

**The University of Texas
School of Public Health at Houston**

2016-2018 Catalog Addendum



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Administrative Officers

CURRENT: (page 6)

Campus dean is appointed; department chair is appointed; and name of department is revised

Bijal Balasubramanian, PhD, MPH, MBBS

Interim Campus Dean

Dallas Campus

Barry R. Davis, MD, PhD

Interim Chair

Department of Biostatistics

CHANGE TO:

Bijal Balasubramanian, PhD, MPH, MBBS

Campus Dean

Dallas Campus

Hulin Wu, PhD

Chair

Department of Biostatistics and Data Science

Writing Assessment

CURRENT: (page 13)

Delete the section on Writing Assessment

At first matriculation, all incoming degree-seeking and certificate students to UTHealth School of Public Health are required to take a writing assessment test during or immediately following orientation and prior to course registration. The result of the writing assessment will determine the level of guidance to be provided to students for improvement in their writing skills. This guidance may include the following: a notice that no writing remediation will be recommended, a recommendation to take specific writing courses offered by the school, a recommendation to take a more basic writing course(s) at a local university/community college, or a recommendation to take an extramural course designed for non-native English-speaking students. Students will be responsible for any costs incurred by having to take additional writing courses. All recommended remediation(s) must be completed within the specified time frame provided at the time of the writing assessment. Satisfactory completion of the requirements made for improving writing skills must be met in order to successfully proceed through respective degree plans. Failure to complete the required writing recommendations can result in the student being denied registration for courses in subsequent terms. Depending on the writing assessment scores, some students will be required to retake the writing assessment one year after matriculation.

CHANGE TO:

[Delete section]

Degree Programs

CURRENT: (page 15)

Clarification about online courses

Please note that it is not possible to earn a degree by taking courses only at night or online. Students may take no more than 50 percent of their degree program in online courses.

CHANGE TO:

Please note that it is not possible to earn a degree by taking courses only at night or online. Doctoral students may take no more than 50 percent of their degree program in online courses. Students in the MPH and MS degree programs are allowed to take more than 50 percent of their courses online, however, at the time this addendum was published, no degree is offered 100% online.

Master of Public Health

CURRENT: (page 17-18)

Adding an MPH program at the El Paso Campus; and changing the program name from Occupational and Environmental Health to Environmental Health for the MPH program

Campus MPH Programs

- El Paso Campus
 - Customized*
 - Health Promotion/Health Education*
- Houston Campus
 - Customized*
 - Biostatistics*
 - Community Health Practice*
 - Epidemiology*
 - Health Promotion/Health Education*
 - Health Services Organization*
 - Healthcare Management*
 - Occupational and Environmental Health*
- San Antonio Campus
 - Customized*
 - Epidemiology*
 - Health Promotion/Health Education*

CHANGE TO:

Campus MPH Programs

- El Paso Campus
 - Customized*
 - Environmental Health*
 - Health Promotion/Health Education*
- Houston Campus
 - Customized*
 - Biostatistics*
 - Community Health Practice*
 - Environmental Health*
 - Epidemiology*
 - Health Promotion/Health Education*
 - Health Services Organization*
 - Healthcare Management*
- San Antonio Campus

*Customized
Environmental Health
Epidemiology
Health Promotion/Health Education*

Doctor of Public Health

CURRENT: (page 22)

Changing the program name from Occupational and Environmental Health to Environmental Health for the DrPH program

Campus DrPH Programs

Houston Campus
*Community Health Practice
Epidemiology
Health Promotion/Health Education
Occupational and Environmental Health*

San Antonio Campus
*Community Health Practice
Occupational and Environmental Health*

CHANGE TO:

Campus DrPH Programs

Houston Campus
*Community Health Practice
Epidemiology
Health Promotion/Health Education
Environmental Health*

San Antonio Campus
*Community Health Practice
Environmental Health*

Doctor of Philosophy

CURRENT: (page 29)

Adding a PhD program at the El Paso Campus

[Insert text below]

CHANGE TO:

Campus PhD Programs

El Paso Campus
Environmental Sciences

Dual Degree Programs

CURRENT: (page 39)

Inserting a new dual degree program

[Insert text below]

CHANGE TO:

DDS/MPH Program (Houston Campus)

