strategy; international health financing policy; US capital planning

David W. Sink, DPA, Community engagement; leadership; multi-sector collaboration in community development

G. Richard Smith, Jr., MD, Mental health services research; quality improvement

Phillip H. Taylor, PhD, Economic development and analysis

Hugh Tilson, MD, DrPH, MPH, Health outcomes; drug safety; evidence-based health policy; public health preparedness
Jeffrey T. Walker, PhD, Violence; substance abuse; community and mental health; legal and policy issues
John B. Wayne, PhD, Public health outcomes evaluation; policy analysis; health services research
J. Gary Wheeler, MD, Wellness and prevention; tobacco policy; childhood obesity; antibiotics overuse, Kawasaki’s disease; vaccine policy
Ronald H. Winters, PhD, Education of community-based allied health professionals; support for community health education efforts

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
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
Ruth Eudy, PhD, Rural health; regional disparities in health outcomes; public health policy
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
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
Nick J. Paslidis, MD, PhD, Quality improvement methods in health care, management of health care institutions, leadership development
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
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
Holly C. Felix, PhD, MPA, The policy process, effectiveness and sustainability of community health workers programs; long term care policy
Melony Goodhand, JD, MBA, MS, CPA, Strategic financial planning; business financial responsibility; non-labor cost reduction; benchmarking to improve financial performance
Catherine A. Irwin, PhD, Rural health; community health education; telehealth
Andrew G. Kumppuris, MD, Health care reform; health care policy analysis & financing
Diane S. Mackey, JD, Environmental and health law
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
The course provides an overview of economic theory with health care applications. Economics is the study of optimal allocation of scarce resources. Health economics considers the allocation of health care resources to evaluate whether more efficient or equitable distributions can be achieved. Economics concepts and principles
will be introduced, followed by the application of these principles to health care, health management, and health policy. **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**
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.

**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
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: 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
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: PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System.

PBHL 5383: Healthcare Policy and American Society
This semester-long course is designed to provide each student with an opportunity to study, in depth, the many facets of our American healthcare delivery and financing system. Special attention will be given to those appropriate concepts of social justice theory and implied human rights, and how they pertain to the current healthcare system. Various political philosophies will be reviewed and how they differ on the question of universal healthcare coverage and access. Different methods of financing and the ultimate responsibility for who bears healthcare costs will be discussed. The history, policies, and goals of the current healthcare financing
and delivery system will be reviewed in considerable detail. Pragmatic considerations such as the federal debt and deficit and the cost of the uninsured will be evaluated with emphasis on how these fiscal realities limit or direct future policy options. Finally, the overreaching politics of healthcare reform will be considered. The design of this course is intended to stretch the student's analytical skills to see not only the policy side of the healthcare system but also the philosophical, pragmatic, historical and political aspects of healthcare reform. In a very real sense, healthcare policy becomes a metaphor for the basic expectations a society has of its government. Students will be required to read extensively, use their writing skills, articulate in class and work with fellow students on papers and projects. **Prerequisites:** Students enrolled in a masters program at UAMS or UALR should have completed at least one semester of graduate work study.

**PBHL 5413: American Health Care Reform**
This seminar will address key policy issues facing American health care. The seminar is interdisciplinary, and is open to students pursuing study in public health, law, or public policy. In this course we will take up (1) problems of cost, access, justice, and quality in the U.S. health care system; (2) models for health care delivery in other countries such as Canada, the United Kingdom, and Japan; and (3) proposals for reform of the health care system offered by the various presidential candidates at the national level, and reforms implemented at the state level in (e.g.) Massachusetts and Hawaii. We will explore the political and structural obstacles to achieving health care system reform at the national level. **Prerequisites:** PBHL 5003: Introduction to Public Health; PBHL 5123: The Health Care System; or permission of instructor.

**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.

**PHBL 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.

**PBHL 5843: Racial and Ethnic Health Disparities: Theory, Experience, and Elimination**
This elective course explores racial and ethnic health disparities in the United States. Students will examine the literature on health and health care disparities and issues of measurement; the historical and social structural determinants pertinent to the etiology of disparities; the role of genomics; and policy and programmatic strategies for reducing disparities. Instructors will use a human rights framework that attends to the role of power, as an organizing theme. This course uses traditional approaches to learning (such as didactic lectures, assigned readings, analysis, and discussion) combined with personal and group experimental learning. Students will be required to participate in service learning activities which will include preparation, reflection and practice components. Therefore students will spend time both in class with instructors and in the community with community based partners.
HEALTH SERVICES ADMINISTRATION

THE FACULTY AND THEIR EXPERTISE:

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

PROFESSORS
John Baker, PhD, Administration of health facilities; managed care and health policy
John B. Wayne, PhD, Public health outcomes evaluation; policy analysis; health services research

ASSOCIATE PROFESSOR
Ruth Raines-Eudy, PhD, Rural health; regional disparities in health outcomes; public health policy

ASSISTANT PROFESSOR
Harold H. Simpson, J.D., Healthcare, corporate and administrative law

INSTRUCTORS
Paul Derrick, MBA, HCA, Human resources and healthcare administration
Joan T. Diehl, MHSA, MBA, Ambulatory care management
Stephen F. Foti, MS, FACHE, Hospital administration, strategic planning
Lee Frazier, MPH, MHA, Hospital administration

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 an administrative problem defined by the chief executive officer of a health institution or agency. Both courses are typically taken 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. Although the degree requirements must be satisfied within six (6) consecutive calendar years from date of first enrollment, the program is designed for completion in two (2) years full time or three-and-one-half (3.5) years part time. 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 College. Graduates are encouraged to take advantage of post-degree administrative fellowships.

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 degree requirement, the prerequisite course must also have been successfully completed. Students are to maintain a minimum cumulative grade point average of 3.00 on all courses. A student with a cumulative grade point below 3.0 will not be eligible for an externally sponsored placement.
Degree Application. For students wishing to graduate at the end of a semester or summer session, a fully completed degree application and 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.

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.

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 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.

HSAD 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. Prerequisites: HSAD 5013: Biostatistics I; 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; or permission of instructor.

HSAD 5273: Health Economics
The course provides an overview of economic theory with health care applications. Economics is the study of optimal allocation of scarce resources. Health economics considers the allocation of health care resources to evaluate whether more efficient or equitable distributions can be achieved. Economics concepts and principles will be introduced, followed by the application of these principles to health care, health management, and health policy. **Prerequisites:** HSAD 5013: Biostatistics I; 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; HSAD 5163: Introduction to Health Systems Financial Management 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; 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.

**PUBLIC HEALTH BIOLOGY COMPETENCY REQUIREMENT**

Beginning with the Fall 2008-09 semester, the Fay W. Boozman College of Public Health (COPH) requires that a Public Health Biology Competency Examination (PHBCED) be taken by all students who enter the Post Baccalaureate Certificate or MPH programs. Because graduates from the MHSA and DrPH programs will be eligible to take the National Board of Public Health Examiners’ (NBPHE) Certification Exam, the COPH Academic Standards Committee will discuss and revise this policy during the summer of 2008, specifically to
address the policy’s applicability to students in these programs. MHSA and DrPH students should check the COPH website at www.uams.edu/coph for policy updates and information regarding this requirement. A description of the policy as available at publication may be found in program requirements for the Post Baccalaureate Certificate and MPH programs.

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.

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 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. Prerequisite: HSAD 5123: The Health Care System.

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 approached 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. 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.

**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).

Enrollment in for the Doctoral Practicum and/or Doctoral Capstone hours must adhere to the following registration deadlines: the end of the business day on or before (5:00) PM December 10th for spring registration; the end of the business day on or before (5:00) PM May 10th for summer registration; the end of the business day on or before (5:00) PM July 10th for fall registration.

PUBLIC HEALTH BIOLOGY COMPETENCY REQUIREMENT

Beginning with the Fall 2008-09 semester, the Fay W. Boozman College of Public Health (COPH) requires that a Public Health Biology Competency Examination (PHBCED) be taken by all students who enter the Post Baccalaureate Certificate or MPH programs. Because graduates from the MHSA and DrPH programs will be eligible to take the National Board of Public Health Examiners’ (NBPHE) Certification Exam, the COPH Academic Standards Committee will discuss and revise this policy during the summer of 2008, specifically to address the policy’s applicability to students in these programs. MHSA and DrPH students should check the COPH website at www.uams.edu/coph for policy updates and information regarding this requirement. A description of the policy as available at publication may be found in program requirements for the Post Baccalaureate Certificate and MPH programs.

DrPH COURSE DESCRIPTIONS

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

PBHL 9003: Biostatistics II
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: Epidemiology II
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.

PBHL 9023: 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: Environmental and Occupational Health Policy
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 (I) 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 9073: Applied Behavioral Research Methods
Applied, theory-based behavioral research methods for assessing and intervening with populations are a cornerstone of empirically-based multi-disciplinary health behavior interventions. This course will help the learner identify and develop the skills necessary to independently design, implement and critically evaluate empirically-based health behavior research. The course will focus on the role of theory, problem definition, and hypotheses generation in conducting primary, secondary or tertiary prevention intervention research; selection of appropriate research design, including the appropriate comparison groups; issues related to measurement of health behaviors; validity, reliability and generalization of various research designs; and critical review and interpretation of published health behavior research. Prerequisite: Doctoral student standing in the UAMS College of Public Health, and successful completion of PBHL 9023 (Advanced Health Behavior Theory), or by permission of instructor BEFORE THE FIRST DAY OF CLASS.

PBHL 9253: Faith-Based Health Promotion
This course will review the literature on religion and health, and faith-based health promotion. Students will explore the complex relationships between religion and health, and apply the literature on religion and health into the design of faith-based public health interventions. Students will gain experience in building upon the current religion and health literature, and in the design of public health interventions that are appropriate for a faith-based setting. Prerequisites: You must have doctoral student standing in the DrPH program in Public Health Leadership, and have successfully completed at least one graduate-level course in health behavior or health education to enroll in this course.
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 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 9633: Understanding Tobacco Use and Obesity
Obesity and tobacco use are the leading causes of preventable death and disease and have broad and significant impacts on public health. This course will focus on understanding tobacco use and obesity, with consideration of the scope of the problem, causes and correlates, and best practices in prevention and control. The first half of the course will focus on tobacco use. The second half will focus on obesity. **Prerequisites:** Must have doctoral student standing in the DrPH Program in Public Health Leadership, and have successfully
completed at least one **graduate-level** course in Health Behavior/Health Education to enroll in this course and/or must have doctoral student standing in the PhD Program in Health Promotion and Prevention Research, and have successfully completed at least one **graduate-level** course in Health Behavior/Health Education to enroll in this course.

**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 9711: 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 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.
PBHL 9723: Advanced Doctoral Leadership Strategies
This course is designed to integrate health science, leadership principles and policy skills into a course that emphasizes practical application in the demonstration of mastered skills and abilities in a public health practice setting. The course will be taught in a seminar fashion with guest speakers that include senior level public health officials from the State Health Department. Students will have the opportunity to use knowledge and skills learned throughout the curriculum in class discussion, assignments and projects. Extensive reading and preparation outside of class hours will be expected and required for successful completion of this course. Prerequisites: This course is only open to public health leadership doctoral candidates that have completed all Science and required Practice courses; and completed at least two of the four required leadership courses. Completion of or enrollment in the third of the fourth required leadership courses is recommended.

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
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 998V: 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 998V: Doctoral Capstone Seminar and permission of the DrPH Faculty Leadership Chair.
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Core Competencies for Public Health Professionals

(Core Competencies for Public Health Professionals
(Council on Linkages Between Academia and Public Health Practice)

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

### Policy Development/Program Planning Skills
- Collects, summarizes, and interprets information relevant to an issue
- States policy options and writes clear and concise policy statements
- Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs
- Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option
- States the feasibility and expected outcomes of each policy option
- Utilizes current techniques in decision analysis and health planning
- Decides on the appropriate course of action
- Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps
- Translates policy into organizational plans, structures, and programs
- Prepares and implements emergency response plans
- Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

### Communication Skills
- Communicates effectively both in writing and orally, or in other ways
- Solicits input from individuals and organizations
- Advocates for public health programs and resources
- Leads and participates in groups to address specific issues
- Uses the media, advanced technologies, and community networks to communicate information
- Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences

### Attitudes
- Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives
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

<table>
<thead>
<tr>
<th>Essential Service</th>
<th>Description</th>
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<tbody>
<tr>
<td>Essential Service #1:</td>
<td>Monitor health status to identify community health problems</td>
</tr>
<tr>
<td>Essential Service #2:</td>
<td>Diagnose and investigate health problems and health hazards in the community</td>
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<tr>
<td>Essential Service #3:</td>
<td>Inform, educate, and empower people about health issues</td>
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<td>Essential Service #4:</td>
<td>Mobilize community partnerships to identify and solve health problems</td>
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<tr>
<td>Essential Service #5:</td>
<td>Develop policies and plans that support individual and community health efforts</td>
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<tr>
<td>Essential Service #6:</td>
<td>Enforce laws and regulations that protect health and ensure safety</td>
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<tr>
<td>Essential Service #7:</td>
<td>Link people to needed personal health services and assure the provision of health care when otherwise unavailable</td>
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<tr>
<td>Essential Service #8:</td>
<td>Assure a competent public health and personal health care workforce</td>
</tr>
<tr>
<td>Essential Service #9:</td>
<td>Evaluate effectiveness, accessibility, and quality of personal and population-based health services</td>
</tr>
<tr>
<td>Essential Service #10:</td>
<td>Research for new insights and innovative solutions to health problems</td>
</tr>
</tbody>
</table>
UAMS Fay W. Boozman College of Public Health Application for Admission

Personal Information

1. Name: Last ___________ First ________________ M. I. ___________ Suffix ________________

2. U.S. Social Security Number ___________ ___________ ___________ Hometown ________________

3. Sex __ Male __ Female

4. Birthdate __/__/19 ___________ 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 ___________ State __ZIP ___________
   Telephone ( ) ___________ Telephone ( ) ___________
   FAX ( ) ___________ E-Mail ________________

8. Permanent Address (If different from current address) ________________

9. Please indicate the race or ethnicity which you think applies to you best:
   1. American Indian or Alaskan Native(Tribe)
   2. African American (Not of Hispanic Origin)
   3. Asian or Pacific Islander (Includes the Indian sub-continent)
   4. Hispanic/Latino (Spans all cultures or origins, 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

Application Data

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

11. Degree Sought: ___DDEH, 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 __ GMAT %Q __ V __ %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 MSHE 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 MSHE applicants.

Applicants must complete this section even if a resume or C.V. is enclosed.

1. Name ___________________ 2. Name ___________________
   Position ___________________ Position ___________________
   Address ___________________ Address ___________________
   Phone ( ) ___________________ Phone ( ) ___________________

3. Name ___________________ 4. Name ___________________
   Position ___________________ Position ___________________
   Address ___________________ Address ___________________
   Phone ( ) ___________________ Phone ( ) ___________________

*DDEH applicants must submit GRE ONLY. MSHE 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>Supervise</th>
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19. Please check all types of experience in Public Health in which you have participated (if applicable):

- Environmental Engineer
- Environmental Engineering Technician/Technologist
- Environmental Science Specialist
- Environmental Science Technician/Technologist
- Health Educator
- Health Promotion
- Health Services Administrator/Manager
- Public Health Commissioner
- Public Health Educator
- Public Health Laboratory Scientist
- Public Health Laboratory Technician
- Public Health Policy Analyst
- Public Health Program Analyst
- Public Health Researcher
- Public Health Scientist
- Public Health Nurse
- Public Health Nutritionist
- Public Health Officer
- Public Health Planner
- Public Health Practitioner
- Public Health Policy Analyst
- Public Health Program Analyst
- Public Health Researcher
- Public Health Scientist
- Public Health Nurse
- Public Health Nutritionist
- Public Health Officer
- Public Health Planner
- Public Health Practitioner
- Public Health Policy Analyst
- Public Health Program Analyst
- Public Health Researcher
- Public Health Scientist
- Public Health Nurse
- Public Health Nutritionist
- Public Health Officer
- Public Health Planner
- Public Health Practitioner
- Public Health Policy Analyst
- Public Health Program Analyst
- Public Health Researcher
- Public Health Scientist
- Public Health Nurse
- Public Health Nutritionist
- Public Health Officer
- Public Health Planner
- Public Health Practitioner
- Public Health Policy Analyst
- Public Health Program Analyst
- Public Health Researcher
- Public Health Scientist
- Public Health Nurse
- Public Health Nutritionist
- Public Health Officer
- Public Health Planner
- Public Health Practitioner
- Public Health Policy Analyst
- Public Health Program Analyst
- Public Health Researcher
- Public Health Scientist
- Public Health Nurse
- Public Health Nutritionist
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- Public Health Policy Analyst
- Public Health Program Analyst
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- Public Health Practitioner

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 certify that all information supplied on this sheet is complete and accurate. I am aware that I shall not be considered for admission to the University of Arkansas for Medical Sciences until I have fulfilled all requirements 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 required or giving false information may result in subsequent rejection.

