



S T U D E N T H A N D B O O K
2 0 0 6 - 2 0 0 7

*3545 Lafayette Blvd., St. Louis, MO 63104
1-800-782-6769 or 314-977-8100
<http://publichealth.slu.edu>*

TABLE OF CONTENTS

The Saint Louis University & School of Public Health Missions & Vision.....	3
The School of Public Health Covenant	3-4
General Student Information	5-9
Banking.....	5
Banner Self-Serve.....	5
Bookstores.....	5
Bulletin Boards.....	5
Campus Bus Services	5
Career Resource Center	5
Cell Phones and Pagers.....	5
Class Picture Day.....	5
Computers	6
Copying and Postal Service.....	6
Course Schedules.....	6
Email Accounts, Mailboxes and Communications	6
Fitness and Recreation Center	6
Forms & Petitions, Grades.....	7
Libraries	7
Lockers & Mailboxes	7
Parking	7
Professional and Internship Preparation.....	7
Public Safety	7-8
Recruitment Day & Career Day.....	8
SLU Web Sites	8
Student Development	8
Student Health and Counseling	8
Student ID's.....	8
Student Organizations	9
Student Services.....	8
Supplies.....	9
University Administration	9
Voice Mail.....	9
Academic Policies	10-19
Introduction.....	10
School-wide Policies.....	10-14
Masters Programs.....	14-17
Doctoral Program	17-19
Academic Advisement	19-23
Registration	24-26
Guidelines for Registration & Change of Registration.....	24-25
Tuition Refunds	26
Process for Registration at Other Universities.....	26
Telephone Numbers and E-mail Addresses	27-29
Appendix	ii-xix
Course Listings for Department of Health Management and Policy	ii-v
Course Listings for Department of Community Health.	vi-xix

Mission expresses the enduring commitments over time that define an organization's beliefs about itself and provides constituencies both within and outside the organization with a view of the ends toward which the organization strives. Mission is the base on which the organization can define a vision and build a plan for the future. The individual schools of Saint Louis University are expected to pursue missions which build on the university's mission and reflect it, but which are specific to the school's responsibilities and approach. The mission, vision and covenantal values of the Saint Louis University School of Public Health (SLUSPH) that guide our work together are best understood when considered in light of the university's mission.

Saint Louis University Mission

The mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God's creation, and for discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

School of Public Health Mission

The Saint Louis University School of Public Health is dedicated to the discovery, translation, and dissemination of public health knowledge to improve the health and well being of all.

School of Public Health Vision

The School of Public Health, consistent with the Jesuit traditions of the University, continually strives for excellence in scholarship through nationally and internationally recognized performance in teaching, research, and service. In so doing, we hold ourselves accountable to the expectations of the communities we serve and our peers in public health. Our educational programs produce leadership for public health. Our research improves health policy, programs, and service delivery. Our service builds capacity for public health practice.

School of Public Health Covenant

Unique to schools in the University and to schools of public health, the SLUSPH has defined the values that underlie our work together as a Covenant. At a faculty retreat in August of 1986, it was determined that we should explore our values and commitments as a shared effort among faculty, staff, and students. A first draft of the Covenant was presented at the orientation for students in August of 1986, setting in motion a process of making the document an integral part of the lives of students, faculty, and staff. A committee of students, faculty and staff was appointed to revise the draft, and the new version was presented for review at the re-orientation session the following January. The Covenant was formally adopted in August 1987. The Covenant significantly reflects the attitudes, aspirations, and principles of the diverse individuals who comprise the Saint Louis University School of Public Health community and is celebrated regularly through orientations, special events, and the commencement ceremony.

The School of Public Health Covenant

In light of our person-centered service mission,
we seek to provide for those who constitute
the School of Public Health community
an environment which cultivates:

LOVE

the foundation source of all our lives flowing
from God's empowering love for all of us

RESPONSIBILITY

a willingness to be accountable for one's actions and fidelity to the
obligations which accompany one's accepted roles

TRUST

a belief in the integrity of others

ACCEPTANCE

a respect for the beliefs of others

CONCERN

a sensitivity to the rights of others

PERSONAL DEVELOPMENT

a lifelong commitment to learning and personal growth

BALANCE

the fulfillment of one's responsibility in a total life context

PARTNERSHIP

a commitment to shared values and purposes with
School of Public Health students, faculty, staff, alumni, and
preceptors

GENERAL STUDENT INFORMATION

Banking

US Bank banking center is located in Room 161 of Busch Student Center, 200 N. Grand Blvd. For more information call (314) 533-1041. There is an ATM located on the 1st floor of the Salus Center.

SLU Banner Self-Serve

For your most up-to-date personal SLU student information check out SLU Banner Self-Serve website (https://fselfserv.slu.edu/pls/prod/twbkwbis.P_WWWLogin). You may view your Scholarship/Financial Aid awards, application status, grades and messages. Also, you can view your Bursar student account record for current charges, your payments, aid payments, balance due and refunds.

Bookstores

Obtaining the current texts and supplementary materials for coursework is not difficult at Saint Louis University. There are full-service bookstores on both the Frost Campus and Health Sciences Center Campus. Like most bookstores these days, they provide a lot more than books - - supplies, sweatshirts, computers, jewelry, snacks and novelties - - all can be found at both stores. The Frost Campus Bookstore is located in Busch Student Center. It stocks required texts for School of Public Health courses, and can order other books you may need. It also stocks books for other courses offered on this campus, including law and business courses. The Health Sciences Center Bookstore is located in the basement of the Medical School Building.

Bulletin Boards

General student announcements are posted on the student bulletin boards in the School, including boards in the classroom hallways, the 3rd floor hallway, and in the 3rd floor student area. The evaluations from courses and an interpretation guide for the IDEA system, the course evaluation system used by the School, are posted on the bulletin boards for the preceding three sessions.

Campus Bus Service

Students, faculty, and staff can take advantage of the shuttle bus service that runs between the Frost and Health Sciences Center campuses on a regular schedule at no charge. The Shuttle also makes stops at the Metro Link Station at Grand Ave. The buses are supported by the Student Government Association. Schedules can be obtained at the University's website: www.slu.edu/services/transportation/billiken.