Dental students at the UTHealth School of Dentistry at Houston may apply for the integrated DDS/MPH Program. The MPH is widely recognized as valuable supplemental training for health professionals. The DDS/MPH dual degree program provides an integrated curriculum that includes a number of shared courses. Students spend the fall and spring semesters at the UTHealth School of Public Health after the first, second, or third year of dental school. Those graduating with the DDS/MPH are uniquely poised to tackle issues such as disparities in access to care, policy-making, disease prevention, oral health education, oral health research, and improving overall access to care. The usual application procedures and deadlines should be followed at UTHealth School of Public Health, in consultation with the UTHealth School of Dentistry at Houston. Interested students may apply early (as soon as possible after dental school acceptance) so that they can enroll in classes during the summer before they begin dental school. This facilitates completion of the requisite hours needed for graduation. Students may also be admitted during the first two years of dental school, but this may lengthen the program beyond five (5) years. Importantly, dual degree students cannot begin their year of full-time study at the UTHealth School of Public Health after graduating from UTHealth School of Dentistry at Houston. The selection of specific academic programs, as well as scheduling of specific courses and practica for individual students is guided by an advisory committee comprised of faculty from both institutions.

Contact

Sam Neher, MS

Samuel.E.Neher@uth.tmc.edu

Non-degree Programs

CURRENT: (page 42)

Inserting a new certificate program

[Insert text below]

CHANGE TO:

Certificate in Healthcare Management

The Certificate in Healthcare Management program is intended for professionals working in healthcare management and students enrolled in post-baccalaureate degree programs in complementary graduate level disciplines such as business, health care, public policy, public administration, or health sciences. This non-degree program consist of learning modules in healthcare management (15 semester credit hours) designed to meet the needs of students, employers, and community partners. A certificate is awarded to students who pass all courses. Students in the certificate program can also consider applying to one of the degree programs at the school.

Contacts

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Advanced MPH Programs for Undergraduates – BS/MPH (4+1 Programs)

CURRENT: (page 43)

Inserting two new Bachelor's/MPH (4+1) programs

[Insert text below]

CHANGE TO:

Houston Campus

UTHealth School of Dentistry at Houston and UTHealth School of Public Health
Bachelor of Science in Dental Hygiene/MPH program

Contact

Sam Neher, MS

Samuel.E.Neher@uth.tmc.edu

San Antonio Campus

St. Mary's University and UTHealth School of Public Health
Bachelor of Arts/Science/MPH program

Contact

Melissa Valerio, PhD, MPH

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Just in Time Courses

CURRENT: (page 45)

Inserting a new course

[Insert text below]

CHANGE TO:

PHM 1117 *Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping) – Part II*

Fernandez, Markham, Springer, Valerio, 2 credits, b, c – semester following PH 1116 intensive 1-week format course

This course integrates and extends the knowledge of behavioral science theory into planning models for health promotion programs beyond that acquired in PH 1116. Working on a health problem of their choice, students work independently to fully develop written plans for conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions, and developing an implementation and evaluation plan. Student evaluations include a guided written health promotion project plan.

Prerequisites: PH 1116

PHD 1117 *Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping) – Part II*

Fernandez, Markham, Springer, Valerio, 2 credits, b, c – semester following PH 1116 intensive 1-week format course

This course integrates and extends the knowledge of behavioral science theory into planning models for health promotion programs beyond that acquired in PH 1116. Working on a health

problem of their choice, students work independently to fully develop written plans for conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions, and developing an implementation and evaluation plan. Doctoral students will prepare a concept outline and abstract as part of preparation of class papers for publication. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH 1116

Academic Term Structure

CURRENT: (page 56)

Adding a description for course prefixes used during course registration

Availability of courses is contingent upon sufficient registration.

CHANGE TO:

Availability of courses is contingent upon sufficient registration.

Course Registration

When registering for coursework, students should be aware of the prefixes used for the numbered courses. All courses are graduate level courses. Some courses are offered as either master-level or doctoral-level. In those cases, doctoral students should select the doctoral-level offering. Since classrooms are assigned based on campus enrollment, students must register for the appropriate *class section* for their campus location. Students at any campus can register for web-based online courses. Students should also seek advice from their faculty advisor and refer to their degree planner when selecting coursework.