Signed ___________________________ Date __/__/____

*Please send application to UAMS, For W. Harrison College of Public Health, ATTN: Office of Student Services, Director of Admission, 400 W. Madison, #120, Little Rock, Arkansas 72205.*

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To the applicant:

- Please complete Parts 1 and 2 BEFORE giving this form to the persons from whom you are requesting a reference.
- For the convenience of the person completing this form, you should provide a stamped envelope addressed to:
  Director of Admissions and Alumni Affairs
  UAMS College of Public Health
  4301 W. Markham, #820
  Little Rock, AR 72205

Part 1:

Applicant Name ____________________________ Degree Sought (Cert, MPH, DrPH): ________________

Name of Person Providing Reference ___________________________________________________________

Relationship to Applicant: ___________________________________________________________________

Part 2:

Under provisions of the Family Educational Rights and Privacy Act of 1974 (P.L.93-380), a student or his/her parents has access to all files pertaining to the student with the exception of those documents to which he or she has waived right of access.

Please check one:

☑️ I waive my right to examine the following letter of recommendation.

☑️ I do not waive my right to examine the following letter of recommendation.

    Applicant Signature ____________________________ Date ____________________________

    Applicant Name ____________________________ Degree Sought ____________________________

Part 3:

To the person acting as a reference:

The applicant named above has asked you to serve as a reference for admission to the degree program indicated. Competent evaluation is important both to the candidate and to the department -- an unprepared candidate can spend significant amounts for tuition with no benefit.

Candor in your comments is essential for fairness to both parties. At the same time, we ask that you make no statement that would indicate the applicant’s age, race, creed, or national origin.

The reverse side of this form is designed to provide a quick way for you to assess the applicant’s overall potential for study in public health. We welcome a more detailed assessment should you wish to provide it, but we respectfully ask that you complete the reverse side of this form even if you attach additional comments.

After completing the form, please return it to: Director of Admissions and Alumni Affairs, UAMS College of Public Health, 4301 W. Markham, #820, Little Rock, AR 72205

How long, and in what capacity, have you known this applicant?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
**Assessment**

In comparison with other individuals at the same stage in their career, how would you rate the applicant on the following dimensions (Please check the ONE box in each row that best describes the candidate):

<table>
<thead>
<tr>
<th></th>
<th>Has demonstrated superior performance</th>
<th>Has demonstrated good performance</th>
<th>Believe the applicant has capacity to perform well</th>
<th>Needs further training or development in this area</th>
<th>Believe the applicant has limited capacity to perform well</th>
<th>Can’t Assess or Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>Oral Communication Skills</td>
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<tr>
<td>Written Communication Skills</td>
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<td>Leadership in the Workplace</td>
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<td>Dependability</td>
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<td>Analytical/Critical Thinking</td>
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<td>Creativity</td>
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<td>Ability to Work Independently</td>
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<tr>
<td>Scientific/Research Skills</td>
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<td>Breadth of Public Health</td>
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<tr>
<td>Knowledge/Awareness</td>
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</table>

Please use the following space to comment on the above assessment of this candidate’s qualifications and potential for graduate study in the field of public health (for DrPH applicants, please provide comments on this candidate’s qualification and potential for graduate study in the specific area of public health leadership). (Feel free to attach a letter in lieu of this comment section.)

______________________________________________________________________________________
______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

**Overall assessment:**

- This is a truly exceptional candidate.
- I recommend without qualification that the applicant be admitted to the program.
- I recommend that the applicant be admitted to the program.
- I recommend with some reservation that the applicant be admitted to the program.
- I do not recommend that the applicant be admitted to the program.

Signature: ___________________________ Date: ___________________________

Name: ______________________________ Telephone Number: __________________

Position or Title: __________________ Business Address: ____________________
Request for Employee Tuition Discount
This form must be completed in full to receive discount approval.

Name: ________________________________

Date:

SS#: __________________________________

Employee Title: ____________________________

Student ID # (if different): ____________________

Mail #: __________________________ Office Phone: __________________________

Enrollment Requested At: □ UAF □ UALR □ UAMS □ OTHER:

*Designated Employee Campus:

Academic Year: _______ Term: ( ) Fall ( ) Spring ( ) Summer (specify session : _______) Other: __________

Degree Sought: ________________________________

Major/Program: ________________________________

Degree Program □ Undergraduate □ Graduate If Graduate Program, Date Accepted into Program: ______

Course Prefix Course # Course Name CRN*** Credit Hours** Days and Times of Class Meeting

I certify that I am eligible under existing university policy for the fee discount requested. I pledge that I shall not permit participation in this course to interfere with the performance of my regular duties. I understand that any change to my course schedule will require that I submit another tuition discount form for approval in order to avoid being administratively withdrawn.

Employee Signature

I certify that the employee is full-time (100% appointed) and is eligible for this fee discount. I have reviewed and I approve the time(s) indicated for the above class(es).

Supervisor Name (print) Supervisor Signature Date

Dean/Director Name (print) Dean/Director Signature Date

FAX COMPLETED FORM TO HUMAN RESOURCES AT 686-8872 or mail to Human Resources #564.

Human Resources will verify employment and fax to appropriate campus.

FOR HR USE ONLY:
I certify that the employee is full-time (100% appointed) and is eligible for this fee discount.

Approved: ____________________________

Vice Chancellor and Provost Date

Certification of Full-Time Employment by EMPLOYEE Campus: ________________________________

Hours Approved: ________

Term: ________ Fall ________ Spring ________ Summer ________ Other

Please allow one week for processing.
CERTIFICATE OF RESIDENT STATUS

In order to establish eligibility for resident status for purposes of admission to a college or school on the campus of the University of Arkansas for Medical Sciences, all questions appearing on this form must be answered. We wish to help establish resident status rather than withhold it. In order to do so, however, we need complete and accurate information on certain points. Birth and prior residence in the State on the part of the applicant and/or parents does not, in itself, establish the resident status. Of critical importance is the current status of the applicant. Your application for admission cannot be processed until your resident status is determined. In answering the questions, please be advised that withholding or falsifying the answers will disqualify the applicant either prior to or subsequent to admission on this campus. Please check the college/school to which you are applying.

☐ Graduate  ☐ Health Related Professions  ☐ Medicine  ☐ Nursing  ☐ Pharmacy  ☐ Public Health

Have you previously applied for Residency Status? ☐ Yes  ☐ No  If so, what year __________

APPLICANT

1. Name: _________________________________________________________________________________
   Last      First    Initial

2. Permanent Address: _______________________________________________________________________
   Street and Number

_______________________________________________________________
   City   County   State   Zip Code   Phone

a. AR Federal Congressional District: __________________________________________________________

3. Present Address: ________________________________________________________________________
   Street and Number

_______________________________________________________________
   City   County   State   Zip Code   Phone

a. Since what date: _____________________________________________________________________

b. Date you moved to Arkansas: _____________________________________________________________

4. If #2 and #3 are different, give reason: __________________________________________________

5. Date of Birth ________________________
   City and State of Birth _________________________________________________________________

6. U. S. Citizen (circle one)  Yes    ☐ No

7. If No is circled, give visa status: ______________________________________________________

8. Social Security Number: ________________________________________________________________
9. List below (inverse chronological order) all colleges and universities attended and employment.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Dates attended</th>
<th>Address –City, State</th>
<th>Credit hours earned</th>
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</table>

Employer | Location | Dates
|----------|----------|--------
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|          |          |        |
|          |          |        |
|          |          |        |

10. High School attended and graduation date:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Graduation Date</th>
<th>City / State</th>
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</table>

11. Are you self-supporting? □ No □ In Part □ Entirely

12. Are you claimed as a dependent by □ spouse or □ parents for State and/or Federal income tax purposes? □ Yes □ No

13. Do you claim residence in another state (other than Arkansas) for any purpose? □ Yes □ No

14. If the answer to #13 is “Yes” name the state __________ and check purpose of the claim:
AMCAS ________ Application to other colleges_________ Voting purposes_________
Other _________ (explain on page 4).

15. Do you own an automobile? □ Yes □ No

a. If the answer to #15 is “Yes” name the state of registration: __________________________

16. Do you have a current Arkansas driver's license? □ Yes □ No

17. If you are employed, are you paying Arkansas income taxes? □ Yes □ No

18. If you are a student in a non-Arkansas state-supported institution of higher learning, are you currently paying non-resident tuition rates? □ Yes □ No

19. Are you receiving or do you plan in the future to receive any financial assistance from any state (other than Arkansas) while a UAMS student? □ Yes □ No
PARENTS:

20. [ ] Married [ ] Divorced [ ] Separated

Father

21. Father's Name _____________________________
Mother's Maiden Name _____________________________

Present Address _____________________________
Present Address _____________________________

City/State _____________________________
City/State ____________________________________

22. Are your parents currently residents of Arkansas? [ ] Yes [ ] No

If so, how long have they been Arkansas residents? ______________________________________

a. Father's Present Employer _____________________________ and work address __________________

b. Mother's Present Employer _____________________________ and work address __________________

23. If in military service, which state is claimed as permanent residence? ____________________________

SIGNATURE:  In appending my signature I affirm that the information given is complete and accurate.

Signature ___________________________________________ Date ____________________

NOTE:  This form should be submitted at your earliest convenience in order to receive consideration for the next academic year to:

University of Arkansas for Medical Sciences
Office of the Vice Chancellor for Academic Affairs
4301 West Markham Street, Slot 541
Little Rock, Arkansas  72205-7199

(Please use next page for additional information in support of your claim for residency.)
Fay W. Boozman College of Public Health
Application Checklist
Post-Baccalaureate MPH Certificate Program

✓ A COPH application form (filled out completely and signed). The form can be downloaded and printed from the COPH website at www.uams.edu/coph.

✓ Official transcripts of all academic work sent directly from every college or university attended regardless of degree awarded or transfer credits shown on subsequent transcripts. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. Please note you must possess the minimum of a U.S. baccalaureate degree to apply to the College of Public Health. If you are an international applicant, please also see the International Applicant supplemental checklist at www.uams.edu/coph.

Transcript 1
___________________________________________________________________
Transcript 2
___________________________________________________________________
Transcript 3
___________________________________________________________________
Transcript 4
___________________________________________________________________
Transcript 5
___________________________________________________________________
Transcript 6
___________________________________________________________________

✓ Three (3) recommendation forms available at www.uams.edu/coph/. The forms must be completed by separate individuals who may speak to the candidate’s academic, professional and public health experience. Completed forms may be accompanied by a letter of reference at the discretion of the recommender.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

✓ A personal statement or letter of interest (500-700 words).

✓ A current resume or curriculum vitae.

✓ Application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: www.uams.edu/coph.

✓ TOEFL exam. Residents whose native language is not English and/or who do not have an undergraduate degree from an accredited U.S. college or university are required to submit scores of 600 (paper based), 250 (computer) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) exam. If you are an international applicant, please also see International Applicant checklist at www.uams.edu/coph.
A COPH application form (filled out completely and signed). The form can be downloaded and printed from the COPH website at www.uams.edu/coph.

Official transcripts of all academic work sent directly from every college or university attended regardless of degree awarded or transfer credits shown on subsequent transcripts. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. Please note you must possess the minimum of a U.S. baccalaureate degree to apply to the College of Public Health. If you are an international applicant, please also see the International Applicant supplemental checklist at www.uams.edu/coph.

Transcript 1
Transcript 2
Transcript 3
Transcript 4
Transcript 5
Transcript 6

Three (3) recommendation forms available at www.uams.edu/coph/. The forms must be completed by separate individuals who may speak to the candidate’s academic, professional and public health experience. Completed forms may be accompanied by a letter of reference at the discretion of the recommender.

Official GRE scores (Institution code 6512, Dept. 0616) sent directly from www.ETS.org.

A personal statement or letter of interest (500-700 words).

A current resume or curriculum vitae.

Application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: www.uams.edu/coph.

TOEFL exam. Residents whose native language is not English and/or who do not have an undergraduate degree from an accredited U.S. college or university are required to submit scores of 600 (paper based), 250 (computer) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) exam. If you are an international applicant, please also see International Applicant checklist at www.uams.edu/coph.
Fay W. Boozman College of Public Health
Application Checklist

DrPH

✓ ________ A COPH application form (filled out completely and signed). The form can be downloaded and printed from the COPH website at www.uams.edu/coph. Please note: COPH admits to the DrPH Program for the fall semester only with a deadline of February 1.

✓ ________ Official transcripts of all academic work sent directly from every college or university attended regardless of degree awarded or transfer credits shown on subsequent transcripts. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. Please note you must possess the minimum of a U.S. baccalaureate degree to apply to the College of Public Health. As the DrPH Program is a part-time program, the applicant must be a U.S. citizen or permanent legal resident alien to apply.

Transcript 1

Transcript 2

Transcript 3

Transcript 4

Transcript 5

✓ ________ Four (4) recommendation forms available at www.uams.edu/coph/. The forms must be completed by separate individuals who may speak to the candidate’s academic, professional and public health experience. Completed forms may be accompanied by a letter of reference at the discretion of the recommender.

7. ________________________________

8. ________________________________

9. ________________________________

10. ________________________________

✓ ________ Official GRE scores (Institution code 6512, Dept. 0616) sent directly from www.ETS.org.

✓ ________ A personal statement or letter of interest (500-700 words).

✓ ________ A current resume or curriculum vitae.

✓ ________ Application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: www.uams.edu/coph.

✓ ________ TOEFL exam. Residents whose native language is not English and/or who do not have an undergraduate degree from an accredited U.S. college or university are required to submit scores of 600 (paper based), 250 (computer) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) exam. If you are an international applicant, please also see International Applicant checklist at www.uams.edu/coph.
Fay W. Boozman College of Public Health
Application Checklist
MHSA Program

✓ ________ A COPH application form (filled out completely and signed). The form can be downloaded and printed from the COPH website at www.uams.edu/coph.

✓ ________ Official transcripts of all academic work sent directly from every college or university attended regardless of degree awarded or transfer credits shown on subsequent transcripts. Applicant must possess 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 to be considered for admission to the MHSA Program. Please note you must possess the minimum of a U.S. baccalaureate degree to apply to the College of Public Health. All transcripts from foreign countries must be translated and evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. If you are an international applicant, please also see the supplemental International Applicant checklist at www.uams.edu/coph.

Transcript 1 ____________________________________________________________
Transcript 2 ____________________________________________________________
Transcript 3 ____________________________________________________________
Transcript 4 ____________________________________________________________
Transcript 5 ____________________________________________________________
Transcript 6 ____________________________________________________________

✓ ________ A personal statement or letter of interest (500-700 words).

✓ ________ A current resume or curriculum vitae including contact information for two references.

✓ ________ Official GRE scores (Institution code 6512, Dept. 0616) or GMAT scores (Code OSF-3L-74.) Typically, successful applicants in the MHSA program earn a score in excess of 1000 on the combined verbal and quantitative portions of the GRE or in excess of 550 on the GMAT.

✓ ________ Application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: www.uams.edu/coph.

✓ ________ TOEFL exam. Residents whose native language is not English and/or who do not have an undergraduate degree from an accredited U.S. college or university are required to submit scores of 630 (paper based), 267 (computer) or 109 (internet-based) on the Test of English as a Foreign Language (TOEFL) exam to the MHSA Program. If you are an international applicant, please also see International Applicant checklist at www.uams.edu/coph.
Fay W. Boozman College of Public Health
Application Checklist
Non-Degree Seeking

✓ A COPH application form (filled out completely and signed.) The forms can be downloaded and printed from our website at http://www.uams.edu/coph/applicants/.