Career Resource Center

The School's Career Resource Center houses useful materials to support students in their career planning activities, job searches and internship placement preparation, including information files for more than 300 employers in the health field, bulletin boards displaying job openings and other career-related information, as well as many helpful career planning guides and directories. All resources in the Center are for in-room use only to maximize their availability to all SPH students. The Center is located in Room 304 of the Salus Center and is managed by the Office of Student Development (OSD).

Cell Phones and Pagers

Cell phones and pagers must be turned off or to vibrate during classes, lectures & presentations. Anyone who accepts a call is expected to leave the room before beginning a conversation.

Class Picture Day

Every fall the Office of Student Development organizes a Class Picture Day for all MHA and MPH students planning to graduate in the upcoming year. Complimentary copies of the composite photo of each graduating class are given to students who participate.

Computers

While students are strongly encouraged to have a personal computer, students have access to microcomputers in the Student area on the 3rd floor of the Salus Center. Students have access to the Internet and OVID, a program linked to the University of Missouri Medical library, which allows students to choose numerous articles and journals from databases such as Medline. The Computer Services Office on the ground floor of Des Peres Hall provides a lab, mainframe access, and consulting services. Two other computer labs are located in Rooms 225 and 232 of Ritter Hall. The Health Sciences Center Computer Laboratory is located on the first floor of the School of Nursing building.

Copying and Postal Service

A privately owned copying and postal service is located in Busch Student Center. In addition to copying and postal services, other merchandise and services include faxing, passport photos, notary service, keys, greeting cards, cellular phones, office supplies, and shipping supplies. Additional copy machines are available in the Pius XII Memorial Library and the Health Sciences Library.

A copy machine is available in the student area on the 3rd floor in the Salus Center. The copier is linked to the Billiken Print System and Billiken bucks. All other copy machines in the School are for faculty and staff use only. Unauthorized or inappropriate use of these machines is a serious matter. Do not request use of School copiers.

You may print and photocopy using Billiken Bucks on your SLU ID card. Activate Billiken Bucks accounts at parking and card services. For new accounts, call (314) 977-2957 or (314) 977-8656, or go to DuBurg Hall 33 or Salus Center 1063. Add money to your account using cash or major credit cards. You also may activate your account online at <http://www.slu.edu/services/parking>. Click "Add Billiken Bucks Online," insert your Social Security number, and enter the password 1111.

Course Schedules

The School of Public Health Course Schedule for the upcoming term(s) and a master schedule for the academic year are available at <http://publichealth.slu.edu> (the School website). Schedules are generally posted two weeks prior to the pre-registration period, and are updated periodically as changes occur. The schedule on our website supersedes the one on Banner Self-Serve.

E-Mail Accounts and Communications

E-mail is the School's primary means of communication with students. All students are automatically assigned a University e-mail address when they register for classes. Students who already have a personal e-mail address have the option of keeping it, but students' SLU e-mail accounts must be forwarded to personal e-mail addresses. For information on forwarding SLU accounts, contact the ITS office at 977-4000 or refer to the instructions provided at Orientation. All University and School e-communication will be sent to your SLU email account only.

For efficiency purposes, please include your phone number with all email correspondence requiring responses. Also, include your SLU identification number in cases where you anticipate that the receiver will need to electronically access information in order to be of assistance. Students are required to inform Student Services & the Graduate School of changes to their addresses, phone numbers or names.

Fitness & Recreation Facilities

The lower level of the Salus Center offers a state-of-the-art fitness and exercise center. The Simon Recreation Center on Laclede offers a full spectrum of facilities and equipment for swimming, exercise and court sports. Lounge and vending areas are also available. Membership is free for students. Spouses and children under 18 can become members on a fee basis.

Forms and Petitions

Most Graduate School forms and petitions are available online at slu.edu/colleges/gr/forms.html. Instructions for completion and routing appear on each form. You may also obtain forms from Nancy Murphy or Bernie Backer on the 3rd floor of the Salus Center or from the Graduate School in Verhaegen Hall, Room 117 (3634 Lindell Blvd.)

Grades

The University does not mail grade reports. Students check Banner Self-Serve for their grades.

Libraries

Books and materials from the libraries are obtained by showing a valid student ID card. The major University collection is in the Pius XII Memorial Library on Lindell. North campus also houses Omer Poos Law Library in the School of Law. Many materials required for School of Public Health courses are available in the Health Sciences Center Library in the Learning Resources Center. The University libraries participate in inter-library loan programs in the region and in the Center for Research Libraries that provides 3 million volumes for loan through participating institutions. Information on these services can be obtained from any librarian. Students can also access the St. Louis Public Library, as well as several private collegiate libraries in the community.

Lockers

Lockers, located on the 3rd floor in the student area, are available for student use on a daily basis. Students must bring their own locks. For security and sanitation/health purposes, items left in lockers for extended periods of time are subject to removal without notice. The School will not be responsible for the replacement of damaged locks.

Mailboxes

Each student is assigned a mailbox for the year. Although e-mail is used more extensively, mailboxes are more appropriate in some circumstances, so students should check them regularly. Student mailboxes are located on the 3rd floor of the Salus Center, in the student area.

Parking

Information on student parking is available from Parking & Card Services in DuBourg Hall, Room 33, (314) 977-2957, in the Salus Center, (314) 977-8656 or on-line at www.slu.edu/services/parking.

Professional Preparation and Rounds

The Office of Student Development sponsors and coordinates a number of activities throughout the academic year to support and enhance the internships, practice experiences and professional development of students in the departments of Community Health and Health Management and Policy. These sessions, which are typically offered on Tuesday afternoons, include presentations in professional skills and career development, as well as Professional Rounds in Community Health, Health Management and Policy. Rounds are designed to introduce students to community leaders and important developments in their major fields.