Course Prefix	Modality and Level
PH	Classroom; available to master and doctoral-level students
PHM	Classroom; available to master-level only students
PHD	Classroom; available to doctoral-level only students
PHW	Online; available to master and doctoral-level students
PHWM	Online; available to master-level only students
PHWD	Online; available to doctoral-level only students
Class Section	Students register for the <i>class section</i> number that corresponds to their campus location. Classrooms are assigned based on campus enrollment.
100 – 199	Houston campus
200 – 299	Austin campus
300 – 399	Brownsville campus
400 – 499	Dallas campus
500 – 599	El Paso campus
600 – 699	San Antonio campus
700 – 749	These sections are for online courses (PHW, PHWM, and PHWD) and are available to students at all campuses.
1000 and up	Reserved for independent studies, practicum, thesis and dissertation courses

Biostatistics and Data Science

CURRENT: (page 64)

Inserting a new course

[Insert text below]

CHANGE TO:

PHD 1861 *Introduction to Meta-Analysis*

DeSantis, 1 credit, b (odd-numbered years), c (even-numbered years)

This is an intensive introductory course and the 3rd section of PHD 1431 “Tools and Methods for Systematic Reviews and Meta-Analysis.” The full 3 credit course is designed to introduce students to best practices, resources, and methods for systematic reviews and meta-analyses, and to guide students through the steps of a systematic review. The 1 credit meta-analysis course offered by Biostatistics is designed to allow students to identify whether and how to conduct meta-analysis for a variety of data scenarios. STATA will be used throughout the meta-analysis course. This course meets on an intensive schedule for 2 weeks of the 6 weeks that is a part of the PHD 1431 course. If you will be taking both courses, you must register for both courses separately.

CURRENT: (page 67)

Inserting two new courses

[Insert text below]

CHANGE TO:

PH 1975 *Introduction to Data Science*

Miao, Wang, 3 credits, a

This course will cover data structure, foundations of algorithms, object-oriented programming in R and Python, research design, question formulation, data collection, relational database, graph database, data storage, data management, data processing, data query and retrieval, data visualization, report preparation, and exploratory analysis techniques.

Prerequisites: PH 1690 and previous knowledge of linear algebra, linear regression, and basic knowledge of computer programming.

PH 1976 *Fundamentals of Data Analytics and Predictions*

Yamal, 3 credits, b

This course introduces modern statistical methods and computational algorithms and tools for big data analysis including descriptive statistics, sampling technique, regression learning, clustering, and classification (e.g., support vector machine, tree-based methods). Students will be introduced to the basic concepts behind data science. Hands-on sessions will familiarize students with the details and use of the most commonly used online tools and resources.

Prerequisites: PH 1700 or the equivalent; PH 1975; and calculus, linear algebra, basic statistical theory and convex optimization methods at the introductory level.

Epidemiology

CURRENT: (page 83)

Inserting a new course

[Insert text below]

CHANGE TO:

PH 2781 *Practical Python Programming and Algorithms for Data Analysis*
Jun, 3 credits, cd

This course is intended for students who are focused on big data analysis in the Python programming language from large scale epidemiologic datasets, electronic medical records, or next generation sequence data. It will cover basic programming including strings, array, dictionaries, conditional statements, data visualization, external data sources, and algorithms with a focus on using programming to solve challenges within the students' own research projects.

Environmental and Occupational Health Sciences

CURRENT: (page 96)

Inserting a new course

[Insert text below]

CHANGE TO:

PH 2132 *Infection Control and Biosafety*
Rodriguez, Emery, 3 credits, b

The field of infectious disease and control is mainly composed of four professions: infection preventionists, biosafety professionals, environmental health specialists, and public health professionals. Although the targeted populations for each of these professions differ, a common set of core competencies exists that are essential in order to successfully prevent or control infection. This course focuses on the core competencies that are common amongst all of these professions and will also discuss differences between these trades.

Prerequisites: Undergraduate biology required. A course in microbiology preferred.

Health Promotion and Behavioral Sciences

CURRENT: (page 104)

Change in list of methods courses to choose from for the minor in Behavioral Sciences

Methods Courses

- **PHM 1118** *Introduction to Qualitative Research Methods*
- **PHD 1121** *Advanced Methods in Program Evaluation*
- **PH 1324** *Applied Discrete Data Analysis using Stata*
- **PHD 1130** *Applied Measurement Theory*
- **PHD 1132** *Latent Variable Models and Factor Analysis*
- **PHD 1420** and **PHD 1421** *Research Design and Analysis in Behavioral Sciences I and II*
- **PHD 1425** *Applied Multivariate Statistics for the Behavioral Sciences*
- **PHD 1430** *Systematic Review, Meta-Analysis, and Evidence-Based Public Health*