✓ Official transcript indicating a minimum of a U.S. baccalaureate degree sent directly from the institution where degree was awarded. Transcripts from foreign countries must be translated and notarized in the U.S. as “certified true” copies. For the non-degree seeking program, applicants must be a U.S. citizen or permanent resident alien to apply. Please note you must possess the minimum of a U.S. baccalaureate degree equivalent to take classes at the College of Public Health.

Transcript: _______________________________________________________________________

✓ Application fee (check or money order) made payable to the UAMS College of Public Health. Check the current fee due at our website: http://www.uams.edu/coph/applicants/.

Non-degree seeking students 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 at capacity with degree seeking students. When this occurs, no non-degree seeking applicants will be allowed to enroll. The application fee will not be refunded.

**You must submit a new application and application fee each semester you are a non-degree seeking student.**

Deadline for non-degree fall semester application and registration:

**August 1**

Deadline for non-degree spring semester application and registration:

**January 1**

Deadline for non-degree summer semester application and registration:

**May 15**
International Students

✓ International application fee in USD (check or money order) made payable to the UAMS College of Public Health. For academic year 2008/09, the international application fee is $105.00. This amount is in lieu of the specific degree program application fee. Note: For the MHSA Program, international applications are accepted for the Fall semester only with a deadline of March 1.

✓ All official transcripts must first be evaluated by either Education Credential Evaluators, Inc. (www.ece.org) or World Education Services (www.wes.org). An official copy of the evaluation must be submitted with the application. A fee list and application forms for this service may be obtained from the above agencies.

✓ TOEFL exam. Applicants whose native language is not English and/or who do not have an undergraduate degree from an accredited U.S. college or university are required to submit scores of 600 (paper based), 250 (computer) or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) examination. (For MHSA applicants, the scores are 630, 267, and 109 respectively.)

✓ The applicant must show the ability to fund the entire degree program including all tuition, fees, and living expenses before their application will be considered for admission. An official letter from the applicant’s financial institution indicating this amount in USD is required, and/or an Affidavit of Financial Support (www.uams.edu/coph/applicants/international.asp) from a sponsor indicating their intention and ability to fund the entire amount in USD is required before the application will be considered for admission. Please see our website for estimated expenses for international students: www.uams.edu/coph/applicants/international.asp.

Deadline for complete international application packets:
March 1 for Fall Semester
September 1 for Spring Semester

Please note: There are no student or financial aid funds, scholarships, or assistantships available to international students at the College of Public Health.
I, ______________________________________ residing at _________________________________________  (Name)  (Address)

_________________________           __________________________________________  (City)                 (State) (Zip Code if in U.S.) (Country

BEING DULY SWORN DEPOSE AND SAY:

1. I was born on (Date-mm/dd/yyyy) in(City) (Country)

If you are not a native born United States citizen, answer the following as appropriate:

   a. If a United States citizen through naturalization, give certificate of naturalization number ____________________
   b. If a United States citizen through parent(s) or marriage, give citizenship certificate number ____________________
   c. If United States citizenship was derived by some other method, attach a statement of explanation.
   d. If a lawfully admitted permanent resident of the United States, give "A" number ____________________

2. That I am _______ years of age and have resided in the United States since (date) _______________.

3. That this affidavit is executed on behalf of the following person:

<table>
<thead>
<tr>
<th>Name (Family Name)</th>
<th>(First Name)</th>
<th>(Middle Name)</th>
<th>Gender</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizen of (Country)</td>
<td>Marital Status</td>
<td>Relationship to Sponsor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presently resides at (Street and Number)  __________________________________________  (City) (State) (Country)

Name of spouse and children accompanying or following to join person:

<table>
<thead>
<tr>
<th>Spouse</th>
<th>Gender</th>
<th>Age</th>
<th>Child</th>
<th>Gender</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Gender</td>
<td>Age</td>
<td>Child</td>
<td>Gender</td>
<td>Age</td>
</tr>
</tbody>
</table>

Child  Gender | Age | Child | Gender | Age |

4. That this affidavit is made by me for the purpose of assuring the United States Government that the person(s) named in item 3 will not become a public charge in the United States.

5. That I am willing and able to receive, maintain and support the person(s) named in item 3. That I am ready and willing to deposit a bond, if necessary, to guarantee that such person(s) will not become a public charge during his or her stay in the United States, or to guarantee that the above named person(s) will maintain his or her nonimmigrant status, if admitted temporarily and will depart prior to the expiration of his or her authorized stay in the United States.

6. That I understand this affidavit will be binding upon me for a period of three (3) years after entry of the person(s) named in item 3 and that the information and documentation provided by me may be made available to the Secretary of Health and Human Services and the Secretary of Agriculture, who may make it available to a public assistance agency.
7. That I am employed as or engaged in the business of ______________________ with ______________________

(Type of Business) (Name of Concern)

at

(Street and Number) (City) (State) (Zip Code)

I derive an annual income of (if self-employed, I have attached a copy of my last income tax return or report of commercial rating concern which I certify to be true and correct to the best of my knowledge and belief. See instructions for nature of evidence of net worth to be submitted.) I have on deposit in savings banks in the United States $ ___________. I have other personal property, the reasonable value which is $ ___________.

Form I-134 (Rev. 06/17/04)N (Prior versions may be used until 09/30/04)

I have life insurance in the sum of $ ___________.

I have stocks and bonds with the following market value $ ___________.

as indicated on the attached list, which I certify to be true and correct to the best of my knowledge and belief.

With a cash surrender value of $ ___________

I own real estate valued at $ ___________.

With mortgage(s) or other encumbrance(s) thereon amounting to $ ___________. Which is

located at (Street and Number) (City) (State) (Zip Code)

8. That the following persons are dependent upon me for support: (Place an "x" in the appropriate column to indicate whether the person named is wholly or partially dependent upon you for support.)

9. That I have previously submitted affidavit(s) of support for the following person(s). If none, state "None.

Date submitted

Name of Person Wholly Dependent Partially Dependent Age Relationship to Me

10. That I have submitted visa petition(s) to the Bureau of Citizenship and Immigration Services (CIS) on behalf of the

11. That I [ ] intend [ ] do not intend

to make specific contributions to the support of the person(s) named in item 3.

(If you check "intend," indicate the exact nature and duration of the contributions. For example, if you intend to furnish room and board, state for how long and, if money, state the amount in United States dollars and state whether it is to be given in a lump sum, weekly or monthly, or for how long.)
Oath or Affirmation of Sponsor

I acknowledge that I have read Part III of the Instructions, Sponsor and Alien Liability, and am aware of my responsibilities as an immigrant sponsor under the Social Security Act, as amended, and the Food Stamp Act, as amended.

I swear (affirm) that I know the contents of this affidavit signed by me and that the statements are true and correct.

Signature of sponsor

Subscribed and sworn to (affirmed) before me this day of / /

at

My commission expires on

Signature of Officer Administering Oath

Title

If the affidavit is prepared by someone other than the sponsor, please complete the following: I declare that this document was prepared by me at the request of the sponsor and is based on all information of which I have knowledge.

(Signature) (Address) (Date)

Form I-134 (Rev. 06/17/04)N (Prior versions may be used until 09/30/04)

U.S. Department of Homeland Security

Bureau of Citizenship and Immigration Services

I-134, Affidavit of Support

Instructions

I. Execution of Affidavit.

A separate affidavit must be submitted for each person. As the sponsor, you must sign the affidavit in your full, true and correct name and affirm or make it under oath.

If you are in the United States, the affidavit may be sworn to or affirmed before an officer of the Bureau of Citizenship and Immigration Services (CIS) without the payment of fee, or before a notary public or other officers authorized to administer oaths for general purposes, in which case the official seal or certificate of authority to administer oaths must be affixed.

If you are outside the United States, the affidavit must be sworn to or affirmed before a U.S. consular or immigration officer.

II. Supporting Evidence.

As the sponsor, you must show you have sufficient income and/or financial resources to assure that the alien you are sponsoring will not become a public charge while in the United States.

Evidence should consist of copies of any or all of the following documentation listed below that are applicable to your situation.

Failure to provide evidence of sufficient income and/or financial resources may result in the denial of the alien's application for a visa or his or her removal from the United States.
The sponsor must submit in duplicate evidence of income and resources, as appropriate:

A. Statement from an officer of the bank or other financial institution where you have deposits, giving the following details regarding your account:
   1. Date account opened;
   2. Total amount deposited for the past year;

B. Statement of your employer on business stationery, showing:
   1. Date and nature of employment;
   2. Salary paid;
   3. Whether the position is temporary or permanent.

C. If self-employed:
   1. Copy of last income tax return filed; or

D. List containing serial numbers and denominations of bonds and name of record owner(s).

III. Sponsor and Alien Liability.

Effective October 1, 1980, amendments to section 1614(f) of the Social Security Act and Part A of Title XVI of the Social Security Act establish certain requirements for determining the eligibility of aliens who apply for the first time for Supplemental Security Income (SSI) benefits.

Effective October 1, 1981, amendments to section 415 of the Social Security Act establish similar requirements for determining the eligibility of aliens who apply for the first time for Aid to Families with Dependent Children (AFDC), currently administered under Temporary Assistance for Needy Families (TANF). Effective December 22, 1981, amendments to the Food Stamp Act of 1977 affect the eligibility of alien participation in the Food Stamp Program.

These amendments require that the income and resources of any person, who as the sponsor of an alien's entry into the United States, executes an affidavit of support or similar agreement on behalf of the alien, and the income and resources of the sponsor's spouse (if living with the sponsor) shall be deemed to be the income and resources of the alien under formulas for determining eligibility for SSI, TANF and Food Stamp benefits during the three years following the alien's entry into the United States.

Documentation on Income and Resources. An alien applying for SSI must make available to the Social Security Administration documentation concerning his or her income and resources and those of the sponsor, including information that was provided in support of the application for an immigrant visa or adjustment of status.

An alien applying for TANF or Food Stamps must make similar information available to the State public assistance agency.

The Secretary of Health and Human Services and the Secretary of Agriculture are authorized to obtain copies of any such documentation submitted to the CIS or the U.S. Department of State and to release such documentation to a State public assistance agency.

Joint and Several Liability Issues. Sections 1621(e) and 415(d) of the Social Security Act and subsection 5(i) of the Food Stamp Act also provide that an alien and his or her sponsor shall be jointly and severally liable to repay any SSI, TANF or Food Stamp benefits that are incorrectly paid because of misinformation provided by a sponsor or because of a sponsor's failure to provide information.

Incorrect payments that are not repaid will be withheld from any subsequent payments for which the alien or sponsor are otherwise eligible under the Social Security Act or Food Stamp Act, except that the sponsor was without fault or where good cause existed.
These provisions do not apply to the SSI, TANF or Food Stamp eligibility of aliens admitted as refugees, granted asylum or Cuban/Haitian entrants as defined in section 501(e) of P.L. 96-422, and to dependent children of the sponsor or sponsor's spouse. The provisions also do not apply to the SSI or Food Stamp eligibility of an alien who becomes blind or disabled after admission to the United States for permanent residency.

IV. Authority, Use and Penalties. Authority or the collection of the information requested on this form is contained in 8 U.S.C. 1182(a)(15), 1184(a) and 1258.

The information will be used principally by the CIS, or by any consular officer to whom it may be furnished, to support an alien's application for benefits under the Immigration and Nationality Act and specifically the assertion that he or she has adequate means of financial support and will not become a public charge. Submission of the information is voluntary.

It may also, as a matter of routine use, be disclosed to other federal, state, local and foreign law enforcement and regulatory agencies, including the Department of Health and Human Services, Department of Agriculture, Department of State, Department of Defense and any component thereof (if the deponent has served or is serving in the armed forces of the United States), Central Intelligence Agency, and individuals and organizations during the course of any investigation to elicit further information required to carry out CIS functions.

Failure to provide the information may result in the denial of the alien's application for a visa or his or her removal from the United States.

V. Information and CIS Forms. For information on immigration laws, regulations and procedures or to order CIS forms, call our National Customer Service Center at 1-800-375-5283 or visit our website at www.uscis.gov.

VI. Privacy Act Notice. We ask for the information on this form and associated evidence to determine if you have established eligibility for the immigration benefit you are seeking. Our legal right to ask for this information is in 8 U.S.C. 1203 and 1225. We may provide this information to other government agencies. Failure to provide this information and any requested evidence may delay a final decision or result in denial of your request.

VII. Paperwork Reduction Act Notice. An agency may not conduct or sponsor a collection of information and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. We try to create forms and instructions that are accurate, can be easily understood and that impose the least possible burden on you to provide us with information. Often this is difficult because some immigration laws are very complex. The estimated average time to complete and file this application is 30 minutes per application, including the time to learn about the law and the form, complete the form, and assemble and submit the Affidavit. If you have comments regarding the accuracy of this estimate or suggestions for making this form simpler, write to the Bureau of Citizenship and Immigration Services, Regulations and Forms Services Division (HQRFS), 425 I Street, N.W., Room 4034, Washington, D.C. 20529; OMB No. 1615-0014. Do not mail your completed application to this address.
TO: COPH Students
FROM: The Office of Student Services
DATE: 2008-2010
RE: HIPAA Privacy and IT Confidentiality Policy

Dear COPH Students,

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 UAMS HIPAA Privacy and IT Confidentiality Policy. The policy is located after this page.

After you have read the document sign the verification form that follows the document's conclusion. The 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:

c/o The Registrar
Fay W. Boozman
College of Public Health
4301 W. Markham, # 820
Little Rock, AR 72205
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.
HIPAA Privacy and IT 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 HIPAA Privacy and IT Confidentiality Agreement, and have received a copy.

Signed: ____________________________  SSN# ____________________________

Print Full Name: ________________________________________________________

Date: ____________________________  College: ____________________________

Return this completed form to the

COPH Office of Student Services

College of Public Health, Room 1210

UAMS Slot 820

Note: This form is signed and filed at the beginning of the student's first semester of enrollment.
MEMO

TO: COPH Students
FROM: Office of Student Services
DATE: 2008-2010
RE: COPH Honor Code

Dear COPH Students,

I am pleased to bring to your attention the 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 read the following document; and upon conclusion, sign the 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:

c/o The Registrar
Fay W. Boozman
College of Public Health
4301 W. Markham, #820
Little Rock, AR 72205
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.

**Article Four. Procedures for Handling Suspected Violations**

**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:

- Retake of the evaluation or rewrite of the paper
- Score of zero on the evaluation or paper
- Failure in the course
- Failure in the course with notation on the transcript that the grade was for a violation of academic integrity
- Failure in the course and suspension from the University
- Failure in the course and suspension from the University and notation on the transcript that the grade was for violation of academic integrity.
- 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.
- Suspension from the University for at least one semester with a notation on the transcript that the cause was a violation of academic integrity.
- 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 Fay W. Boozman 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 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

Signature: ________________________________________________________________

Student ID Number: ________________________ Date: ________________

Return this completed form to the

COPH Office of Student Services

College of Public Health, Room 1210

UAMS Slot 820

Note: This form is signed and filed at the beginning of the student's first semester of enrollment.
MEMO

TO: COPH Students
FROM: The Office of Student Services
DATE: 2008-2010
RE: COPH Student Handbook

Dear COPH Students,

I am pleased to bring you the *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.

The signed form **MUST be returned** before you will be allowed to register for additional courses. The form is located on the following page.

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

c/o The Registrar  
Fay W. Boozman  
College of Public Health  
4301 W. Markham, # 820  
Little Rock, AR 72205
UAMS COPH

STUDENT HANDBOOK AGREEMENT

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. The most current update of the COPH Student Handbook is located at www.uams.edu/coph/handbook.asp.

Print Name: ______________________________________________________________

First Name               Middle Initial               Last Name

Signed:______________________________

Student ID Number: ______________

Date:________________________

Note: This form is signed and filed at the beginning of the student's first semester of enrollment.
MEMO

TO: COPH Students  
FROM: Office of Student Services  
DATE: 2008-2010  
RE: Required Immunizations

The Arkansas State Health Department by law requires that all students enrolled in the University of Arkansas System present documentation of receiving the MMR vaccination; and UAMS further requires that all students have an annual TB screening (refer to policy number HR 3.03) Therefore all students currently admitted to or enrolled in the Fay W. Boozman College of Public Health are required to have a current TB screening and provide documentation of a MMR vaccination.

The TB screening and MMR vaccination are provided at no cost to UAMS students. If you choose to receive the TB screening and/or MMR vaccination outside of the UAMS Student Employee Health Services you are to provide the Family Medical Center's Employee Health/Student Preventive Health Services with a copy of the immunization record and/or you may fax the immunization record to the attention of Ms. Regina Gant at 501-296-1230.