Public Safety

The University's uniformed security officers provide a free escort service to students' cars upon request. The phone number for the Department of Public Safety (DPS) at the Health Sciences Center and at DuBourg Hall is 977-3000. The number for reaching the security guard on duty in the Salus Center lobby is 977-0025 or, internally, 7-0025. Most of the campus parking lots have well-marked outdoor telephones with direct lines to DPS. The DPS Escort Service, available to all SLU students, faculty, staff, and visitors is available from the Metro Link Station at Grand Ave. The "SLU Escort Telephone" is located on the east wall of the lower level platform. Saint Louis University is dedicated to creating a campus environment that is as safe and secure as reasonably possible.

A campus security report, as required by the Jeanne Clery Act, is published every year. This report details policies and procedures of Saint Louis University to deter, report and respond to campus related emergencies and crime, summarizes crime statistics and highlights programs to educate the University community about safety and security. A copy of this report is available online at <http://securityreport.slu.edu> or in hard copy in the Department of Public Safety, DuBourg Hall, 221 North Grand, St. Louis, MO 63103-2097.

Recruitment Day & Career Day

The School's Office of Student Development sponsors several career events to help students identify post-graduate opportunities and meet professionals in their chosen fields. Recruitment Day is for MHA and MPH/Health Policy students who will be graduating in the current academic year. Its purpose is to introduce upcoming graduates to representatives from a variety of organizations that typically employ or sponsor post-graduate fellowship programs. Career Day provides opportunities for Community Health students to interact with public health and health care professionals and to explore practice experience (internship) and career options.

SLU Web Sites

There are three helpful websites with which students should be familiar: the University's web site (www.slu.edu); the Graduate School's web site (www.slu.edu/colleges/gr); and the School of Public Health's web site (<http://publichealth.slu.edu>).

Student Development

The Office of Student Development manages all required student internships and practice experiences, fosters post-graduate placement opportunities for graduating students, and coordinates professional development activities for enrolled students during the academic year. Announcements about upcoming events, as well as job, fellowship and other career opportunities are circulated to students, faculty and staff via the School's website, e-mail and flyers posted in Salus Center. The offices of the student development staff, Maxine Lax (MHA Program coordinator) and Catherine Nolan (MPH Internship and Placement Coordinator), are on the 3rd floor of the Salus Center.

Student Health and Counseling

The Student Health and Counseling Center is located in Marchetti Towers East, 3518 Laclede Avenue, 977-2323. The Center offers on-site outpatient assessment and treatment.

Student Identification

After registering, student ID cards are available from Parking and Card Services (Salus Center, 977-8656 or DuBourg Hall, Room 33, 977-2957). Student ID's must be validated by Student Accounts each semester. Student IDs are required to access certain student services, such as library materials, and the Salus Center in the evenings and on weekends.

Student Organizations

Membership in the Saint Louis University Student Chapter of the American College of Healthcare Executives (ACHE) and in the Student Association for Health Management (SAHM) is open to students in the MHA program. Memberships in the Community Health Association of Students (CHAS) and in the Doctoral Student Association (PHEBEE) are open to students in the MPH and PHS programs, respectively. Other School programs with active student associations, such as a chapter of Toastmasters, foster professional development, provide peer support, select representatives for class activities and for service on School committees, as well as sponsor extracurricular activities. SPH students are also active in university-wide student activities, including the Graduate Student Association (GSA).

Student Services

The Office of Student Services for the School is on the 3rd floor of the Salus Center. The Office of Student Services manages the recruitment, enrollment and continuing registration of students in the School of Public Health. For information, contact Bernie Backer, Director of Admissions, at 314-977-8144 or 1-800-782-6769 or Nancy Murphy, Student Services Director, at 314-977-8141.

Supplies

Students are responsible for their own school supplies, with the exception of copier and printer paper that is provided in the student area. Do not take supplies from the School copy rooms or the receptionist's desk. The school mailroom and copy rooms are for faculty and staff use only.

University Administration

The University administrative offices are located in DuBourg Hall, 221 N. Grand Avenue. DuBourg houses the University Registrar (Room 22), the Office of Financial Aid (Room 121), the Academic Resources Center (Room 110), the Cashier's Office (Room 4), and the Office of Public Safety (Room 9). The Cashier's office provides check-cashing services and sells postage stamps. An ATM machine is located on the first floor just outside the Office of Public Safety.

Voice Mail

When a faculty or staff member is on another phone line, away from his or her desk, or out of the office, incoming calls are automatically switched to voice mail. Students are encouraged to leave a detailed message, including a phone number (no pagers please) and times they can be reached.

ACADEMIC POLICIES

Introduction

The School of Public Health has a set of policies to guide its operations and relationships. The spirit of the School of Public Health Covenant provides the basis for and imparts a depth of meaning to the necessary policy statements. The following academic policies have been adopted by the School of Public Health and are designed to reflect appropriate rights, responsibilities and understandings. Policies are reviewed and adopted by the faculty at regular meetings. These meetings offer a structured opportunity for student representation and input into the policy process.

School-wide Policies

Academic standing

Every student must maintain a 3.00 cumulative grade point average to remain in good standing in the School's programs. Students with a grade point average between 2.41 and 2.99 will automatically be put on academic probation. Students who fail to achieve a 3.00 after one semester on academic probation are reviewed by the Department faculty for possible dismissal from the program. Students earning below 2.41 in one semester are subject to immediate dismissal upon the recommendation of the Department faculty. Internships will be arranged only for students in good academic standing. A student on academic probation will not be allowed to undertake an internship.

Admission on Probationary Status

Applicants to the School of Public Health who show promise as potential students but whose academic qualifications are less than those typically considered acceptable for admission may be admitted on probationary status. The Student Services Committee specifies the conditions for probationary status enrollment. A description of the special conditions of probationary admission is included in the applicant's acceptance letter from the School of Public Health and in the School of Public Health's recommendation to the Graduate School. Copies of both documents are in the student's SPH file. The requirements, expectations and limitations relative to enrollment as a probationary student depend on the applicant's qualifications at admission and are specified in one of the following increasingly restrictive ways:

1. The student may enroll for a full course load consistent with the curriculum plan for his/her academic program and must achieve a minimum of a 3.00 GPA during the first semester of graduate study.
2. The student may enroll for a full course load consistent with the curriculum plan for his/her academic program, but must complete specified courses (most often quantitative courses) as part of his/her first semester coursework. The student must achieve a minimum 3.00 GPA and earn a minimum of a B in the specified course(s).
3. The student may be limited to enrolling in a specified number of credit hours that is less than a full course load and must achieve a minimum 3.00 GPA for the term.
4. The student may be limited to enrolling in a specified number of credit hours that is less than a full course load and only in courses specified by the Committee, and must achieve a minimum 3.00 GPA, and a B or better in the specified course(s).