CHANGE TO:

Methods Courses

- **PHM 1118** *Introduction to Qualitative Research Methods*
- **PH 1324** *Applied Discrete Data Analysis using Stata*
- **PHD 1130** *Applied Measurement Theory*
- **PHD 1132** *Latent Variable Models and Factor Analysis*
- **PHD 1420** and **PHD 1421** *Research Design and Analysis in Behavioral Sciences I and II*
- **PHD 1430** *Systematic Review, Meta-Analysis, and Evidence-Based Public Health*
- **PHD 1431** *Tools and Methods for Systematic Reviews and Meta-Analyses*

CURRENT: (page 110)

Inserting a new course

[Insert text below]

CHANGE TO:

PHM 1117 *Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping) – Part II*

Fernandez, Markham, Springer, Valerio, 2 credits, b, c – semester following PH 1116 intensive 1-week format course

This course integrates and extends the knowledge of behavioral science theory into planning models for health promotion programs beyond that acquired in PH 1116. Working on a health problem of their choice, students work independently to fully develop written plans for conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions, and developing an implementation and evaluation plan. Student evaluations include a guided written health promotion project plan.

Prerequisites: PH 1116

PHD 1117 *Advanced Methods for Planning and Implementing Health Promotion Programs (Intervention Mapping) -- Part II*

Fernandez, Markham, Springer, Valerio, 2 credits, b, c – semester following PH 1116 intensive 1-week format course

This course integrates and extends the knowledge of behavioral science theory into planning models for health promotion programs beyond that acquired in PH 1116. Working on a health problem of their choice, students work independently to fully develop written plans for conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions, and developing an implementation and evaluation plan. Doctoral students will prepare a concept outline and abstract as part of preparation of class papers for publication. Student evaluations include a guided written health promotion project plan and participation in class and group assignments.

Prerequisites: PH 1116

CURRENT: (page 117)

Change in course number

PHD 1320 *Ethics in Public Health*

Spike, 2 credits, a, b

CHANGE TO:

PHD 5012 *Ethics in Public Health*
Spike, 2 credits, a, b

Management, Policy and Community Health

CURRENT: (page 126)

Change in course requirements for the DrPH in Community Health Practice

Before the preliminary examination:

- **PH 2615** *Epidemiology II*
- **PH 1700** *Intermediate Biostatistics*
- **PHD 1113** *Advanced Methods for Planning and Implementing Health Programs (Intervention Mapping)*
- **PH 3800** *Working with Diverse Communities*
- **PHD 3998** *CHP Core I*
- **PHD 3998** *CHP Core II: Proposal Development*

After the preliminary examination:

- **PHD 3830** *Ethics and Policy* or **PHD 1320** *Ethics in Public Health*
- **PHD 3998** *CHP Core III: Implementation and Analysis* (Completion of CHP CORE III can serve as practicum)
- **PH 9997** *Practicum* (or an elective course if CHP Core III served as practicum)
- **PH 9999** *Dissertation Research* (at least 1 credit hour)

CHANGE TO:

Before the preliminary examination:

- **PH 2615** *Epidemiology II*
- **PHD 1116** *Advanced Methods for Planning and Implementing Health Programs (Intervention Mapping)* – intensive 1-week format course
- **PHD 3998** *Working with Diverse Communities* (2 credits) or **PH 3800** *Working with Diverse Communities* (3 credits)
- **PH 3998** *Community-Based Grant Writing Workshop*
- **PHD 3998** *Community Engagement and Community-Based Participatory Research*
- **PHD 3998** *Evidence-Based Public Health Practice*
- **PHD 3998** *Practice-Based Methods and Design*
- **PHD 3998** *Principles and Practice of Public Health*

After the preliminary examination:

- **PHD 3830** *Ethics and Policy* or **PHD 5012** *Ethics in Public Health*
- **PHD 3998** *Thinking for Public Health*
- **PH 9997** *Practicum* (or an elective course if CHP Core III served as practicum)
- **PH 9999** *Dissertation Research* (at least 1 credit hour)

CURRENT: (page 129-130)

Change in courses for the PhD track in Healthcare Management/Health Policy

Before the preliminary examination:

- **PHD 3846** *Quality Management and Improvement in Healthcare*
- **PHD 3721** *Healthcare Finance*
- **PHD 3731** *Healthcare Management and Policy Research*