A student who does not comply with the policy can be administratively withdrawn from classes.

Services are offered without an appointment, at no cost, at the Family Medical Center Employee Health/Student Preventive Health Services Clinic located on campus at 6th Stephens Drive across from the Jones Eye Center Institute; and/or the satellite clinic located on the 8th floor of the hospital Monday through Friday from 7:00am-4:30PM. (Both locations are closed on holidays and from 12-1PM for lunch). If you have any questions call 501-686-6565.

In order to ensure that each COPH student has read and understands its importance, please read the following document; and upon conclusion, sign the form to verify that you have read and agree to abide by the Honor Code. The signed form MUST on the following page 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:

c/o The Registrar  
Fay W. Boozman  
College of Public Health  
4301 W. Markham, #820  
Little Rock, AR 72205
I understand by my not complying with The Arkansas State Health Department law which requires all students enrolled in the University of Arkansas System to present documentation of receiving the MMR vaccination; and the UAMS policy which further requires students to have an annual TB screening (refer to policy number HR 3.03) could result in my being administratively withdrawn from my classes in the Fay W. Boozman College of Public Health. I understand that as a student, currently admitted to or enrolled in the Fay W. Boozman College of Public Health I must have on record a current TB screening and documentation of a MMR vaccination.

Print Name: _____________________________________________
Signature: ______________________________________________
Student's ID#: ___________________________________________
Date: __________________________________________________

Return this completed form to the Office of Student Services, Fay W. Boozman College of Public Health, Room 1210 or UAMS Slot #820.

Note: This form is signed and filed at the beginning of the student's first semester of enrollment.
University of Arkansas for Medical Sciences
Student Health Insurance Waiver form for 2008-2009

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)

Return this completed form to the
COPH Office of Student Services

College of Public Health, Room 1210

UAMS Slot 820

Note: This form is signed and filed at the beginning of the student's first semester of enrollment
# Fay W. Boozman College of Public Health
## Biostatistics*

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

**Advisee’s Name:** _______________________________  **Student ID Number:** ______________________

**Faculty Advisor:** _______________________________

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### CORE:  [18 credit hours]

<table>
<thead>
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<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>5003</td>
<td>Intro to Public Health</td>
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<td></td>
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<tr>
<td>5013</td>
<td>Biostatistics I</td>
<td></td>
<td></td>
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<tr>
<td>5173</td>
<td>Epidemiology I</td>
<td></td>
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<tr>
<td>5133</td>
<td>Intro to Health Behavior &amp; Health Edn</td>
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<tr>
<td>5113</td>
<td>Environmental and Occupational Health</td>
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<tr>
<td>5123</td>
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<th>Academic Year and Semester</th>
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<tbody>
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### SPECIALTY REQUIRED COURSES:

[9 credit hours] *(Grade Earned in blank)*

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<tr>
<td>5023</td>
<td>Biostatistics II (Advanced Linear Models)</td>
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<tr>
<td>5033</td>
<td>Biostatistics III (Multivariate Analysis &amp; Linear Models)</td>
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<tr>
<td>5753</td>
<td>Application of Microcomputers...</td>
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<td>Application of Microcomputers...</td>
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### SELECTIVES (choose two):

[6 credit hours, approved by Biostatistics Advisor]

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>5233</td>
<td>Statistical Methods for Clinical Trials</td>
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<td>5313</td>
<td>Nonparametric Methods</td>
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<tr>
<td>5763</td>
<td>Categorical Data Analysis</td>
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<tr>
<td>5793</td>
<td>Designing &amp; Analyzing Health Surveys</td>
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<tr>
<td>595V</td>
<td>Special Topics in Biostatistics (1 - 3 hrs)</td>
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<td>595V</td>
<td>Special Topics in Biostatistics (1 - 3 hrs)</td>
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### ELECTIVE:  [3 credit hours]

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<th>Spring</th>
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</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

---

*3 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: _________________________________

<table>
<thead>
<tr>
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<tbody>
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**FUlFILLED:**

[18 credit hours]

**SPECIALTY REQUIRED COURSES:**

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<td>5043</td>
<td>Occupational &amp; Environmental Hazard Control</td>
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<td>5063</td>
<td>Principles of Toxicology in Public Health</td>
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<td>5073</td>
<td>Regulation of Environmental Health</td>
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<tr>
<td>5153</td>
<td>Environmental &amp; Industrial Biological Hazards</td>
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<tr>
<td>5263</td>
<td>Environmental Exposure Assessment</td>
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**FUlFILLED:**

[15 credit hours]

**ELECTIVE:**

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**FUlFILLED:**

[3 credit hours]

**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

<table>
<thead>
<tr>
<th>CORE: [18 credit hours]</th>
<th>FULFILLED:</th>
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<tbody>
<tr>
<td>(Grade Earned in blank)</td>
<td>(Academic Year and Semester in Blank)</td>
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<tr>
<td>5003 Intro to Public Health</td>
<td>5003 Intro to Public Health</td>
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<tr>
<td>5013 Biostatistics I</td>
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<tr>
<td>5173 Epidemiology I</td>
<td>5173 Epidemiology I</td>
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<tr>
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<td>5123 The Health Care System</td>
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**SPECIALTY REQUIRED COURSES:**

[10 credit hours] (Grade Earned in blank)

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<td>5023 Biostatistics II</td>
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<td>5373 Epidemiology II</td>
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<tr>
<td>5671 Epidemiology III (Lab)</td>
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**SELECTIVES (choose two):**

[5-6 credit hours, approved by Epidemiology Advisor]

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<td>(Academic Year and Semester in Blank)</td>
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<tr>
<td>5223 Epidemiology of Chronic Disease</td>
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<tr>
<td>5233 Statistical Methods for Clinical Trials</td>
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<tr>
<td>5473 Methods in Health Services Research</td>
</tr>
<tr>
<td>5483 Epidemiology of Infectious Disease</td>
</tr>
<tr>
<td>5513 Qualitative Methodology in Nursing Research</td>
</tr>
<tr>
<td>5523 Qualitative Data Analysis Theory and Practicum</td>
</tr>
<tr>
<td>5553 Cancer Epidemiology</td>
</tr>
<tr>
<td>5683 Social Epidemiology &amp; Intervention Impl</td>
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<tr>
<td>5773 Survey Research Methods</td>
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<tr>
<td>596V Directed Studies in Epidemiology (1-3 hrs)</td>
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**ELECTIVE:** [3 credit hours]

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<tr>
<td>(Academic Year and Semester in Blank)</td>
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<tr>
<td>5555 Preceptorship (Preceptor &amp; Faculty Advisor)</td>
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</table>

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

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<tr>
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<tr>
<th>Grade Earned</th>
<th>Academic Year and Semester</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

### SPECIALTY REQUIRED COURSES:  
*[9 credit hours]* *(Grade Earned in blank)*

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Fall</th>
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<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>5623</td>
<td>Program Planning and Evaluation</td>
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<td></td>
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<tr>
<td>5653</td>
<td>Theories of HBHE</td>
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<tr>
<td>5783</td>
<td>Health Communication</td>
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### FULFILLED:  
*(Academic Year and Semester in Blank)*

<table>
<thead>
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<th>Academic Year and Semester</th>
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</thead>
<tbody>
<tr>
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### SELECTIVES (choose two):  
*[6 credit hours, approved by HBHE Advisor]*

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5213</td>
<td>Health Promotion in the Worksite</td>
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<tr>
<td>5543</td>
<td>Advanced Concepts of Human Sexuality</td>
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<tr>
<td>5643</td>
<td>Health Promotion in the School Setting</td>
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<tr>
<td>5683</td>
<td>Social Epidemiology &amp; Intervention Impl</td>
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<tr>
<td>5773</td>
<td>Survey Research Methods</td>
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<td>5813</td>
<td>Informatics and eHealth</td>
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<td>5943</td>
<td>Health Communication Seminar</td>
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### FULFILLED:  
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<tbody>
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### ELECTIVE: [3 credit hours]  
*(Grade earned in blank)*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Elective (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 Policy & Management Track*  

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

Advisee’s Name: _________________________________  Student ID Number: ______________________  
Faculty Advisor: _________________________________

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>CORE:</td>
<td>[18 credit hours]</td>
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<tr>
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<td>(Academic Year and Semester in Blank)</td>
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<tr>
<td>5003 _____ Intro to Public Health</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5013 _____ Biostatistics I</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5173 _____ Epidemiology I</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5133 _____ Intro to Health Behavior &amp; Health Edn</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5113 _____ Environmental and Occupational Health</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5123 _____ The Health Care System</td>
<td>_____ Fall _____ Spring _____ Summer</td>
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<table>
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<td>[9 credit hours] (Grade Earned in blank)</td>
<td>(Academic Year and Semester in Blank)</td>
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<tr>
<td>5273 _____ Intro to Health Economics</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5283 _____ Public Health Law and Ethics</td>
<td>_____ Fall _____ Spring _____ Summer</td>
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<td>5363 _____ Intro to Health Policy</td>
<td>_____ Fall _____ Spring _____ Summer</td>
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<table>
<thead>
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<th>SELECTIVES (choose two):</th>
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</thead>
<tbody>
<tr>
<td>[6 credit hours, approved by HPM Advisor]</td>
<td>(Academic Year and Semester in Blank)</td>
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<tr>
<td>5143 _____ Management of Healthcare Organizations</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5163 _____ Intro to Health Systems Financial Management</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5243 _____ Health Systems Strategic Planning</td>
<td>_____ Fall _____ Spring _____ Summer</td>
</tr>
<tr>
<td>5713 _____ Evaluation of Public Health Programs</td>
<td>_____ Fall _____ Spring _____ Summer</td>
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<tr>
<td>5843 _____ Racial-Ethnic Health Disparities</td>
<td>Fall Spring Summer</td>
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<tbody>
<tr>
<td>[3 credit hours]</td>
<td>(Academic Year and Semester in Blank)</td>
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<tr>
<td>_____ ____________________________</td>
<td>_____ Fall _____ Spring _____ Summer</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
**Fay W. Boozman College of Public Health**  
**Generalist Academic Track***

Advisee: ___________________________  
Student ID Number: ___________________

Generalist Committee Faculty Advisor Chair*: ______________________________

Generalist Faculty Advisor*: ____________________________________________

Generalist Faculty Advisor*: ____________________________________________

### CORE COURSES:
[18 credit hours]  
*(Grade earned in blank)*  
*(Date in Blank)*  

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>5003</td>
<td>Intro to Public Health (F)</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>5013</td>
<td>Biostatistics I (F)</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>5173</td>
<td>Epidemiology I (F)</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>5133</td>
<td>Intro to Health Beh &amp; Hlth Edn (S)</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>5113</td>
<td>Environmental and Occupational Health (S)</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>5123</td>
<td>The Health Care System (S)</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Term</th>
<th>Term</th>
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<tr>
<td>PBHL</td>
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</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
Generalist MPH Learning Objectives and Course Plan

**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)

______________________________________________________________________________________________________________
______________________________________________________________________________________________________________
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______________________________________________________________________________________________________________

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 5983 Preceptorship     __________________________________________________________
PBHL 5993 Integration         __________________________________________________________

Student Signature: _____________________________   Date: _________
Generalist Faculty Advisor Committee Chair: _____________________________   Date: _________
Generalist Faculty Advisor: _____________________________   Date: _________
Generalist Faculty Advisor: _____________________________   Date: _________
MHSA Typical Course of Study by Academic Period

The Program is designed to serve both full and part-time students. To be considered a full-time student in our program you must take 12 credit hours per semester. Most part-time students take 6 or 9 credit hours per semester. (Please note: Since our program requires 12 credit hours per semester to graduate in 2 years, we consider enrollment in 12 hours full-time for our specific program. Financial Aid considers enrollment in 9 credit hours as full time.)

The recommended course sequences for part-time students are designed to maintain the developmental structure of the curriculum. For example, the basic financial management course is taken before the student enrolls in the advanced health systems financial management course. The health statistics course is taken before the epidemiology and decision analysis courses. Students can elect to increase or decrease the number of hours for which they enroll in each semester. The Program does not recommend enrolling for less than 6 credit hours during any semester.

The structure of course sequences for full-time and part-time students is defined on the following pages. The full-time program takes 2 years, the 9-hour sequence 3 years, and the 6-hour sequence about 4 years.

**FULL-TIME STUDENTS - 12 CREDIT HOUR SEQUENCE**

*Fall Year 1:*
- HSAD-5013: Biostatistics I
- HSAD-5123: The Health Care System
- HSAD-5143: Management of Health Care Organizations

*Spring Year 1:*
- HSAD-5333: Advanced Health Systems Financial Management
- HSAD-5173: Epidemiology I
- HSAD-5243: Health Systems Strategic Planning
- HSAD-5273: Health Economics

*Summer Year 1*
- HSAD-5083: Health Administration Residency
  or
- HSAD-5093: Management Project

*Fall Year 2*
- HSAD-5253: Health Information Systems for Administrators
- HSAD - ____ Elective
- HSAD-5343: Decision Analysis

*Spring Year 2:*
- HSAD-5293: Health Law
- HSAD-5103: Introduction to Environmental/Occupational Health and Health Behavior/Health Education
- HSAD-5393: Management Capstone
- HSAD - ____ Elective

**PART-TIME STUDENTS - 9 CREDIT HOUR SEQUENCE**

*Fall Year 1:*
- HSAD-5013: Biostatistics I
- HSAD-5123: The Health Care System

*Spring Year 1:*
- HSAD-5333: Advanced Health Systems Financial Management
- HSAD-5143: Management of Health Care Organizations
HSAD-5273: Health Economics

Fall Year 2:
HSAD-5253: Health Information Systems for Administrators
HSAD-5343: Decision Analysis in Health Administration
HSAD-5353: Seminar in Human Resource Management

Spring Year 2:
HSAD-5153: Epidemiology I
HSAD-5243: Health Systems Strategic Planning
HSAD-5103: Introduction to Environmental/Occupational Health and Health Behavior/Education

Fall Year 3:
HSAD -___ Elective
HSAD-5093: Management Project

Spring Year 3:
HSAD-5293: Health Law
HSAD -___ Elective
HSAD-5393: Management Capstone

* This is a sample part-time course sequence. Enrollment in summer courses may reduce the time required to graduate, and other factors may require deviation from the sequences shown here.

PART-TIME STUDENTS - 6 CREDIT HOUR SEQUENCE

Fall Year 1:
HSAD-5013: Biostatistics I
HSAD-5123: The Health Care System

Spring Year 1:
HSAD-5143: Management of Health Care Organizations
HSAD-5273: Economics

Fall Year 2:
HSAD-5343: Decision Analysis
HSAD-5163: Introduction to Health Systems Financial Management

Spring Year 2:
HSAD-5333: Advanced Health Systems Financial Management
HSAD-7312: Epidemiology I
Summer Year 2
HSAD-5083: Health Administration Residency
or
HSAD-5093: Management Project.

Fall Year 3:
HSAD-5253: Health Information Systems for Administrators
HSAD -___ Elective

Spring Year 3:
HSAD-5243: Health Systems Strategic Planning
HSAD-5103: Introduction to Environmental/Occupational Health and Health Behavior/Health Education

Fall Year 4:
HSAD -___ Elective
HSAD-5353: Seminar in Human Resource Management

Spring Year 4:
HSAD-5293: Health Law
HSAD-5393: Management Capstone

* This is a sample part-time course sequence. Enrollment in summer courses may reduce the time required to graduate, and other factors may require deviation from the sequence shown here.
Requirements for the MHSA degree are a minimum of 51 credit hours, which includes 45 hours of required core courses and 6 hours of electives.