Advancement from Probationary to Classified Status

Students who enter the program as probationary students must complete the Graduate School's *Petition to Advance* form to move from probation to classified (regular student) status. A probationary student must complete the form at the end of the first semester of study, after grades for the semester are posted. Students may obtain petition forms from the Graduate School's web site (slu.edu/college/gr), the office of Student Services or the Graduate School (Verhaegen Hall). The student and the student's major-field chairperson are responsible for completion and transmission of the paperwork to the Graduate School, with copies sent to the SPH student file. Registration for subsequent semesters will not be possible until the requisite paperwork is completed and approved by the Graduate School.

Change of Concentration

To initiate a change of concentration area within the Department of Community Health, the student must notify his/her advisor of their intent, and arrange with the School's Director of Admissions for an interview with a faculty member in the proposed concentration area. It is not necessary for the student to submit any new application materials.

The student must fill out a General Petition Form (available from the Graduate School's web site, the Graduate School or Student Services) and obtain the approval of his/her advisor in the new concentration area as well as the department chair. The student is responsible for routing the General Petition Form to the Dean of the Graduate School for final approval.

Course credit and waiver policy

Incoming students who have completed course work at another college or university may be eligible for 1) a transfer of credit or 2) a waiver of coursework. A transfer of credit reduces the number of credit hours required to complete the degree program. A waiver of course work leaves unchanged the number of credit hours needed to graduate. A maximum of 20% of total degree credit hours may be transferred.

Transfer of credits

Credit for graduate work done at another college or university may be accepted for credit toward the MHA, MPH or PhD degrees. The student must have earned a B or better for the course credits to be eligible for transfer. To initiate a transfer, the student must have completed 6 hours of course work toward the degree at Saint Louis University, must have an official transcript sent to the Graduate School by the college or university where the work was done, and must file a Petition for Transfer of Credit signed and approved by his or her faculty advisor and department chair that describes the course work to be transferred. Graduate courses that are part of another graduate degree program or taken in partial fulfillment of undergraduate degree requirements will not be approved for a transfer of credit.

Waiver of course requirement:

Specific course requirements in the MHA, MPH or PhD degrees may be waived based on completion of comparable content in prior studies. The student must have earned a B or better in the previous coursework for the course requirements to be waived. The student must replace the waived course with one of comparable credit hours to earn sufficient credit hours to be eligible for graduation. To initiate a course waiver, the student must have the approval of his/her faculty advisor, have an official transcript sent to the Graduate School by the college or university where the work was done, and file a General Petition Form signed by his or her faculty advisor and the department chair that describes the course work to be waived.

In rare cases, a student may be eligible for a waiver of practice experience. Granting of waivers is decided on a case-by-case basis by the Associate Dean for Student Development, the faculty advisor, the concentration division head and the Graduate School. Specific information about practice experience requirements is in the program practice experience manuals.

Course Overloads

Students in all programs in the School may petition to exceed the normal full-time course load of 15 credit hours during a given semester. These petitions should be submitted to the Dean of the Graduate School during the semester prior to the one for which the student is requesting an exception. Requests to exceed the normal course load by more than 3 hours in a given semester will not be considered.

Disciplinary Action Policy

The Saint Louis University School of Public Health assumes that all students and faculty will adhere to high ethical standards in all of their educational and professional activities. This shared commitment to high moral principles is reflected in the School's Covenant and in the academic integrity policy. All students and faculty should be guided by the principle that they will neither lie, cheat, nor steal to advance their own or others' academic interest relative to the interests of other members of the School. Instances of student conduct involving plagiarism of written work, unauthorized assistance on examinations, or other types of dishonest behavior should be brought to the attention of the faculty member involved and the Department Chair. In each instance, the Department Chair will commence the following procedure to resolve the incident(s):

1. The Department Chair will review the incident(s) individually with the parties involved.
2. The Department Chair shall appoint a panel consisting of a department student, a department faculty member, and an additional faculty member to hear arguments by all involved parties as to the events related to the incident(s). The responsibilities of this panel are:
 - a. to review all events with all parties.
 - b. to hear one individual selected by the accused student as to that individual's character or past behavior.
3. to make written recommendation to the Department Chair regarding:
 - a. the authenticity of the accusation(s).
 - b. the severity of the offense(s).
 - c. the level of disciplinary action to be taken, ranging from no action to expulsion from the program.
3. Upon receipt of the recommendations of the panel, the Department Chair will decide upon and institute disciplinary action in conjunction with the Graduate School of the University.
4. If the accused student admits to the offense and waives the right to the panel hearing, the Department Chair may decide upon and institute disciplinary action in conjunction with the Graduate School of the University. Disciplinary action may range from no action to expulsion from the program.
5. The Department Chair will inform the student that in all instances he/she may appeal any action, first to the Dean of the School of Public Health and then to the Dean of the Graduate School.

Ethics/Academic Integrity

The School of Public Health policy on academic integrity is consistent with the Graduate School's Policy, which is:

The University is a community of learning, and its effectiveness requires an environment of mutual trust and integrity. As members of this community, students share with faculty and administrators the responsibility to maintain this environment. Academic integrity is violated by any dishonesty in submitting, to the instructor for evaluation, an assignment, test, research, report, or any other documentation required to validate the student's learning. In a case of clear indication of such dishonesty, the faculty member or administrator has the responsibility to apply sanctions to protect the environment of integrity necessary for learning. Although not all forms of academic dishonesty are given here, the instances listed below should be seen as actions that not only violate the mutual trust necessary between faculty and students, but they also undermine the validity of the University's evaluation of students and take unfair advantage of fellow students. Soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person, but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing/recognizing that source, taking a test or doing an assignment or other academic work for another student, or securing or supplying in advance a copy of an examination without the knowledge or consent of the Instructor.