- **PHD 3930** *Econometrics in Public Health*
- **PHD 3810** *Health Policy in the United States*
- **PH 3815** *Health Policy Analysis*

After the preliminary examination students will select the Healthcare Management or Health Policy track:

Healthcare Management Track:

Select two courses (6 hours) from the following:

- **PH 3738** *Legal Issues in Healthcare* OR **PH 3747** *Healthcare Operations Management*
- **PHD 3998** *Operations, Technology & Decision Management*
- **PH 3736** *U.S. Healthcare Payment Systems and Policy*
- **PHD 3946** *Doctoral Strategy, Governance, and Leadership*

CHANGE TO:

Before the preliminary examination:

- **PHD 3846** *Quality Management and Improvement in Healthcare*
- **PHD 3721** *Healthcare Finance*
- **PHD 3731** *Healthcare Management and Policy Research*
- **PHD 3743** *Organizational and Management Theory*
- **PHD 3810** *Health Policy in the United States*
- **PH 3815** *Health Policy Analysis*

After the preliminary examination students will select the Healthcare Management or Health Policy track:

Healthcare Management Track:

Select two courses (6 hours) from the following:

- **PH 3738** *Legal Issues in Healthcare* OR **PH 3747** *Healthcare Operations Management*
- **PHD 3998** *Operations, Technology & Decision Management*
- **PH 3736** *U.S. Healthcare Payment Systems and Policy*
- **PHD 3750** *Policy Issues in Health Information Technology*
- **PHD 3946** *Doctoral Strategy, Governance, and Leadership*

CURRENT: (page 130)

Specifying course options for a minor in Management, Policy and Community Health for the Health Economics/Health Services Research track

Health Economics/Health Services Research:

- **PHD 3910** *Health Economics*
- **PH 3915** *Methods for Economic Evaluation of Health Programs*
- **PHD 3930** *Econometrics in Public Health*
- **PHD 3931** *Advanced Econometrics*
- **PH 3940** *Healthcare Outcomes and Quality Research*
- **PH 3920** *Health Services Delivery and Performance*
- **PHD 3935** *Advanced Health Economics*
- **PHD 3926** *Health Survey Research Design*
- **PH 3998** *Decision Analysis*

CHANGE TO:

Health Economics (select 3 courses)

- **PHD 3910** *Health Economics*
- **PH 3915** *Methods for Economic Evaluation of Health Programs*
- **PHD 3930** *Econometrics in Public Health*
- **PHD 3931** *Advanced Econometrics*
- **PHD 3935** *Advanced Health Economics*
- **PH 3998** *Decision Analysis*

Health Services Research (select 3 courses)

- **PH 3920** *Health Services Delivery and Performance*
- **PHD 3926** *Health Survey Research Design*
- **PH 3940** *Healthcare Outcomes and Quality Research*
- **PHD 3945** *Advanced Health Services Research Methods*
- **PH 3998** *Decision Analysis*

CURRENT: (page 131)

Change in course requirements for the minor in Community Health Practice for the DrPH

Community Health Practice

- DrPH Minor requirements
 - **PHD 1118** *Introduction to Qualitative Research Methods*
 - **PHD 3998** *Diversity*
 - **PHD 3998** *CHP Core I: Principles and Methods*

CHANGE TO:

Community Health Practice

- DrPH Minor requirements
 - **PHD 3998** *Working with Diverse Communities* (2 credits) or **PH 3800** *Working with Diverse Communities* (3 credits)
 - **PHD 3998** *Community Engagement and Community-Based Participatory Research*
 - **PHD 3998** *Practice-Based Methods and Design*

CURRENT: (page 138)

Inserting a new course

[Insert text below]

CHANGE TO:

PH 3845 *Quality, Cost, and Value Evaluation in Healthcare*
Revere, Tektiridis, 3 credits, c (hybrid course)

This course provides students with requisite knowledge and skills for understanding, assessing and evaluating quality, performance improvement, and patient safety within a healthcare organization. Using the Institute for Healthcare Improvement (IHI) Open School Curriculum, students will complete online courses in improvement capability, patient safety, triple aim for populations, person- and family-centered care, leadership, and quality, cost, and value.