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<th>Credits</th>
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<th>GRADE</th>
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<td>HSAD 7303 or 7304 (HSAD 5083 OR HSAD 5093)</td>
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<td>HSAD 7305 (HSAD 5163)</td>
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<td>HSAD 7306 (HSAD 5343)</td>
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<td>HSAD 7307 (HSAD 5393)</td>
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<td>HSAD 7309 (HSAD 5013 OR HSAD 5183)</td>
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<td>HSAD 7314 (HSAD 5253)</td>
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<td>HEALTH PROMOTION AT THE WORKSITE</td>
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**ELECTIVE COURSES**

_________________________________________  3  ________________  ____

_________________________________________  3  ________________  ____

_________________________________________  3  ________________  ____
MHSA
CAREER ADVISING FORM

CAREER PLANS/TRACK:
Date: 

KEY SKILLS/PROFESSIONAL DEVELOPMENT PLANS:
Date: 

ADVISOR REVIEW/DISCUSSION AND PLANS:
Date: 
Recommendations: 
Date: 
Recommendations: 
Date: 
Recommendations: 

UAMS Fay W. Boozman College of Public Health
Faculty Advisor/ Specialty Track/Generalist
Confirmation Form

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 Track Faculty Advisor and/or Date
Generalist Faculty Advisor Committee Chair*

______________________________      __________
Generalist Advisor (if applicable)* Date

______________________________      __________
Generalist Advisor (if applicable)* Date

______________________________      __________
Department Chair (signature required for Date
Specialty Track Students only)

☐ Approved
☐ Denied

______________________________
Associate Dean for Academic Affairs, Signature/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.
# Student Annual Progress Report

Fay W. Boozman College of Public Health Master of Public Health Program

To be completed by student and submitted to the academic faculty advisor for review. After the academic advisor has signed, submit the original report to Assistant Dean of Student Affairs, Office of Student Services on or before April 1 each year in the MPH Program.

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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</thead>
<tbody>
<tr>
<td>Today's Date</td>
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</tr>
<tr>
<td>Student's Name</td>
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</tr>
<tr>
<td>Faculty Advisor's Name</td>
<td></td>
</tr>
<tr>
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<tr>
<td>Year Started in the MPH Program:</td>
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<tr>
<td>Human Subjects Behavioral Research Certification:</td>
<td>Yes _____ No _____ NA _____  Date of Completion:</td>
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<tr>
<td>Preceptorship Course Advisor</td>
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<tr>
<td>Preceptorship Starting Date</td>
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<td>Preceptor Site:</td>
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<tr>
<td>Integration Project Chair</td>
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<td>Integration Project Starting Date:</td>
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<td>Integration Project Title:</td>
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<td>Professional Career Goals:</td>
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<td>Academic Interests in the PhD and/or DrPH Program:</td>
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<tr>
<td>Expected Degree Completion Date:</td>
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</tr>
</tbody>
</table>

A. ALL PUBLIC HEALTH SEMINAR(S) PRESENTED (if applicable) (title, month, and year).

B. PUBLIC HEALTH PROFESSIONAL MEETINGS ATTENDED AND REPORTS SUBMITTED (if applicable) (title, month, and year of meetings for the last academic year)

C. PUBLIC HEALTH WORK AND RESEARCH EXPERIENCES IN OR OUTSIDE THE COPH: (including student assistantships, internships, university committees, etc. please include job title, project name, supervision, organization, etc. as appropriate [include month and year]):

149
D. PUBLIC HEALTH SERVICES CONDUCTED FOR PROFESSIONAL AND COMMUNITY ORGANIZATIONS OR COMMUNITIES (include month and year)

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
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</thead>
<tbody>
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</tbody>
</table>

E. RECOGNITION OF PUBLIC HEALTH ACCOMPLISHMENTS (i.e., honors, awards, scholarships, traineeships, grants, etc. for the last academic year):

<table>
<thead>
<tr>
<th>Type of Recognition</th>
<th>Applied For</th>
<th>Received</th>
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<tbody>
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</tbody>
</table>

F. **ATTACH** APPLICABLE SPECIALTY TRACK COURSE PLANNER TO THIS ANNUAL REPORT. (*COURSE PLANNERS ARE LOCATED IN COPH CATALOG AND/OR IN THE FACULTY HANDBOOK ON-LINE*).

Reviewed by Advisor and Student

Student Signature/Date                  Academic Faculty Advisor’s Signature/Date

Additional Comments (attach page)       Yes or No.
Change in MPH Faculty Advisor*

I, ______________________________, student ID number ______________________, hereby request to change MPH Faculty Advisor (s) from ________________________________ in the ______________________specialty track to _____________________________________in the ______________________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

_________________________________________________________________________________________
______________________________________________________   __________________
Proposed Department Chair (if required)        Date

☑ Approved
☑ Denied

___________________________________     _______________
Associate Dean for Academic Affairs Signature     Date

Notes and Explanation:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Approved
Denied
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.
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 the COPH Registrar, 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
Fay W. Boozman College of Public Health
Petition from MPH Certificate to MPH Degree Seeking Program

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 12 hours of the core courses with 4 core courses consisting of at least a combination of two of the following 3 courses: Environmental and Occupational Health; Biostatistics I; and/or Epidemiology I; earning a cumulative 3.3 GPA in the core courses. I have attached my official transcript to this form.

_____________________________
Student's Signature

_____________________________
Date

☐ APPROVED
☐ DENIED

_____________________________
Associate Dean for Student Academic Affairs

_____________________________
Date

Notes and Explanation:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
TO: Academic Standards Committee Chair

FROM: Student's Name: _____________________________________________________________
Student's ID#: __________________________________________________________________
Semester and Year Admitted to the COPH Program: ________________________________

DATE: __________________________

RE: Request Approval of Transfer Courses

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
OFFICIAL TRANSCRIPT REQUEST FORM

Name ____________________________________________________________

First Middle Last

Current Address ____________________________________________________

Street City State Zip

Social Security Number _______ - _______ - _________

Phone _____________________ Email ________________________________

Name Used

When Attending ____________________________________________________

Signature _____________________________ Date _______________________

Transcript Type

Official _______ x $3.00 = $ ____________ (amount due, payable by cash or check)

# of transcripts

Delivery Method

Mail ______ Pick-up _______

Official transcripts must be sealed in our office and may only be mailed or picked up.

Send to:
Changes in student information, such as name or address, should be filed in writing as soon as possible with the COPH Registrar.
Fay W. Boozman College of Public Health
Directed Study Registration Form

USE THIS FORM ONLY. PART I (Must be submitted prior to the close of the registration period.)

Name: _________________________________________________________________________________________
Student ID Number: ________________________ Date: ______________ Year: ___________________________

Program: ☐ MPH ☐ MHSA ☐ DrPH ☐ Non-Degree

Directed Study Term: ☐ Fall ☐ Spring ☐ Summer

Department Overseeing Proposed 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? ____________________________________________________________________

___________________________
Student Signature

APPROVED FOR DIRECTED STUDY REGISTRATION:

_________________________________________   _____________________________________________
Preceptor                  Faculty Overseeer

_________________________________________
Academic Advisor   _____________________________________________
Associate Dean for Academic Affairs

Department Chair for Proposed Directed Study

A written work contract must accompany this form.
APPLICATION FOR DIRECTED STUDY
WORK PLAN SUBMISSION:

_________________________________________
Student Signature   Faculty Overseeer

Date: ______________________________    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>
</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.

**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:**

<table>
<thead>
<tr>
<th>Student Signature/ Date</th>
<th>Course Instructor Signature/ Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Faculty Advisor Signature/ Date</td>
<td>Associate Dean for Academic Affairs Signature/Date</td>
</tr>
</tbody>
</table>
Fay W. Boozman College of Public Health
MPH Preceptorship Registration Form (PBHL: 5983)

USE THIS FORM ONLY. (Submit with Plan to the COPH Registrar by deadline indicated in Academic Calendar)

Print Student's Name: __________________________ Student ID Number: ____________________________

Student's Signature/Date (REQUIRED): _______________________________________________________

MPH Specialty: ______________________________ Preceptorship Semester: ______ Year: ______

Preceptorship Course Advisor’s Signature/Date (REQUIRED): _______________________________________

Preceptorship Site: _________________________________________________________________________

Print Name of Preceptor at Site: ______________________________________________________________

Preceptor’s Signature/Date (REQUIRED): _____________________________________________________

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
- Description of how Preceptorship will be a Service to Site
- Timeline of Activities
- Description of the Preceptorship Paper/Final Product
- Frequency of Meetings with Preceptor and Preceptorship Course Advisor
- Statement of Understanding and Applicability of COPH Honor Code
- Statement of the status of IRB applicable to the Preceptorship project
- Attach unofficial COPH Transcript (for Academic Course Advisor or Generalist Academic Faculty Advisors to see prior to registration for Preceptorship hours)
- Attach HIPAA/IRB privacy and human subjects behavioral research training certificate (www.citiprogram.org)
- If needed, description of why registration for Preceptorship is requested if core courses incomplete or <27 hrs.
- If needed, description of why early accumulation of hours is requested (if beginning to accumulate hours prior to official enrollment)

Signatures for Section Below Applicable to Specialty Track Students Only:

Attention: Academic Faculty Advisor and Departmental Specialty Track Chair. Sign/date below to indicate approval of the attached Preceptorship Plan designed by the Student, Preceptor, and the Preceptorship Faculty Course Advisor:

Academic Faculty Advisor/Date (REQUIRED)       Specialty Department Chair/Date (REQUIRED)

Signatures for Section Below Applicable to Generalist Students Only:

Attention: Generalist Academic Faculty Advisors. Sign/date below to indicate approval of the attached Preceptorship Plan designed by the Student, Preceptor, and the Preceptorship Faculty Course Advisor:

Signature Generalist Faculty Advisory Committee Chair/Date (REQUIRED)

Signature Generalist Faculty Advisory Committee Member/Date (REQUIRED)

Signature Generalist Faculty Advisory Committee Member/Date (REQUIRED)

*Note to Registrar: Send copy of completed form to the Associate Dean for Academic Affairs
MPH Preceptorships

MPH Preceptorship and Integration Capstone Projects
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.

MPH Preceptorship Project General Policies
The Preceptorship is a College-wide course required of all MPH candidates. This course is meant to be taken at the end of the student’s degree program, and is designed to give the student an opportunity to apply their skills to a variety of problems or issues in public health. Current policies on Preceptorships include:

- Students should have completed all 18 hours of the core courses and a minimum of 9 hours of specialty required courses and/or selectives to initiate the Preceptorship.
- No student who has earned less than a 3.00 GPA in Fay W. Boozman College of Public Health courses may enroll in the Preceptorship.
- Students should begin to plan and prepare for these projects well in advance of registering for the course. Two months’ advance preparation is recommended.
- Students must attend a required Preceptorship informational meeting provided by the Office of Student Services.
- The Office of Student Services recommends the student attend the required informational meeting one semester before initiating the Preceptorship.
- The informational meetings are provided in the Fall and Spring semesters only (contact the Office of Student Services for Scheduled Dates and Times of the meetings 526-6747).
- 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.
- Preceptorships will be graded on a pass/fail basis.

MPH Preceptorship Checklist for PBHL 5983 Criteria Compliance:

Preparation

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

_____ Complete an on-line HIPAA/IRB training in Behavioral and/or Biomedical Research as well as complete the HIPAA training regarding confidentiality. To complete these two required trainings go to the COPH website and click the sidebar titled "Information for Students"; scroll down and find the HIPAA/IRB Training link and open it. Follow those instructions and complete the IRB Certification for Human Subjects for Behavioral Research on-line training which includes the HIPPA Research on-line training. When the training is completed, print out the certificate of completion and keep a copy to attach to your plan; also fax the completion certificate to 686-7265. Once you have your password (sent to you via e-mail), you can then submit your preceptorship plan, under the auspices of your Preceptorship course advisor, to the IRB via the web. If you have any problems in securing your password or need personal assistance, contact 603-1681 or call the main number which is 686-5667 and ask for assistance.

_____ Select a faculty member to serve as your Preceptorship Course Advisor (you may ask your Academic Faculty Advisor for assistance in selecting your Preceptorship Course Advisor; the Academic Faculty Advisor may also act as your Preceptorship Course Advisor; regardless make sure they agree to serve).
Obtain a list of potential preceptors from your department chair or the Registrar in the Office of Student Services; or you along with counsel from your Academic Faculty Advisor and/or Preceptorship Course Advisor may identify a preceptor independent of the list in the Office of Student Services.

Try to match career goals and/or public health interests when identifying related potential preceptorship activities and sites with counsel from your Academic Faculty Advisor and/or 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) - OR-If you wish to work at a site that is not on the list of approved Preceptors, work with your Preceptorship 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. You will provide the preceptor site with 135 hours of time on task.

Acknowledge that the participation of your Preceptorship Course Advisor and Preceptor in the creation of the plan is vital.

Create a Preceptorship Plan. Refer to the template for the Preceptorship Plan at the end of this section.

Include the following sections in the Preceptorship Plan:

- **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 and/or showing IRB dispensation;** include copies of your IRB Behavioral Research training certificate and your HIPAA certificate to be attached to your plan when submitted to the Registrar.
- Your current unofficial COPH transcript, obtained from the COPH Registrar, for the Course Advisor to see which classes you have taken thus far and to be attached to your plan when submitted to the Registrar.
- If needed, a section describing why you need to begin your Preceptorship prior to completion of your Core courses and at least 9 hours 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 or from the appendices in the Catalog; the students is to complete the form and secure all applicable signatures.

Review the plan with your Preceptorship Course Advisor and the Preceptor. In-person meetings of all parties are strongly recommended. Secure their approval first by way of their signatures on the registration form; then secure approval of your specialty department’s Chair (or your advisory committee if you are a generalist student) by way of his/her signature.

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 a sufficient reason why you need to enroll for the Preceptorship early (before having completed the recommended number of credit hours). Refer to the criteria/policy necessary for justifying such a request located in Catalog appendices. The
Preceptorship Course Advisor, Departmental Chair, and Associate Dean for Academic Affairs will together determine approval of this request.

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.

The Preceptorship enrollment packet should contain these items in the following order: Registration Form; Unofficial Transcript; Preceptorship Plan; IRB/HIPAA Certificate; and, if applicable approval by the Chair and Associate Dean for Academic Affairs for early initiation of the Preceptorship. Clip together and submit the enrollment packet to the Registrar according to the following deadlines:

- The end of the business day on or before (5:00 PM December 10th for spring registration (Preceptorship and Integration)
- The end of the business day on or before (5:00) PM May 10th for summer registration (Preceptorships Only)
- The end of the business day on or before (5:00 PM July 10th for fall registration (Preceptorship and Integration)

You are not registered for PBHL 5983 until complete documentation is on file with the COPH Registrar.

Once the plan is submitted for registration and enrollment, you may work with your Preceptorship Course Advisor to obtain Institutional Review Board (IRB) review if applicable. Note: Submit IRB applications AT LEAST TWO MONTHS prior to the start 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.

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. Hours spent working on your Preceptorship paper is separate from hours spent working on Preceptorship site activities.

Meet with your Preceptor and Preceptorship Course Advisor according to the schedule agreed upon in your Preceptorship plan.

Notify your Preceptor and Preceptorship 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 Preceptorship Course 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.

Near the end of your Preceptorship activities, request that your Preceptor provide your Preceptorship Course Advisor with a review of your performance. The Preceptorship Course Advisor assigns the grade to your Preceptorship. A grade cannot be assigned until your Preceptorship Course Advisor has reviewed your end product/paper and received feedback from your Preceptor. Ask academic faculty advisor for the rubric for the Evaluation of the MPH Student by the Preceptor.
At the End of the Preceptorship

_____ Provide your Preceptorship Course Advisor and/or Assistant Dean of Student Affairs with feedback about your Preceptorship. Is it something you would recommend to other students? What would improve it? What did you like best?

_____ Submit a copy of your approved final project and/or Preceptorship report is to be submitted to the Assistant Dean for Student Affairs (room 1218). Make sure the report is signed by your course advisor indicating that it is acceptable in meeting the expectations of the Preceptorship plan.

'Other' Preceptorship Helpful Information:

- The Preceptorship and Integration courses may be taken in the same semester, although that may not provide an optimal experience. Ideally, the two courses would be linked in content; however, they would not have to be (e.g., a student might want to undertake a Preceptorship that would give him/her exposure to an area of public health that is not familiar but would not be the focus of his/her integration project). Because the Integration project is the culminating experience, circumstances under which it would be reasonable to complete the Integration project before initiating the Preceptorship will be rare. Taking the Integration course before the Preceptorship requires the approval of the student’s academic advisor and department chair (or Assistant Dean for Student Affairs, in the case of a Generalist).

- The student will dedicate a minimum of 162 hours to the Preceptorship. At a minimum, 135 hours must actually be spent in the field and the Preceptor must document that. The remaining 27 hours for the minimum of 162 would be devoted to preparing the report. [The figure 162 represents the (3 hours/session x 18 sessions) + (2 hours outside of class for every hour in class) expected for the usual 3 credit hour course.] The Preceptorship report should include a list of meetings attended (with the preceptor and with others at and/or outside the preceptorship setting).