Any clear violation of academic integrity will be met with sanctions. In a case of dishonesty within a course, the Instructor may assign an appropriate grade and/or recommend further sanctions to the Dean. The Dean may, in a clearly serious instance of apparent or alleged academic dishonesty, appoint an ad hoc committee to hear, judge, render an opinion, and, if warranted, recommend sanctions. The Dean is responsible for the final decision and notification of all associated parties.

Grievance Policy

When a graduate student has reason to question the decision of a graduate faculty member or a faculty committee in an academic matter, the following steps are available to the student:

1. The student should initially seek a settlement with the faculty member or committee.
2. If unable to do this, the student should bring the matter to the attention of the Department Chair, either in writing or by personal interview.
3. If the student and the Department Chair cannot reach a satisfactory solution, the student should convey the complaint to the Dean of the School of Public Health, either in writing or by personal visit. The Dean thereafter will research the matter, making whatever inquiries are appropriate, and then inform the student of his findings.
4. If a satisfactory solution is not reached, then the student may convey the complaint to the Dean of the Graduate School in writing or in person. The matter will be reviewed, and the Dean will inform the student of his findings.

6. Should the student elect to pursue the matter further, a formal appeal may be presented in writing to the University Board of Graduate Studies. After presentation of the complaint through the Secretary of the Board a thorough investigation of the matter takes place and a complete record of all procedures and findings is kept.
7. The final disposition of the appeal rests with the Board, except the student may request review of the decision by the University Provost.

Incomplete Course ("I" Grades) Policy

An "I" grade is to be made up within one academic year of the semester in which the course was taken. If an incomplete grade has not been converted to a letter grade within the aforementioned time frame, then the incomplete grade will automatically convert to an "F".

Masters Programs Policies

Comprehensive Oral Examination

All MHA and MPH students are required to pass an oral comprehensive examination to graduate. The purpose of the oral comprehensive examination is:

- to evaluate the student's decision making ability and integration of the didactic and experiential phases of his/her program as they relate to the roles and function of the health professional.
- to assess curriculum and faculty effectiveness in preparing students for their respective careers.
- to assure program quality through faculty assessment of student competencies overall.

Registration for Comprehensive Examinations

Students must register to take comprehensive examinations at the beginning of the semester in which they plan to take the examination. This is done by enrolling in the special study section in their department (**595 Special Study for Exams**). There is no charge for this course registration.

Schedule

Comprehensive examination dates for fall and spring semester are posted on the first page of the School of Public Health course schedule. Students registered for CMH 595 or HMP 595 will:

- Be sent an Application for Degree and Exit Questionnaire from the Graduate School by email, using the slu.edu email address. When the student returns those completed forms to the Masters Candidacy Advisor in the Graduate School, the Candidacy Papers are sent by U.S.Mail to the local address the student has provided on the Application for Degree. These papers must be signed by the appropriate departmental faculty, chair or associate chair, and returned to the Graduate School before the student may participate in the Oral Comprehensive Examination.
- Receive communication from their department in the School of Public Health through their slu.edu email address regarding the exam process, review sessions, sample questions, and other details of comprehensive exam organization.
- Receive final exam information via email or in their student mailbox approximately one month prior to the examination date. This information will include the specific date of their oral comprehensive examination, the scheduled time for the examination, and the proposed faculty examination team.

Examination Committees

Department chairs appoint the comprehensive oral examination committees. Whenever possible, each committee will consist of three teaching faculty members. The department chair will assign the student to an examination committee. A student may request a change in committee by contacting the department chair. Changes will be accommodated whenever possible.

Nature of the Examinations:

Health Management and Policy

The comprehensive oral examination in Health Management and Policy consists of four questions and a case study. The purpose of the four questions is to assess specific knowledge in the core disciplines of health management. The purpose of the case is to test the student's ability to analyze and integrate material taken from all areas of the curriculum in the analysis of a complex situation.

The case study is distributed to students 24 hours prior to the examination, giving them time to prepare a formal presentation. Upon arrival for their oral examination the next day, students select four questions at random from the following eight content areas:

Health Care Organization, Health Organization Theory and Behavior, Strategic Management, Health Operations Management, Health Finance, Health Economics, Biostatistics, and Health Care Ethics.

Each student will have 30 minutes to prepare his/her answers to the questions before being joined by the faculty committee in the examination room. All examination rooms are equipped with a computer, pencils, paper, and drinking water. The student will be given the opportunity to choose the order of the examination. That is, the student may begin with the formal case study presentation, to last approximately 20 minutes, or may begin with responses to the examination questions, allowing approximately 10 minutes for each answer.

Community Health

The comprehensive oral examination consists of two parts. One part of the exam is a case study given to the student 24 hours before the examination. The purpose of the case study is to test the student's ability to analyze and integrate across areas of study, including Ethical Issues in Public Health. For concentration students, the case will emphasize the concentration area (behavioral science, biostatistics, epidemiology, or environmental health).

The other part of the exam consists of five questions, unknown to the student prior to the examination, and will assess the student's knowledge of five areas of study in public health. The five specific content areas covered by the questions are:

Behavioral Science, Public Health Administration, Epidemiology, Biostatistics, and Environmental Health.

Each student will have 30 minutes in the examination room to prepare his/her answers to the questions before being joined by the faculty examination team. Examination rooms are equipped with a computer, an overhead projector, pencils, paper, and drinking water. The student will be given the opportunity to choose the order of the examination. The student may begin with the formal case study presentation, to last approximately 20 minutes, or may begin with responses to the examination questions, allowing approximately 10 minutes for each answer.

After the Examination

The student will receive official confirmation of the examination outcome by letter from the Graduate School within two weeks of the examination. Students who fail to complete the examination successfully have the opportunity to retake the examination during the following academic semester.