CURRENT: (page 139)

Inserting a new course

[Insert text below]

CHANGE TO:

PHM 3918 *Geographic Information Systems Science*

Highfield, 3 credits, b

This introductory level elective course in Geographic Information Systems Science (GIS) introduces the science and skills required for the geographic exploration of public health data. Topics will include cartography, sources of GIS data, working with Census and other secondary data sources, geoprocessing, geocoding and basic spatial analysis, among others. Students will acquire skills through a combination of lecture, labs and hands-on assignments using ArcGIS and other software packages.

PHD 3918 *Geographic Information Systems Science*

Highfield, 3 credits, b

This doctoral-level elective course in Geographic Information Systems Science (GIS) introduces the science and skills required for the geographic exploration of public health data. Topics will include cartography, sources of GIS data, working with Census and other secondary data sources, geoprocessing, geocoding and basic spatial analysis, among others. Students will acquire skills through a combination of lecture, labs and hands-on assignments using ArcGIS and other software packages.

Interdepartmental Concentrations and Other Interdepartmental Courses

CURRENT: (page 160)

Adding special topics courses for PH 5098 including the courses for Archer Center fellows

PH 5098 *Special Topics in Interdepartmental Courses*

The Faculty in UTHealth School of Public Health, a, b, cd, credit hours vary among Special Topics courses

Selected Special Topics provide intensive coverage of interdepartmental theory and applications. Topics vary each semester. Previous topics have included:

Foundations of Scientific Writing in Public Health (see course description below)

Foundations of Academic Scientific Writing for Public Health

The History and Culture of Disease and Healing (see course description below)

Written Communication in Public Health Practice

CHANGE TO:

PH 5098 *Special Topics in Interdepartmental Courses*

The Faculty in UTHealth School of Public Health, a, b, cd, credit hours vary among Special Topics courses

Selected Special Topics provide intensive coverage of interdepartmental theory and applications. Topics vary each semester. Previous topics have included:

Culinary Medicine (in the Demonstration Kitchen; only available in Houston)

Foundations of Scientific Writing in Public Health (see course description below)

Foundations of Academic Scientific Writing for Public Health

Garden for Health (in the Holistic Garden; only available in Houston)

The History and Culture of Disease and Healing (see course description below)

Written Communication in Public Health Practice

Archer Center – Inside Washington: Policymaking from the Ground Up (3 credits)*

Archer Center Washington Internship (3 credits as **PH 9997 Practicum**)*

Archer Center Independent Study and Research (3 credits)*

*The Archer Center fellowship program requires prior approval and is a total of 9 credits. Students in the fellowship must register for the three courses above. Two are listed as PH 5098 Special Topics and one is listed as PH 9997 Practicum.

Grading, Conduct and Satisfactory Progress Policies

CURRENT: (page 193)

Clarification on repeating a course limit and GPA

Grades

Letter grades (“A,” “B,” “C,” or “F”) are given for all MPH core courses. Elective courses may be letter-graded or graded on the basis of pass/fail (“P” or “F”) at the discretion of the instructor. Letter grades in pass/fail courses (i.e., an “F”) will not be included in the GPA calculated for letter-graded courses. A GPA will be calculated from all letter-graded courses. In computing GPA per hour, the following scores are used: A = 4 points; B = 3 points; C = 2 points; F = 0 points. The GPA is calculated by multiplying the grade points by the number of credit hours for each course. Repeated courses will be listed on the transcript along with the original course. However, the GPA will be calculated on letter-graded courses using only the grade from the repeated course. An INCOMPLETE will revert to an “F” if the coursework is not successfully completed after one semester. However, at the course instructor’s discretion, a grade may be entered to replace the “F” when the work from the incomplete is completed. A “W” grade is assigned when a student withdraws from a course.

CHANGE TO:

Grades

Letter grades (“A,” “B,” “C,” or “F”) are given for all MPH core courses. Elective courses may be letter-graded or graded on the basis of pass/fail (“P” or “F”) at the discretion of the instructor. Letter grades in pass/fail courses (i.e., an “F”) will not be included in the GPA calculated for letter-graded courses. A GPA will be calculated from all letter-graded courses. In computing GPA per hour, the following scores are used: A = 4 points; B = 3 points; C = 2 points; F = 0 points. The GPA is calculated by multiplying the grade points by the number of credit hours for each course. Repeated courses will be listed on the transcript along with the original course. However, please note the following stipulations:

- The GPA will be calculated on the letter-graded courses only using the grade from the repeated course.
- Students have the opportunity to retake a course only one time for calculation of the GPA.
- A third attempt is rarely approved, and will only be considered if the first two attempts were failures. Students may petition to the Office of Academic Affairs and Student Services to retake a course a third time.
- The final attempt will be the grade calculated into the GPA.