- Shadowing the preceptor and/or others in the preceptorship setting is likely to make up part of Preceptorship activities; however, shadowing alone is not sufficient for successful completion of the preceptorship. The Preceptorship is a service-learning experience for which students should consider the contribution their activities will make to the Preceptorship setting as well as activities that will be undertaken to meet the student’s learning objectives.

- Submission and approval of a written report specifying activities, products, and outcomes of the experience is required upon completion of the Preceptorship.

- Selection of a setting and preceptor should reflect the student’s career and academic interests, goals, and needs. The course advisor, academic advisor, and/or department may facilitate identifying an appropriate preceptor but it is ultimately the student’s responsibility to do so. Although most placements are likely to be in government agencies (local, state or federal), academia, with industry/employers or with volunteer/advocacy/policy agencies, the program should be flexible enough to meet the needs of students.

Relationship of Preceptorship Activities to Student’s Employment:

- Consistent with Guidelines for Directed Studies: “While the learning objectives of a directed study may closely align with a student’s area of career direction, it is expected that work performed for credit should exceed those duties normally performed during the course of
regular employment. For this reason, as a general rule, no credit will be provided for projects contained within the scope of the student’s current work assignments.”

- Preceptorship activities must go beyond the regular demands of the student’s job. It is important that the requirements of these courses not be construed to directly or indirectly require a student to quit or take leave from his/her job.

- Students should be encouraged (but not required) to get a broad range of experience through their MPH program and so to choose topics outside the usual focus of their employment when selecting Preceptorship activities.

**Illustrative Examples of Appropriate Preceptorship Activities**

- Preceptorship with an agency involved in regulation enforcement (Health Dept., Labor Dept., Dept of Environmental Quality) where the student would follow one or several inspection cases from start to finish, including field inspections, and the student would write one or more case reports on the process and the findings.

- Preceptorship with the environmental/occupational health compliance division of an employer (industry, hospital, etc.) in which the student would be given one or more tasks such as the investigation of a particular hazard (under supervision) and would then prepare a report of findings and recommendations.

- Preceptorship with a community service agency (e.g., Home Town Health Improvement group/coalition, WIC program, free clinic, homeless shelter, Camp Quality for children with cancer) in which the student would spend time with and assess the service or program, producing an evaluative report of the service (e.g., patient-flow analysis for the WIC program).

- Preceptorship in a community for which the student would conduct a needs & services assessment, reviewing/obtaining community data around a specific issue and determining how the community’s healthcare system is addressing that issue.

- Preceptorship with a policy or advocacy group (e.g., Agency for Children and Families) in which the student would identify a policy the agency is promoting and review/synthesize what others (e.g., states in the south-east) are doing with respect to the issue and policy.
Sample Template for Preceptorship Plan

Student's Name:
Site Setting:
Site Preceptor (s):
Preceptorship Faculty Course Advisor:
Department:
Preceptorship Faculty Advisory Generalist Committee Members (if applicable):
Cite Semester/Year:
Title of Preceptorship:

Health Issue to be Addressed/Problem or Focus:
(1-2 sentences)

Overview of Plan/Overarching Goal (s) of the Preceptorship Experience
(1-2 paragraphs)

Learning Objectives:
(Recommend but not limited to 3 or more; recommend that the learning objectives be mapped to the learning objectives in the specialty track)

Preceptorship Activities (estimated number of hours 135):
(Recommend one activity per learning objective; map activities to the learning objectives)

Service to the Preceptor Site: (Reiterate/summarize in a narrative format your activities (listed above) to enumerate the service (s) you are providing to the Preceptorship site; and conclude with the identification of proficiency related to skills or knowledge that incorporates verbiage from the Departmental Learning Objectives of your specialty track)

Frequency of Meetings with Preceptor and Course Advisor:
(Recommend but not limited to 1-2 sentences)

Timeline of Activities:
(Sample)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weeks of Semester (Includes Holiday Day(s)/ Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate Preceptorship/</td>
<td>01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19</td>
</tr>
<tr>
<td>Secure IRB Approval</td>
<td>X X X X X X X X X</td>
</tr>
<tr>
<td>Conduct Lit review</td>
<td>X X X X X X X X X X X</td>
</tr>
<tr>
<td>Obtain/clean dataset</td>
<td>X X X X</td>
</tr>
<tr>
<td>Descriptive analysis</td>
<td>X X X</td>
</tr>
<tr>
<td>Portfolio/Final Product Submitted to COPH</td>
<td>X X X</td>
</tr>
</tbody>
</table>
**College of Public Health Honor Code:**  
*(Use this exact verbiage)*  
I agree to abide by and maintain the guidelines and principles set forth in the UAMS College of Public Health Code of Academic Integrity in order to preserve and embody high standards of personal and professional honesty.

**Statement of IRB Status:**  
*(Use this exact verbiage)*  
IRB review/exemption is needed if germane to this project. I have completed both IRB and HIPPA Research* trainings. I have received my ARIA password and will submit my plan under the direction of my Preceptorship Course Advisor.

* To complete these two required trainings go to the COPH website and click the sidebar titled "Information for Students"; scroll down and find the HIPAA/IRB Training link and open it. Follow those instructions and complete the IRB Certification for Human Subjects for Behavioral Research on-line training which includes the HIPPA Research on-line training. When the training is completed, print out the certificate of completion and keep a copy to attach to your plan; also fax the completion certificate to 686-7265. Once you have your password (sent to you via e-mail), you can then submit your preceptorship plan, under the auspices of your Preceptorship course advisor, to the IRB via the web. If you have any problems in securing your password or need personal assistance, contact 603-1681 or call the main number which is 686-5667 and ask for assistance.

**Description of the End Product from the Preceptorship:**  
*(Recommend but not limited to 1-2 paragraphs List and describe the items to be submitted upon completion of the Preceptorship)*

1) I will submit documentation of my preceptorship hours officially signed for verification by my preceptor(s). 2) A report to be submitted to the COPH as articulated by my Preceptorship Course Advisor.

**Policy Related to Non-completion of the Preceptorship within the first semester enrolled:** Students may request to have up to 2 consecutive semesters that includes the summer semester to complete their Preceptorship from the time they first register for the course. In this circumstance, the student will be required to register AND PAY TUITION FOR the Preceptorship project EACH SEMESTER until it is completed. Each semester, the Preceptorship course would be (3) credit hours all of which would be indicated as a "place-holder" grade on the transcript until the final grade is awarded in the semester the project is completed for the Pass or Fail assignation.

Student's Signature: ___________________________ Date: __________________

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Early Initiation of Preceptorship (less than 27 hours completed)

In the Preceptorship setting, the expectation is that the student represents the MPH program as well as themselves as the consummate public health student. To conduct a Preceptorship with less than 27 hours of course work completed (including the core courses) a student must document that unique and compelling circumstances exist and/or that the student has obtained the necessary public health experience in other ways to credibly proceed with the Preceptorship.

Unique and Compelling Circumstances:

- The potential Preceptorship is a unique one-time opportunity aligned with both the academic/professional interest of the student and is combined with the completion of at least one course in the "Specialty Required Courses" of the student's selected discipline/track.

And/or

- Student has had a substantive professional career in public health (5 + years) and is enhancing their professional expertise through academic studies complementary to their "everyday" professional career.

Therefore students who wish to appeal the 27 hour requirement, in addition to writing a justification as to why early registration for the Preceptorship is required, must also obtain written approval from the Department Chair (a Generalist student from their Generalist Committee members) and the Associate Dean for Academic Affairs.
USE THIS FORM ONLY. (Submit with Plan to the Registrar by deadline indicated in the Academic Calendar)

Print Student's Name: ___________________________ Student ID Number: __________________________

Student's Signature and Date (REQUIRED): _______________________________________________________

MPH Specialty: __________________________ Integration Project Semester: __________ Year: __________

Integration Project Title: _________________________________________________________________________

INTEGRATION PROJECT ADVISORY COMMITTEE (IPAC) FACULTY MEMBERS:

Signature Integration Project Advisory Committee Chair/Date (REQUIRED): ____________________________

Signature Integration Project Advisory Committee Member/Date (REQUIRED): ____________________________

Signature Integration Project Advisory Committee Member/Date (REQUIRED): ____________________________

Total Number of Successfully Completed Hours in the Fay W. Boozman College of Public Health: ________ and 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): ______

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)
- Timeline of all Integration Project activities
- 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
- Statement of Understanding and Applicability of COPH Honor Code
- Statement of the status of IRB as required for the Integration Project
- Statement of agreement to participate in all required meetings of the Integration Seminar
- Attach unofficial COPH Transcript for IPAC to see prior to registration
- Attach HIPAA/IRB privacy/human subjects behavioral research training certificate (www.citiprogram.org)
- If needed, description of why registration for Integration is requested if core courses incomplete or <27 hrs.
- If needed, description of why early accumulation of hours is requested (if beginning project prior to official enrollment)

Signatures for Section Below Applicable to Specialty Track Students Only:

Attention: Academic Faculty Advisor and Departmental Specialty Track Chair. Sign/Date to indicate approval of the attached Integration Plan designed by the Student and the faculty members of the Integration Project Advisory Committee (IPAC).

Academic Faculty Advisor/Date (REQUIRED) ___________________________ Specialty Department Chair/Date (REQUIRED) ___________________________

Signatures for Section Below Applicable to Generalist Students Only:

Attention: Generalist Academic Faculty Advisors. Sign/date to indicate approval of the attached Integration Plan designed by the student and the faculty members of the Integration Project Advisory Committee (IPAC).

Signature Generalist Faculty Advisory Committee Chair/Date (REQUIRED) __________________________

Signature Generalist Faculty Advisory Committee Member/Date (REQUIRED) __________________________

Signature Generalist Faculty Advisory Committee Member/Date (REQUIRED) __________________________

*Note to Registrar: Send copy of completed form to the Associate Dean for Academic Affairs.
**MPH Integration Projects**

**Integration Capstone Project**

Capstone Course: 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.

**MPH Integration Project General Policies**

The Integration is a College-wide course required of all MPH candidates. This course is meant to be taken at the end of the student’s degree program, and is designed to give the student an opportunity to apply their skills to a variety of problems or issues in public health.

Current policies on Integrations include:

- **Students should have completed all 18 hours** of the core courses and a **minimum of 9 hours** of specialty required courses and/or selectives to initiate the Integration.
- **No student who has earned less than a 3.00 GPA** in Fay W. Boozman College of Public Health courses may enroll in the Integration.
- Students should begin to plan and prepare for these projects well in advance of registering for the course. **Two months’ advance preparation is recommended.**
- Students must attend a **required** Integration informational meeting provided by the Office of Student Services.
- The Office of Student Services recommends the student attend the **required** informational meeting one semester before initiating the Integration.
- The informational meetings are provided in the **Fall and Spring** semesters only (contact the Office of Student Services for Scheduled Dates and Times of the meetings 526-6747).
- Inclusion of a description of the 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.
- Integration projects will be graded on **pass/fail basis**.
- 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.
MPH Integration Checklist for PBHL 5993: Criteria Compliance

Preparation

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

Select at least three COPH faculty members (one of whom must be a primary faculty member) 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 a sufficient reason why you need to enroll for the Preceptorship early (before having completed the recommended number of credit hours). Refer to criteria/policy necessary for justifying such a request. The IPAC Chair and committee, Departmental Chair, and Associate Dean for Academic Affairs will together determine approval of this request.

Students must earn at least a 3.00 GPA on all courses PRIOR to enrolling in the Integration Project. Students with less than a 3.00 GPA 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 required. Refer to the template for the Integration Plan at the end of this section.

Include the following sections in the Integration Plan:

- 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)
- Timeline of all Integration Project activities
- 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 HIPAA/IRB training certification in your plan
- Full detailed description of the final product to be provided to IPAC and presented at seminar** (see note below)
- If needed, a section describing why you request permission to enroll for the Integration Project prior to completion of all six core courses and less than half of your specialty track courses; or early initiation of the project.

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 complete these two required trainings go to the COPH website and click the sidebar titled "Information for Students"; scroll down and find the HIPAA/IRB Training link and open it. Follow those instructions and complete the IRB Certification for Human Subjects for Behavioral Research on-line training which includes the HIPPA Research on-line training. When the training is completed, print out the
certificate of completion and keep a copy to attach to your plan; also fax the completion certificate to 686-7265. Once you have your password (sent to you via e-mail), you can then submit your preceptorship plan, under the auspices of your Preceptorship course advisor, to the IRB via the web. If you have any problems in securing your password or need personal assistance, contact 603-1681 or call the main number which is 686-5667 and ask for assistance.

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

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 on-line 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.

The integration enrollment packet should contain these items in the following order: Registration Form; Unofficial Transcript; Integration Plan; IRB Certificate; HIPAA Certificate; and, if applicable approval by the Chair and Assistant Dean of Student Affairs for early initiation of the integration. Clip together and submit the enrollment packet to the Registrar according to the following deadlines:

- The end of the business day on or before (5:00 PM December 10th for spring registration (Preceptorship and Integration)
- The end of the business day on or before (5:00 PM May 10th for summer registration (Preceptorships Only)
- The end of the business day on or before (5:00 PM July 10th for fall registration (Preceptorship and Integration)

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 with all applicable signatures secured to COPH room 1210.

NOTE: Incomplete portions of the required documentation will NOT be accepted by the Registrar.

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. Refer to MPH Guidelines for Integration Presentations.
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. Ask academic faculty advisor for the evaluation criteria of Integration project.

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 Assistant Dean for Student 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.

‘Other’ Integration Helpful Information:

- The Preceptorship and Integration courses may be taken in the same semester, although that may not provide an optimal experience. Ideally, the two courses would be linked in content; however, they would not have to be (e.g., a student might want to undertake a Preceptorship that would give him/her exposure to an area of public health that is not familiar but would not be the focus of his/her integration project). Because the Integration project is the culminating experience, circumstances under which it would be reasonable to complete the Integration project before initiating the Preceptorship will be rare. Taking the Integration course before the Preceptorship requires the approval of the student’s academic advisor and department chair (or Assistant Dean for Affairs, in the case of a Generalist).

Relationship of Course Activities to Student’s Employment:

- Consistent with Guidelines for Directed Studies: “While the learning objectives of a directed study may closely align with a student’s area of career direction, it is expected that work performed for credit should exceed those duties normally performed during the course of regular employment. For this reason, as a general rule, no credit will be provided for projects contained within the scope of the student’s current work assignments.”

- PBHL 5993-related activities must go beyond the regular demands of the student’s job. It is important that the requirements of these courses not be construed to directly or indirectly require a student to quit or take leave from his/her job.

- Students should be encouraged (but not required) to get a broad range of experience through their MPH program and so to choose topics outside the usual focus of their employment when selecting Integration projects.

Integration Project Advisor/Advisory Committee:

Each student will have an Integration Project Advisory Committee (IPAC) comprised of at least three individuals. The Advisory Committee chair (course advisor) does not have to be the student’s academic advisor; selection of this individual should be based on the chair’s interest or expertise in the area of the student’s project. The other members of the Advisory Committee will collaborate with the Advisory Committee chair and the student to
guide the Integration Project. At least two departments must be represented on the IPAC. One member must be primary faculty.

The student is expected to meet with the IPAC Chair and/or full Committee at regular intervals throughout the project-period. The frequency of meetings will be determined by the chair and committee (e.g., bi-weekly); however, a minimum of 3 in-person meetings is required during the project-period.

**Procedures**

The student will prepare an Integration course plan that must be approved by the student’s course advisor (IPAC chair) and departmental chair (if the student has selected an area of concentration) or by the course advisor and a standing committee of COPH course advisors (if the student is pursuing a generalist MPH). The plan must be approved prior to initiating Integration project activities.

The Integration product will be evaluated by the student’s IPAC; the IPAC chair has final responsibility for assigning a grade.

**Examples of Appropriate Types of Product of the Integration Experience**

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.
Integration Plan

Course Description: (Note: Adapted from the College of Public Health Catalogue) The Public Health Integration Project is 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. Attendance is required at the integration project seminar and at the presentations at the end of the semester.

Integration Project Overview/Overarching Goal(s):
(Recommend but not limited to 3-6 paragraphs; should incorporate the learning objectives from the 3 specialty tracks which are located in the COPH catalog by each department).