Final Examination Scheduling Policy for MHA/JD Students

Each instructor who has a joint degree student in his or her class shall obtain from the joint degree student a schedule of dates and times for examinations for that semester in the School of Law. This information should be collected at the first meeting of the class. On the second meeting of the class, the instructor will arrange any change in course final examination. Rescheduling of the final examination for a course offered by the Department of Health Management and Policy will be made if there is a direct conflict between the time of that examination and a final examination in the School of Law.

Enrollment Policy

All students in a masters program are required to complete at least six credit hours of coursework during each Fall and Spring semester and fifteen credit hours during the course of a full academic year. If circumstances prevent a student from enrolling for any classes during a Fall or Spring term, the student must submit a "zero credit registration" in accordance with the Graduate School's continuous registration policy (this policy does not apply to the Summer terms). MHA students wishing to register for zero credit hours should submit the course identifier HMP-5CR-90 with their registration; MPH students should register for CMH -5CR-90; and PhD students should register for PHS-6CR-99. Zero credit hour registrations require advisor approval and this option may be exercised only once during the student's course of study. **Students failing to register for zero credits during a term in which they don't take classes will be assessed a University fee upon re-enrollment for course work.**

All students in a masters program are required to enroll in the sequence of courses designed for the degree program or option (full-time or part-time) which they have selected. The sequence of courses for each degree program or option is provided to each student upon matriculation. Changes may be made in a student's program of study relative to the above only with the approval of his/her academic advisor and the department chair.

A classified student may interrupt progress toward a degree by notifying their academic advisor and then petitioning the chair and the Senior Associate Dean for a leave of absence. The petition (in the form of a letter) must include the rationale for the request and indicate the anticipated length of the leave. The Senior Associate Dean forwards the petition to the Associate Dean of the Graduate School for approval. Academic leaves of absence are approved for no more than one academic year. A student on a leave of absence does not have access to university services and will not be assessed a student activity fee. Students needing to not attend classes for only one semester should use the "5CR" enrollment described in the second paragraph of this section.

Internship/Practice Experience Policy

The School's MHA internship program and MPH practice experience program are managed by the Office of Student Development in collaboration with School faculty, students and preceptors in the field. All internships and practice experiences must be conducted in compliance with the policies, requirements and procedures specified in each program's guidelines and as directed by the Office of Student Development. To be eligible to enroll in the internship or practice experience program in any given year, a student must be in good academic standing and comply with the following specified guidelines:

Health Management and Policy and Health Policy

All MHA, MHA/MBA, MHA/JD, and MPH/Health Policy students are required to complete a professional health services management or health policy internship during their course of study. Students typically complete the required minimum number of credit hours in the MHA core curriculum, including all specific course prerequisites, and must obtain the approval of the MHA Internship Director or the MPH/Health Policy Program Director before enrolling in the internship program. All students who anticipate completing the internship requirement in the coming academic year are required to attend the program's fall orientation session in early September and participate in all subsequent internship-training activities sponsored by the Office of Student Development throughout the academic year in preparation for placement in the field. Most MHA internships consist of a 13-week, full-time, paid placement in a privately owned health care organization. MPH/Health Policy internships are 13-week full time placements within an organization that works in a relevant health policy area and are completed in the students' final spring semester. Full-time MHA and MHA/MBA students usually do their internships during the summer prior to their final year of academic course work, while most MHA/JD students do so after completing two years of their required four-year program. Placements are made by the MHA faculty who match individual students' experience and career interests with the nature and preferences of available placement sites each year.

Community Health

MPH students in the Community Health department are required to complete a practice experience with an approved community health organization or preceptor. Each concentration within the MPH program has its own unique character and specific internships vary accordingly. The intern may work with a local, state, national or international institution, organization or agency. The student, practice experience advisor, practice experience coordinator and preceptor will arrange internship placements cooperatively. Practice experiences may be either full or part time, depending on the needs of the student and the agency. Students in dual degree programs may fulfill their MPH practice experience requirements through practical experiences required for the non-MPH degree. Consult the MPH Practice Experience guidelines for more specific information.

Doctoral Program Policies

The School of Public Health's 72 hour Doctoral Program in Public Health Studies (PhD) consists of three phases of study to be completed in sequence: 1) Core requirements (including the Preliminary Written Examination); 2) Field specific requirements (including the Comprehensive Oral Examination); and 3) the dissertation, including 12 dissertation hours.

The PhD Program may be completed in any of six concentration areas: behavioral science, biostatistics, environmental and occupational health, epidemiology, health management and policy, and health services research. The core requirements consist of six required courses for all students, and four methods courses specified for the concentration. Field specific requirements include four courses identified by the concentration and six electives, agreed to by mentor and student.

Advanced Standing

Advanced standing requires a Graduate School petition for graduate work taken at SLU or elsewhere to be accepted toward fulfilling doctoral program coursework requirements. The petition is initiated after the student has completed six graduate credits in residence.

In consultation with the student and the mentor, the program director, subject to the oversight of the PhD Advisory Committee, will approve the request and forward it to the Dean of the Graduate School. In the petition the student should state the rationale for the request and provide documentation that course requirements have been fully satisfied.

Preliminary Written Examination

The preliminary written examination will be administered after completing the shared core course work and required methods courses for the particular concentration. With a full time student, this examination will normally be completed by the end of the first year of coursework or by the end of the fall semester of the second year. Students pursuing their career part time will take the examination at the completion of the prescribed work. The examination will focus only on the shared core methodological foundations courses for the PhD in Public Health Studies and the specific methodological core courses of the concentration areas. The format of the examination will be under the oversight of the PhD Advisory Committee, with appropriate collaboration from PhD program faculty and representatives from each concentration.

Comprehensive Oral Examination

A comprehensive oral examination over the specialty field is required after most of the coursework has been completed. The student undertaking the oral examination will need to demonstrate the ability to integrate knowledge across the specific concentration discipline by delivering a concise lecture, as well as present the outline and plans for a research project suitable for a doctoral dissertation.