An INCOMPLETE will revert to an “F” if the coursework is not successfully completed after one semester. However, at the course instructor’s discretion, a grade may be entered to replace the “F” when the work from the incomplete is completed. A “W” grade is assigned when a student withdraws from a course.

CURRENT: (page 193-194)

Removing the reference to “evaluation week” and clarifying information on student evaluations, satisfactory progress, and remediation plan

Satisfactory Progress

Satisfactory progress is evaluated on an individual basis by a student’s advisor and for advisory committee members. Evaluation week for all students is scheduled at the end of the fall and spring semesters. Advisory committees review student coursework and progress toward academic goals. This overall evaluation of knowledge and performance allows the committee to determine which students have progressed satisfactorily and which should be placed on academic probation. Failure to attend the evaluation meeting may result in a “hold” placed on the student’s registration for a subsequent term.

Academic probation provides a structure within which the faculty of the student’s advisory committee can address issues and problems related to the student’s academic performance. In order to identify and help those students who are having academic difficulty, defined by receiving a failing grade documented in the student record, or the student receiving a grade of “C” in two or more classes, or has had any combination of four or more classes with a Withdrawal (“W”) or Incomplete (“I”), the Academic Remediation and Probation Steps Policy is established to address the issues early in a student’s program before a status of probation becomes necessary.

Step 1

Academic Remediation

Academic remediation status will be put into effect by the Office of Academic Affairs and Student Services when a failing grade has been documented, or the student has had two or more classes with a “C” grade, or has had any combination of four or more classes with a Withdrawal (“W”), or Incomplete (“I”).

Remediation Plan

The Assistant Dean for Academic Affairs and Student Services will send a letter to the student and their advisor that requires the student to submit a plan for remediation. A hold will be placed on the student’s record until a remediation plan is submitted to the assistant dean.

The plan should be developed by the advisor and the student and sent to the Assistant Dean for Academic Affairs and Student Services for approval. The plan should indicate what remediation needs to be completed in order for the student to be taken off remediation, the timetable for completion, and the consequences if the student does not meet the requirements and deadlines in the plan. The faculty advisor and the student should sign a written description of the plan and timetable thereby agreeing to the terms recommended therein. A copy will be provided to the student and the Office Academic Affairs and Student Services.

CHANGE TO:

Satisfactory Progress

Satisfactory progress is evaluated on an individual basis by a student's advisor and for advisory committee members. Evaluations for all students are required at least one time in the fall and spring semesters. Advisory committees review student coursework and progress toward academic goals. This overall evaluation of knowledge and performance allows the committee to determine which students have progressed satisfactorily and which should be placed on academic probation. Failure to attend the evaluation meeting may result in a "hold" placed on the student's registration for a subsequent term.

Academic probation provides a structure within which the faculty of the student's advisory committee can address issues and problems related to the student's academic performance. In order to identify and help those students (degree-seeking and non-degree/certificate students) who are having academic difficulty, defined by receiving a failing grade documented in the student record, or the student receiving a grade of "C" in two or more classes, or has had any combination of four or more classes with a Withdrawal ("W") or Incomplete ("I"), the Academic Remediation and Probation Steps Policy is established to address the issues early in a student's program before a status of probation becomes necessary.

Step 1

Academic Remediation

Academic remediation status will be put into effect by the Office of Academic Affairs and Student Services when a failing grade has been documented, or the student has had two or more classes with a "C" grade, or has had any combination of four or more classes with a Withdrawal ("W"), or Incomplete ("I").

Remediation Plan

The Assistant Dean for Academic Affairs and Student Services will send a letter to the student and their advisor that requires the student to submit a plan for remediation. A hold will be placed on the student's record until a remediation plan is submitted to the assistant dean.

The plan should be developed by the advisor and the student and sent to the Assistant Dean for Academic Affairs and Student Services for approval. The plan should indicate what remediation needs to be completed in order for the student to be taken off remediation, the timetable for completion, and the consequences if the student does not meet the requirements and deadlines in the plan. The advisor and the student should sign a written description of the plan and timetable thereby agreeing to the terms recommended therein. A copy will be provided to the student and the Office Academic Affairs and Student Services.