Learning Objectives:
(Recommend but not limited to 3 or more)

Integration Project Activities:
(Recommend but not limited to one activity for each learning objective)

Timeline of Activities:
(Recommend but not limited to a Gantt Chart or List of Dates/Activities; refer to the sample of a Gantt Chart below):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weeks of Semester 2008 (Including Holidays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate Project</td>
<td>X</td>
</tr>
<tr>
<td>Obtain IRB approval</td>
<td>X X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Literature review</td>
<td>X X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Attend Seminars</td>
<td>X X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Interview key program staff</td>
<td>X X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Analyze qualitative data</td>
<td>X X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Present findings to “site”</td>
<td>X</td>
</tr>
<tr>
<td>Meet with IPAC</td>
<td>X X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Present Power Point to COPH</td>
<td>X X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Submit Final Product to COPH</td>
<td>X X X X X X X X X X X X X X X X X X X X X X</td>
</tr>
</tbody>
</table>
Statement of How the Integration Activities/Learning Objectives Provide an Opportunity to Integrate Public Health Coursework in an Interdisciplinary Manner:
(Recommend a discussion/narrative of 1-2 paragraphs that clearly describe how you will incorporate/align your learning objectives and activities with three public health sciences identified as a part of your Integration Plan; refer to learning objectives for each specialty track located by each department in the COPH catalog; additionally refer to the Core Competencies for Public Health Professionals located in the Appendix of the COPH Catalog)

Frequency of Committee Meetings:
You must have a minimum of 3 face-to-face meetings with your IPAC Committee (Recommend but not limited to 2-3 sentences)

Description of the Integration End Product:
(Refer to COPH Catalog for examples of appropriate projects)

COPH Honor Code Statement: (Note: Adapted from College of Public Health Student Handbook: Read and insert name as designated in the statement below)
Contributing to a spirit of moral and intellectual development; affirming that honor, integrity and compassion are my highest ideals; and endeavoring to create sensitivity and commitment from the community; I, Student's Name, pledge to the public, colleagues, and my mentors the following: I shall be sensitive, compassionate, and committed to maintaining and improving the health of all people. I will conduct myself with unquestionable integrity in all of my professional relations. I will endeavor to abide by the Principles of the Ethical Practice of Public Health. I, Student's Name, agree to abide by and maintain the guidelines and principles set forth in the UAMS College of Public Health Honor Code of Academic Integrity in order to preserve and embody high standards of personal and professional honesty.

Statement of IRB Review: (Read and insert name as designated in the statement below)
I, Student's Name, have completed both IRB and HIPPA trainings. A copy of my certificate indicating completion of the training(s) is attached to this plan. In addition, I have received my ARIA password and if applicable will submit my plan under the direction of my IPAC Committee Chair. Failure to comply with this mandate could result in my withdrawal from PBHL 5993: MPH Integration Project, a non-passing grade, which could inherently delay graduation from the program. If you have any problems in securing your ARIA password or need personal assistance as to the protocol for submitting your plan to IRB, contact 603-1681; or call the main number which is 686-5667 and ask for assistance.

Statement of Agreement to Participate: (Read and insert name as designated in the statement below)
I agree to participate in all required meeting of the Integration Seminar sessions. There will be at least 3 sessions. Lack of attendance at the required meetings/seminars could result in my withdrawal from PBHL 5993: MPH Integration Project and a non-passing grade. I, Student's Name, understand the consequences for failure to comply.

Policy Related to Non-completion of the Integration Project within the first semester enrolled:
Students may request to have up to 12 months (3 consecutive semesters that includes the summer semester) to complete their Integration project from the time they first register for the course. In this circumstance, the student will be required to register AND PAY TUITION FOR the Integration project EACH SEMESTER until it is completed. Each semester, the Integration course would be (3) credit hours all of which would be indicated as a "place-holder" grade on the transcript until the final grade is awarded in the semester the project is completed for the Pass or Fail assignation.

I, Student's Name, understand the policy related to the policy related to non-completion of the Integration Project and its requirements.

I, Student's Name, understand the policy related to the assignment of an Incomplete and its inherent consequences.

Student's Signature: ________________________________ Date: __________________
Early Initiation of Integration (less than 27 hours completed)

In the Integration setting, the expectation is that the student represents the MPH program as well as themselves as the consummate public health student. To conduct an Integration with less than 27 hours of course work completed (including the core courses) a student must document that unique and compelling circumstances exist and/or that the student has obtained the necessary public health experience in other ways to credibly proceed with the Integration.

**Unique and Compelling Circumstances:**

- The potential Integration is a unique one-time opportunity aligned with both the academic/professional interest of the student and is combined with the completion of at least one course in the "Specialty Required Courses" of the student's selected discipline/track.

And/or

- Student has had a substantive professional career in public health (5 + years) and is enhancing their professional expertise through academic studies complementary to their "everyday" professional career.

Therefore students who wish to appeal the 27 hour requirement, in addition to writing a justification as to why early registration for the Integration is required, must also obtain written approval from the IPAC Chair and committee, the Department Chair (a Generalist student from their Generalist Committee members) and the Associate Dean for Academic Affairs.
These guidelines for MPH Integration Project Presentations were developed and approved by the Fay W. Boozman College of Public Health’s Academic Standards Committee, and were subsequently endorsed by the COPH Dean’s Executive Committee, consisting of the Dean, Associate Deans, and all Department Chairs. The guidelines provide a set of expected minimum standards required for all integration project presentations made by MPH candidates in the COPH.

When presenting a summary of an MPH integration project for formal review by the COPH Faculty (such as during the “presentation day” set aside in the MPH Integration Seminar), students will be expected to, at a minimum, do the following during the presentation:

1. Orient the audience to the goals and objectives of the project;
2. Provide the context of the public health problem being addressed, by describing the relationship of the project to public health services or principles, and/or by describing the relationship of the project to existing scientific literature;
3. Describe the activities that took place during the project period and the final product of the project;
4. Explain the significant results or findings of the project and the implications of these findings;
5. Indicate how the project or product will be (or could be) disseminated to the public health practice community, including how the project or product contributes (or could contribute) to the practice of public health;
6. Make clear how the project integrated three or more public health sciences, providing enough information that the audience can clearly see that the student is able to use and apply the selected sciences;
7. Acknowledge those who assisted or collaborated in the project.
MHSA Health Administrative Residency and Management Capstone

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.

MHSA Management Capstone

Facilitates the application of policy and decision making processes in health institutions and agencies, uses case studies of health institutions and agencies. This is a culminating experience typically completed in last semester of the student’s course of studies; or permission of instructor.

MHSA Residency Program Plan Guidelines

GUIDELINES FOR THE SUMMER HEALTH ADMINISTRATIVE RESIDENCY PROGRAM

1. Program of Study

The Graduate Program in the Master of Health Services Administration in the Fay W. Boozman College of Public Health, University of Arkansas for Medical Sciences prepares graduate students for careers as administrators or staff in a variety of health institutions and agencies. The two-year curriculum consists of fifty-one hours of graduate course work.

2. Objectives of the Summer Residency Program Curriculum Objectives:

The summer administrative residency experience is designed to provide content on the following HSAD curriculum objectives:

2.1.1 To identify administrative skills for managing the performance of health service organizations
2.1.2 To apply administrative skills to management challenges
2.1.3 To identify administrative skills for strategic positioning of health services organizations
2.1.4 To apply administrative skills for strategic positioning
2.2.3 To identify skills for the financial management of health services organizations
2.3.2 To apply leadership skills
2.3.4 To apply interpersonal and communication skills
2.3.6 To apply conflict management and negotiations skills
2.3.8 To apply human resources management skills
2.4.2 To analyze health information systems
2.6.4 To analyze ethical dilemmas associated with the delivery and administration of health services
2.9.1 To identify organizational forms for the delivery of health services
2.9.2 To identify issues of health service delivery
2.9.3 To identify performance indicators for a health service organization
2.10.1 To identify systems to assess the quality of care and service
2.10.2 To identify systems to improve the quality of care and services
2.11.1 To provide experiential opportunities to apply administrative skills in health organizations
2.12.1 To incorporate experiences that provides opportunities to integrate the curriculum content
**Course Objectives:**
The administrative residency has five general objectives:

1. To provide a “real world” experience against which a student can compare knowledge learned in the classroom.
2. To provide an appreciation for the complexity of health organizations and the individuals which comprise these organizations.
3. To provide an opportunity for students to observe and assess leadership skills.
4. To provide an opportunity for students to observe and assess communications skills.
5. To provide insights for further development of skills and knowledge acquired during the academic program.

3. **Student Preparation for the Residency**
All students will have completed at least the first twenty-four hours of the academic program in Health Services Administration before the summer residency. The preparation includes a series of courses and activities designed to provide a basic understanding of and exposure to administrative processes and management in health services organizations.

4. **Suggested Content of Residency**
The summer administrative residency experience is a three month opportunity to interact with an operating health institution. While each residency experience will be different, the objective and format are generally similar whether for institutions or agencies. The student should receive an orientation to the organization, meet the key members of the staff, become acquainted with the environment in which the organization functions, have an opportunity to observe the leadership behavior and communications skills of the administrative staff, and be assigned projects.

The residency should expose the student to the internal environment of the organization. An orientation to the organization’s mission, goals and objectives, technologies, task environments, people, organizational structure and performance criteria should be provided. This involves becoming acquainted with the physical aspects of the settings and receiving an introduction to the key people in the organization including board members, department heads, and physicians. The resident should have an opportunity to observe the leadership and communication skills of the administrators. In institutions, this orientation should include a brief departmental rotation. The depth of the rotation will be dependent upon the student’s previous experience, needs and interests. Where projects will bring the student back to a department, less time can be allocated. It is not necessary that the student spend time in every department; rather, adequate time in unique areas that provide good learning experiences should be selected.

A second aspect of the residency should be an exposure to those factors imposed upon the organization by its relevant external environment. The student should gain some appreciation for the technological, economic, political/legal and social/cultural forces likely to impact upon the organization.

A third aspect of the residency experience will be the assignment of specific projects selected for their educational value. Assignments will vary according to the student’s background and interests. The level of administrative responsibility given to the student will vary, though as the student’s tenure within the institution or agency increases, so should the amount of project responsibility. Some students will be able to handle assignments early in the residency, while students with limited experience may need time to become acquainted with the setting before they are assigned a project.

The Preceptor may assign the student one major project, a series of projects or several tasks simultaneously. The tasks should be projects the student can complete during the three month residency. The projects should require the student to clarify the problem, undertake a search for information, formulate a plan for action, examine alternatives, make a recommendation and present it to the decision group.
5. **Relationship of the Preceptor and Resident**
   1. The relationship between the preceptor and the student is critical. The motivation of the preceptor to provide an environment conducive to a creative and constructive learning experience is very important.
   2. The Program recommends that the preceptor schedule a regular meeting with the resident, perhaps on a weekly basis, to discuss the progress of the resident and the management decisions facing the organization.
   3. The Program encourages the participation of members of the administrative staff, in varying degrees, in the training of the resident. To accelerate these relationships, the resident should have an opportunity to attend as many meetings of the administrative staff as time permits during the summer.

6. **Relationship of the Preceptor and the University**
   1. The preceptor will be requested to submit a written evaluation of the resident’s performance on forms provided by the Graduate Program in Health Services Administration.
   2. A member of the faculty of the Program will be in contact with each preceptor regarding the progress of the administrative resident. The faculty member will make a site visits during the residency.

7. **Arrangements for the Residency**
   1. The summer residency will normally be scheduled for three months. The starting and ending dates will be determined by the Preceptor and the Director of the Graduate Program.
   2. The resident is usually paid a stipend. The present range for stipends is from $2,000 to $2,500 a month. The Director of the Graduate Program in Health Services Administration will recommend an appropriate amount if requested.
   3. Each resident is expected to contact his/her preceptor regarding arrangements for reporting to work. Other prerequisites are at the discretion of the preceptor.

8. **Selection of the Participating Organizations**
   The selection of the participating organizations is based on:
   1. A willingness of the governing authority to permit its administrator and organization to undertake such an educational program, as well as to grant the preceptor enough time to fulfill his/her responsibilities to the student, with full appreciation that administrative responsibilities are his/her primary obligation.
   2. The availability of either a hospital, medical group managed care organization, health insurance organization or public health agency of sufficient size to have an organized professional staff and a well-defined administrative organization, including department heads, or other type organizations engaged in the provision, financing or regulation of health care which can provide a summer educational experience beneficial to the student.
   3. A commitment by the administrative staff to design and monitor an educational program which will enable the resident to develop administrative skills and insights.

9. **Placement of Administrative Residents**
   The placement process will include the following six steps:
   1. A faculty member in the Program will be responsible for defining institutions and agencies willing to provide a summer administrative residency.
   2. Each student will submit the Residency and Job Placement form, as well as a current resume to the faculty member coordinating residencies.
   3. The faculty coordinator will do an initial screening and match the participating organizations with the students needs.
   4. The Program will mail an official letter to health institutions requesting a summer residency. Each letter will include resumes for all students who have expressed an interest in that organization.
5. If an organization is interested in a candidate, a personal interview between the preceptor and potential resident will be arranged. A preceptor is under no obligation to accept any student he/she may interview.

6. The final selection decision will be made by the Preceptor with the concurrence of the Director of the Graduate Program in Health Services Administration.

10. **Resident’s Administrative Diary**

   The resident will submit a detailed diary which he/she has maintained during the residency. The diary should contain a weekly summary of activities in which the student was involved including but not limited to; assessment of ethical problems facing administrators, meetings attended, discussions with various department heads during rotations, projects assigned and project outcomes. At the conclusion of the Residency the student will submit a detailed paper concerning the residency experiences as it relates to their proposed summer plan and the Objectives specified in item 2 above using the Diary as a guide. This Diary and subsequent paper will be used in providing a grade for the summer experience. It is expected that the weekly summations will be detailed and thorough.

11. **Evaluation of the Residency**

   The faculty of the Graduate Program in Health Services Administration will work with each preceptor and student to insure a quality summer residency experience. The components of the residency evaluation should include the following:

   1. A prospective review by the faculty coordinator of the residency plan. A written tentative outline of the plan should be submitted by the preceptor to the Program at the beginning of the residency.
   2. A concurrent review of activities during the residency via faculty site visits.
   3. A retrospective review by the preceptor and the student using the Program evaluation forms.
   4. A diary maintained by the student throughout the course of the residency, with the accompanying residency paper.
   5. A post residency interview.

   A faculty member of the Program will be assigned to assist preceptors in the development of their residency plans. The individual plans may include other specific evaluation components defined by the preceptor.
Student Name: ________________________________________________
Preceptor(s): ____________________ _____________________________
Organization: ________________________________

Area Assignments or
Rotation Schedule:

Potential Projects:

Meetings to Attend:

Date Prepared: ________________________________
Preceptor: ________________________________
MHSA Management Project Proposal Form
UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES

Department of Health Policy and Management
Graduate Program in Health Services Administration

HSAD 5093 – Management Project Proposal (use additional pages as needed)

SEMESTER________________

1. Problem Statement:

2. Project Related Literature:

3. Method(s):

4. Data and Methods of Data Collection:

5. Project Schedule:

6. Resource Requirements:

APPROVED BY:

Student______________________________________________________Date_____________

Faculty Supervisor_____________________________________________Date______________

Sponsor/Preceptor_____________________________________________Date______________
College of Public Health Registration Form
PBHL 997V: Doctoral Practicum

USE THIS FORM ONLY. DrPH students are required to enroll in 6 credit hours of Doctoral Practicum. Only three credit hours may be completed before passing Comprehensive Examination II. (A minimum of 135 contact hours is required for each three credit hours of enrollment.) While a single plan can be submitted for the full 6 credit hour requirement, unrelated preceptorships, with separate plans, can be approved.