Non-traditional Dissertation

In addition to the traditional academic dissertation format, the student may elect to conduct a non-traditional format dissertation. The non-traditional format dissertation represents three thematic original research papers where the student is either the primary or second author. At least two of the papers are to be either published or accepted for publication in high quality peer-reviewed journals appropriate to the research question. The third paper is to be of comparable quality and judged to be publishable by the Dissertation Committee.

The non-traditional format dissertation will be composed of at least five chapters. An introductory chapter will discuss the importance of the dissertation research for the advancement of the field of public health studies. The research papers will serve as separate data chapters. A concluding chapter will discuss the limitations of the body of work and the next steps in advancing the research area.

Mentors and Dissertation Committee Members

Normally, a student's mentor is the faculty member who helps direct the student's research training and is the overall advisor. Because of their mutual research interests, the mentor is usually designated as part of the admission process and approved by the program director. The mentor is an expert in the field and has a recognized body of published research consonant with the student's research interest. The mentor is fully capable of directing the student's training. In addition to the Graduate School's designation of mentor status, the mentor is expected to be an associate professor or professor. Assistant professors may mentor doctoral students with approval of the division head, department chair and program director. Two additional dissertation committee members are selected by the student and the mentor. Selection of these members should be based on their ability to contribute substantively, methodologically or analytically to the dissertation. Committee members require the approval of both the program director and the Graduate School. Members may be selected from outside the SPH and may include experts external to the University.

Memorandum of Agreement

Although the formal designation of the dissertation committee chair and committee members cannot occur until the Candidacy Application Petition is submitted to the Graduate School following completion of the Comprehensive Oral Examination, the student advisor and presumptive committee are to review dissertation plans as early as practical in the student's program. The decision of which dissertation alternative to pursue is foremost in the presumptive committee's agenda. The committee should specifically arrive at and approve a "Memorandum of Agreement" which sets out the decision and rationale for the dissertation type. For students choosing the alternative three-paper model, the nature, structure, and content of all three papers should be delineated. For a traditional dissertation, the problem, methodologies, and relevant literatures should be noted and characterized. This memorandum anticipates the more fully developed formal presentation of the dissertation plans that are the subject of the oral examination described earlier and the dissertation proposal that is to be approved by the dissertation committee.

Dissertation Defense

An oral dissertation defense will be conducted upon the dissertation committee's determination that the work is essentially completed. The defense will be consistent with the specifications of the Graduate School. The student's dissertation committee will determine if the dissertation was successfully defended and what, if any, modifications or changes are required.

PhD/Masters Joint Degree

Typically students in the Joint Degree program are studying for the MPH or MHA degree and apply for the PhD program during the first year of study. These applicants will be the most outstanding candidates from their respective program cohorts. The PhD program must begin within one calendar year of starting the masters degree program. For students with interests in academic careers involving some research, the skills and training associated with the joint degree is highly desirable. The requirements for both degrees must be satisfied. The courses in the doctoral program are advanced courses and therefore are (usually) sequenced after the Masters courses. The final program of study is submitted to the mentor and director of the program for approval. Petitions for Advanced Standing by the Graduate School follow current procedures.

Academic Advisement

Masters Programs

Purposes of Student Advising

The purposes of student advising at the School of Public Health are:

8. To assist students in their personal adjustments to graduate education at Saint Louis University.
2. To develop a curriculum plan for the student's course of study.
3. To assist students in exploring career opportunities and interest

Student Roles and Responsibilities

Each student should be interested in his/her academic and professional development and retains the ultimate responsibility for the successful completion of the degree program. Performance of the following responsibilities of the advising process will assist in achieving that objective:

1. Schedule at least one advising session each semester (more frequently as needed) for preregistration, registration and/or other advising needs. After a curriculum plan is agreed to by the student and the student's faculty advisor and is on file in Student Services, registration related meetings may be scheduled with the faculty advisor or Student Services.
2. Attend all orientation and reorientation sessions.
3. Appropriately participate in meetings and other activities related to internship/practicum/fellowship participation and related to post graduate placement.
4. Provide information needed for advisement on academic, personal, or career decision-making.
5. Listen and respond to advisor in a courteous and professional manner.
6. Achieve and maintain good academic standing and insure that degree requirements are completed.
7. Notify the advisor and the Department Chair of intent to withdraw from or change his/her program of study.

Faculty Roles and Responsibilities

The advisor is interested in the academic and professional development of his/her advisees. This interest should be exemplified through the performance of the following responsibilities:

1. Attend all student orientation and reorientation sessions.
2. Be available to advisees for registration-related or other advising sessions during each semester.
3. Prepare a curriculum plan in conjunction with each advisee and update the plan as necessary during the advisee's course of study.
4. Provide a signed copy of the plan (and any updates) to the advisee and to the advisee's Student Services student file.
5. Be regularly available for advisee contacts. This may be accomplished through maintaining regularly scheduled office hours, an appointment schedule or any other method that makes the faculty advisor reasonably available to advisees.
6. In cooperation with Department Chairs and Student Services, direct and monitor the academic participation and performance of advisees, particularly those in "probationary" status, including both advisees admitted on probation and advisees who are placed on academic probation during their courses of study.
7. Listen and respond to advisee problems in a courteous and professional manner.
7. Know procedures for:
 - a. waiver of courses
 - b. petitioning for transfer of credit
 - c. dropping/adding courses
 - d. filing for degree candidacy
 - e. seeking financial aid
 - f. inquiring about an internship or placement
 - g. registration and pre-registration
 - h. preparing for and taking oral examinations.
9. Be thoroughly familiar with core and concentration curricular requirements for degrees, policies, procedures, and schedule of activities.
10. Provide advisees with insights into professional career opportunities and

- the activities and lifestyle of a health care professional.
11. In cooperation with departmental internship and placement directors, to assist advisees in gaining an internship, a fellowship or employment after graduation.
 12. Notify the Department Chair and Student Services of any advisee's intent to withdraw from or change the program of study by completing and signing a School of Public Health "Change of Program" form.

Student Services Roles and Responsibilities

Student Services is vitally interested in and shares responsibility with academic advisors and students for the academic and professional development of all students in the School.