Name: _____________________________________________________________ Date: ________________
Student ID Number: ______________________ Credit Hours: ______ Semester: ________ Year: ______

Practicum Faculty Course Advisor (& Department): _______________________________________________
Practicum Site: _____________________________________________________________________________
Name of Advisor at Site: _______________________________________________________________________
Title of Practicum: ___________________________________________________________________________

Total Number of Successfully Completed Hours in the COPH DrPH program, to date: __________
Have you passed DrPH Comprehensive Examination I? __________
Have you passed DrPH Comprehensive Examination II? __________; (if NO, anticipated date: ________________)
Proposed enrollment hours for this registration term (excluding the Doctoral Practicum): __________

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

☐ Title of Practicum
☐ Learning Objectives for the Practicum
☐ Practicum Activities related to Objectives, including Practicum Paper
☐ Frequency of Meetings with Faculty Advisor and Site Advisor
☐ Description of how Practicum will be a Service to Site, including any proposed products
☐ Timeline of Activities, including Practicum Report
☐ 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 Practicum project
  o HIPAA human subjects research training certificate
  o IRB training certificate
☐ If needed, description of why early registration for Practicum is requested
☐ If needed, description of why early accumulation of hours is requested
  (if beginning to accumulate practicum hours prior to semester of registration)

________________________________________
Student Signature/Date

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

________________________________ _________________
Site Advisor/Date (REQUIRED) Faculty Course Advisor/Date (REQUIRED)

DrPH Faculty Leadership Co-Chair/Date (REQUIRED) DrPH Faculty Leadership Co-Chair/Date (REQUIRED)

NOTE TO COPH REGISTRAR: PLEASE PROVIDE A COPY OF THIS FORM TO THE OFFICE OF THE ASSISTANT DEAN FOR STUDENT AFFAIRS.
USE THIS FORM ONLY
The DrPH Program requires enrollment in a minimum of 6 credit hours of Doctoral Capstone.

Name __________________________________________________ Student ID Number ________________________
Date ________ Semester_______ Year _______ Capstone Hrs Prev Completed ______   Capstone Hrs Completed this Semester

Capstone Project Advisory Committee Chair and Department (Signature Required Below):

Capstone Project Advisory Committee Member and Department (Signature Required Below):

Capstone Project Advisory Committee Member and Department (Signature Required Below):

Total Number of Successfully Completed Hours in the COPH DrPH Program, To Date : ______________
Have you passed the DrPH Comprehensive Examination I ___________ If NO, Anticipated Date_______
Have you passed the DRPH Comprehensive Examination II _________  If NO, Anticipated Date_______

A CAPSTONE PLAN THAT INCLUDES THE FOLLOWING MUST BE ATTACHED TO THIS FORM:
☐ Title of Capstone
☐ Learning Objectives
☐ Capstone Proposal
☐ Activities to be undertaken as part of the Capstone ( must be linked to objectives)
☐ Frequency of meetings with Committee Chair and Committee Members
☐ Full description of the final product to be provided to the Capstone Committee and presented to the College faculty at a seminar/grand rounds
☐ Timeline of all Capstone activities
☐ Unofficial COPH Transcript for Capstone Advisory Committee Chair to see prior to registration
☐ Statement of Understanding and Applicability of COPH Honor Code
☐ If needed, Statement of the status of IRB reviews required for the Capstone project
  • HIPAA human subjects research training certificate
  • IRB training certificate
☐ If needed, description of why early registration for Capstone is requested

Student Signature/Date

SIGN AND DATE BELOW TO INDICATE APPROVAL OF THE ATTACHED CAPSTONE PLAN

Capstone Advisory Committee Chair/ Date (REQ.) Capstone Advisory Committee member/Date (REQ.)

Capstone Advisory Committee Chair/ Date (REQ.) Capstone Advisory Committee member/Date (REQ.)
RECOMMENDED SEQUENCE OF EVENTS FOR THE DrPH CAPSTONE PROJECT

The successful Capstone Project will most likely follow the sequence of events outlined below. Students who proceed to activities that are described later in the sequence prior to completing earlier activities may be at risk for delays in the approval or implementation of their Project. Students who encounter difficulties in completing this sequence of events are strongly encouraged to consult with their Committee Chair, their faculty advisor, and/or members of the DrPH Faculty Leadership Committee (including the Program Director or co-Directors) as early as possible, to seek guidance and support.

1. Students will familiarize themselves with current policies and procedures regarding the DrPH Capstone Project, and begin brainstorming possible Capstone Project ideas as early as possible in their DrPH program, and definitely during the first semester of their field practicum.

2. After successfully passing the Science & Practice Comprehensive Examination and nine (9) semester credit hours of leadership coursework, and after the student has brainstormed several ideas for a Capstone Project, the student will begin to identify potential Committee Chairs and Committee Members. Students are strongly encouraged to meet with potential Chairs and Members, share their ideas, and continue brainstorming with faculty input.

3. The student will enroll in the Capstone Seminar when he or she is ready to formalize their Committee and begin writing their Proposal.

4. The student will invite an appropriate COPH faculty member to serve as Chair of his or her Committee, and (if necessary) continue making invitations until a Chair agrees to serve.

5. The Committee Chair will work with the student to identify other Committee members. The student and Committee Chair will extend invitations to Committee members until the Committee is fully constituted. Additional consultants, who serve as non-voting members, may also be invited at this time. The Committee Chair will complete a DrPH Capstone Committee Approval Form and submit it to the DrPH Program Director or co-Directors.

6. The DrPH Program Director or co-Directors will either approve the Committee as proposed by the Chair, or make other suggestions. The Director or co-Directors may consult with the Faculty Leadership Committee if needed, but will notify the student and Committee Chair immediately if there are concerns about the Committee Membership. The Director or co-Directors will notify the student and Chair of the approval or rejection of the Committee Membership in a timely manner.

7. The student will convene a meeting of the full Committee to discuss the Capstone Project and its activities, and to receive suggestions from the Committee about any adjustments or changes that may be desirable.

8. The student will, with guidance from the Committee and the members of the Capstone Seminar, prepare a first draft of the Capstone Proposal according to the guidelines in this document. The student will work closely with the Committee Chair and all Committee Members throughout the development of the Proposal so that the Committee is well-informed about the Proposal prior to the proposal defense.

9. The student will present a complete draft of the Capstone Proposal to the Committee Chair (or, at the student’s and Committee Chair’s discretion, to the entire Committee membership) for review. At this point, the student and Committee Chair will begin planning for the “first tier” review of the Proposal. The student and Chair will be precise in identifying the version of the Proposal that Committee Members should consider for the “first tier” review.

10. The Committee Membership will review the appropriate version of the student’s Proposal carefully, and provide feedback during a “first tier” review meeting. After the Committee has approved the Proposal, the Committee Chair will schedule the proposal defense in collaboration with the student.
11. The student will prepare for the proposal defense, and obtain guidance and support for the defense from his or her Committee Chair and Members.

12. The student will complete the proposal defense, make any final refinements to the Proposal, and request approval from the Committee to finalize the Proposal and initiate the Project.

13. The Committee will consider the refined Proposal, and when satisfied with the Proposal, provide final approval to the Proposal.

14. The student will complete the activities outlined in the Proposal, seeking regular support and guidance from the Committee Chair and Members as needed.

15. Upon completion of the activities of the Project, the student will draft the Final Product, according to the expectations outlined in the Proposal.

16. The student will provide the Committee Chair (and, when agreed upon by the student and the Chair, provide the Committee Members) with drafts of various sections of the Final Product, incorporating feedback received.

17. The student will provide the Committee Chair with a full draft of the Final Product. The Committee Chair will carefully review the Final Product, and provide all necessary feedback to the student to refine the Final Product. This may include involving Committee Members in reviewing at this point.

18. Once the student and Chair agree that the refined Final Product is ready for dissemination to the Committee, the student will provide the Committee members with the Final Product. This must occur, at minimum, six weeks before the public defense date.

19. In consultation with the student, the Committee Chair will set the date for the public defense.

20. The student will prepare for the public defense, in collaboration with the Committee Chair and Members. The student may wish to seek an opportunity to rehearse their public defense with their Chair or with fellow students.

21. The student will present their Final Product at the public defense, with the Capstone Committee Chair and Members, along with DrPH Faculty Leadership Committee members, in attendance at this public meeting.

22. At the conclusion of the public defense, the Capstone Committee Chair and Members will hold a closed-door meeting with the DrPH Faculty Leadership Committee to discuss strengths and weaknesses of the student’s public defense.

23. At the conclusion of the joint committee meeting, Capstone Committee Chair and Members will hold a closed-door meeting and determine whether the student passed or failed the defense. The Committee will complete a Public Defense Evaluation Form, sign the form, and the Chair will convey the decision to the student.

24. Once the student has passed the public defense, the student and Chair should meet to determine any minor revisions needed to the Final Product. The student should make these changes and obtain final approval from the Chair.

25. Once the Final Product is approved by the Chair, the student should provide copies of the Final Product to the Chair, Capstone Committee Members, and the DrPH Program Director (if the Program has co-Directors, only one copy needs to be provided).

26. Once the Final Product is approved by the Chair, the Chair must file a grade report with the COPH Registrar, indicating the student has passed all Capstone Project hours for which the student is registered.

27. If the student has failed the public defense, the student and Chair should meet to determine the needed revisions to the Final Product. The student should make those changes and work with the Capstone Committee to refine the Product, to distribute changes to the Capstone Committee, and to schedule a new public defense.

The Faculty Leadership Committee for the DrPH Program in Public Health Leadership at the Fay W. Boozman College of Public Health gratefully acknowledges the University of North Carolina at Chapel Hill School of Public Health’s DrPH Program and its guidelines for the DrPH Dissertation, which formed the basis for this document.
DrPH Capstone Committee Guidelines

Instructions: DrPH Students should, in collaboration with their Capstone Committee Chair, complete the form on the following page and obtain the appropriate signatures. Once this Form is complete, copies should be provided to the Committee Chair, all Committee Members, any additional consultants for the project, the DrPH Program Director or co-Directors, and the COPH Associate Dean for Academic Affairs. An additional copy should be provided to the COPH Office of Student Services for inclusion in the student’s academic file. The student is encouraged to keep a copy on file as well.

Rules governing the establishment of a DrPH Capstone Committee:

1. The Committee must be composed of at least three (3) and no more than five (5) voting members.
2. At least three (3) of the Committee Members must have doctoral degrees from accredited institutions.
3. A majority of members must have faculty appointments, either primary or secondary, in the Fay W. Boozman College of Public Health at the time of their appointment to the Committee.
4. At least one (1) of the Committee Members must have significant public health practice experience.
5. Additional consultants with expertise in the area of the Capstone Project may be invited to participate in Committee activities, but will serve without vote.
6. One (1) Committee Member will serve as the Committee Chair. This individual must hold a primary faculty appointment at the rank of associate professor or above in the Fay W. Boozman College of Public Health, and must have an active role in the DrPH Program in Public Health Leadership.
7. The Committee Chair must approve all other Committee Members and additional consultants before they are asked to serve on the Committee.
DrPH Capstone Committee Approval Form

Student Name: ____________________________  Student ID: ____________

Capstone Project Working Title: ____________________________

Table: Capstone Committee Composition

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature indicating agreement to serve</th>
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<tbody>
<tr>
<td>1. (Chair)</td>
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<td>2. (Member)</td>
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<td>3. (Member)</td>
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<td>4. (Member or Consultant - optional)</td>
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<td>5. (Member or Consultant - optional)</td>
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<td>6. (Consultant – optional)</td>
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<td>7. (Consultant – optional)</td>
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<td>8. (Consultant – optional)</td>
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</tbody>
</table>

(In very rare circumstances, the student may need to list additional Consultants on a separate sheet and attach their names and signatures to this Form.)

Approvals:

DrPH Program Director (or co-Director)  Signature and Date

DrPH Program co-Director, if applicable  Signature and Date

Please fill out this form and return it, together with a graduation fee, 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 (501-526-6747).**

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

SSN: ____________________________ Specialty Track: ____________________________

Degree: ■ CERT ■ MPH ■ MHSA ■ 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: __________________________
All students are required to obtain clearance from the department and activities below prior to leaving campus.

Name: ___________________________ Program: ___________________________

Forwarding address: ______________________________________________________

Reason for Clearance:  ___Graduating   ___Withdrawing   ___Other

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<tr>
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<tbody>
<tr>
<td>Patient Business Services - Westmark Building</td>
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<tr>
<td>UAMS Student Financial Services</td>
<td></td>
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<tr>
<td>COPH 1232A</td>
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<tr>
<td>PERKINS LOANS ONLY. Call 686-6128 for appointment</td>
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<tr>
<td>UAMS Police Department</td>
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<tr>
<td>Distribution Center, 2nd floor - 700 Cottage Drive</td>
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<tr>
<td>UAMS Library - Circulation Desk</td>
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<tr>
<td>Educational Resources - Ed II, Room 8/141</td>
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<tr>
<td>Student Activities and Housing – Shorey 8th Floor</td>
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<tr>
<td>Financial Aid Office – COPH 1232B</td>
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<tr>
<td>Fay W. Boozman College of Public Health – COPH 1210</td>
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</tbody>
</table>

CERTIFICATION:
I certify that I have turned in all University supplies and equipment and have paid or arranged to pay all monies and accounts due.

_________________________   ___________________________
Date         Signature
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<thead>
<tr>
<th>CORE</th>
<th>CORE</th>
<th>Spring 08-09</th>
<th>Summer 08-09</th>
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<tbody>
<tr>
<td>5003 Intro to PH: TH 5:30-8:30pm(Eudy)</td>
<td>5113 Env &amp; Oce Health: WebCT (Rimmer)</td>
<td>5003 Intro to PH: M, W 5:30-8:30pm(Eudy)</td>
<td>5013 Biostats I: T, TH, 1:00-4:00pm(Moore)</td>
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<td>5013 Biostats I: T 5:30-8:30pm(Williams)</td>
<td>5123 The Health Care System: SA &amp; WebCT (Eudy)</td>
<td>5173 Biostats II: TH 1:00-4:00pm(Williams)</td>
<td>5173 Epidemiology I: T, TH 5:30-8:30(Phillips)</td>
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<td>5133 Intro to HBHE: Weekends (Richter)</td>
<td>5763 Categorical Data Analysis: W 1:00-4:00pm(Bursac)</td>
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<td>5173 Epidemiology I: T 1:00-4:00pm(Phillips)</td>
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<td>5313 Nonparametric Methods: M 1:00-4:00pm(Landes)</td>
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<td>5753 Appl. of Microcomputers to DM&amp;A: W 1:00-4:00pm(Bursac)</td>
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<td>5043 Occ. &amp; Env. Haz. Contr.: W 5:30-8:30pm (Rimmer)</td>
<td>9043 EOH Policy: WebCT &amp; classroom: TH, 5:30-8:30pm (Rimmer)</td>
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<td>5063 Princ Tox in Pblc Hlth: M 5:30-8:30pm (Cranmer)</td>
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<tr>
<td>5853 Public Health Biology: WebCT (Kadlubar)</td>
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<td>5523 Qual Data Anlys: TH 3:00-6:00pm(McSweeney)</td>
<td>5223 Epidemiology of Chronic Dis(Namvar Zohoori ) T 5:30-8:30pm</td>
<td>5683 Social Epi: M, W 5:30-8:30pm(Phillips/Raczynski)</td>
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<td>5553 Cancer Epi: TH 5:30-8:30pm(Zhang)</td>
<td>5373 Epi II: TH 5:30-8:30pm(Fischer)</td>
<td>5473 Mthds in H.S. Resrch: (T 5:30-8:30pm&amp;SU 1:00-4:00pm)(Curran)</td>
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<td>5671 Epi III Lab: M 5:30-6:30pm(Mosley)</td>
<td>5513 Qual Methodology in Nursing Research: TH 1:30-4:30pm (Green)</td>
<td>xxxxx Injury Epi (Date &amp; Time TBD) (Reeve/Bowman)</td>
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<td>5673 Epi III: T 5:30-8:30pm(Phillips)</td>
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<td>5683 Social Epi: W 5:30-8:30pm(Phillips/Raczynski)</td>
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<td>5653 Theories of HBHE: Weekends(Richter)</td>
<td>5683 Social Epi: M, W 5:30-8:30pm(Phillips/Raczynski)</td>
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<td>5623 Prog. Planning &amp; Eval: W 5:30-8:30pm(Kim/Carle)</td>
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<td>5683 Social Epi: W 5:30-8:30pm(Phillips/Raczynski)</td>
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<td>5773 Survey Research Methods: TH 5:30-8:30pm(Pulley)</td>
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<td>5813 Technology for eHealth: WebCT(Vanbiervliet)</td>
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<td>9023 Adv. Health Behavior: M 1:00-4:00pm (KEStewart)</td>
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### 2-Year Course Planner 2009-2010

#### Fall 09-10

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