This interest should be exemplified through the performance of following responsibilities:

1. Manage all departmental student orientation and reorientation sessions in cooperation with department chairs.
2. Be available for advising sessions with students that supplement and support the activity of the faculty advisor, at the time of pre-registration or registration and at other times as needed throughout the year.
3. Provide supplementary and supportive student advising on the basis of the signed curriculum plan developed by faculty academic advisors in conjunction with each advisee.
4. Be regularly available for student contact during normal business hours.
5. In cooperation with faculty advisors and department chairs, monitor the academic participation and performance of advisees in "probationary" status, including advisees admitted on probation and advisees placed on academic probation during their course of study.
6. Listen and respond to student problems in a courteous and professional manner.
7. Know procedures for: waiver of courses, petition for transfer of credit, dropping/adding courses, filing for degree candidacy, seeking financial aid, inquiring about an internship or placement assistance, registration and pre-registration, and preparing for and taking oral examinations
8. Be familiar with curricular requirements for degrees, policies, procedures and schedule of activities.
9. Direct students to sources for assistance in gaining an internship, a fellowship or employment after graduation.
10. Notify the department chair of any student's intent to withdraw from or change his/her program of study by completing and signing a School of Public Health "Change of Program" form.
11. Regularly gather information, through focus groups and other means, on student and advisor satisfaction with the advising function and make recommendations for improvements.

Academic Advisement

Doctoral Program in Public Health Sciences

Purposes of Academic Advising

All doctoral students work closely with their mentor throughout their courses of study at Saint Louis University. This relationship concerns all aspects of a doctoral studies program. The mentor serves as the student's academic advisor. The purposes of doctoral student academic advising in the School of Public Health are:

1. Assist students with adjustments to graduate education at Saint Louis University.
2. Develop a curriculum plan for the student's program of study.
3. Guide the selected research program. In some cases, the original mentor will not direct the research program due to special circumstances. In these cases, a clear statement of roles and responsibilities must be communicated as part of the Memorandum of Agreement.
4. Assist students in exploring career opportunities and interests.

Student Roles and Responsibilities

Each student should be interested in his/her academic and professional development and retains the ultimate responsibility for the successful completion of the degree program. Performance of the following responsibilities will assist in achieving that objective:

1. Schedule advising sessions, as needed, for the purpose of pre-registration or registration and for other advising needs.
12. Attend all orientation and reorientation sessions.
3. Work closely with the mentor on a selected program of scientific research.
4. Provide information needed for advisement on academic, personal, or career decision-making.
5. Insure that degree requirements are completed.
13. Notify the faculty mentor and the Doctoral Program Director of intent to withdraw from or change his/her program of study.

Faculty Mentor Roles and Responsibilities

The mentor manifests involvement in the academic and professional development of his/her advisees through carrying out the following responsibilities:

1. Attend all student orientation and reorientation sessions.
2. Be available to advisees for scheduled registration-related or other advising sessions during each semester.
3. Prepare a curriculum plan in conjunction with each advisee and update the plan as necessary during the advisee's course of study.
4. Work closely with advisees in selection & conduct of the program research.
5. Be regularly available for advisee contacts. This may be accomplished through maintaining regularly scheduled office hours, an appointment schedule or any other method that makes the faculty advisor reasonably available to advisees.
6. Know procedures for:
 - Policy on advanced standing
 - Petition for transfer of credit
 - Dropping/adding courses
 - Filing for degree candidacy
 - Seeking financial aid
 - Registration and pre-registration
 - Preparing for and taking the Preliminary Written Exam and the Comprehensive Oral Exam
 - Policy for dissertation proposal and defense

7. Be thoroughly familiar with core and concentration curricular requirements for degrees, policies, procedures, and schedule of activities.
8. Provide advisees with insights into professional career opportunities.
9. In cooperation with Doctoral Program Director, to assist advisees in procuring post-graduate training or employment.
10. Notify the Doctoral Program Director of any advisee's intent to withdraw from or change his/her program of study by completing and signing a School of Public Health "Change of Program" form.

Student Services Roles and Responsibilities

Student Services does not participate in the academic advising of doctoral students.

Registration

Guidelines for Registration and Financial Arrangements

STEP I

The School's course schedule is maintained on-line at <http://publichealth.slu.edu>. On our home page you will find the prompts that lead to our current schedule(s). Students are encouraged to register via Banner Self-Serve. Registration requests and problems should be submitted via email to Nancy Murphy at nmurphy1@slu.edu and must include Banner ID, semester of desired registration, and course name(s) and number(s) and total number of credit hours. Registration confirmation will be sent via return email as soon as possible after registration has been processed.

New Students: New students should obtain their curriculum plan and course schedules, and then arrange to meet with their faculty advisor to develop a written course plan for their specific programs of study.

Returning Students: Students are encouraged to register during the pre-registration periods for each term. The pre-registration period for the spring is generally during the months of November and December. The summer and fall pre-registration period is usually during April and May. Students registering during the continuing registration period may register via e-mail to Nancy Murphy at: nmurphy1@slu.edu or online using Banner Self-Serve. Students registering during the continuing registration period must immediately contact Student Accounts at 977-2395 to make financial arrangement or they risk cancellation of their registration.

Probationary Students: Probationary students may not register for a subsequent term until their grades have been posted and they have initiated, completed and successfully routed a *Petition to Advance to Classified Status*. The petition form, with routing instructions, is available from the Office of Student Services, Room 306, on the third floor in the Salus Center or from the Graduate School's website (www.slu.edu/colleges/gr).

STEP II

Students may register in one of the following ways:

1. By E-Mail (email registration is available during pre-registration and continuing registration period only). SEE STEP I

2. Online using Banner Self-Serve at www.slu.edu. A personal identification number (PIN) and advisor approval are needed to gain access to any personal information. Obtain a PIN at the Office of the Registrar (Room 22 in Dubourg Hall, 314-977-2269) by presenting a picture ID or request a PIN by e-mailing the Registrar at: registrar@slu.edu. Instructions for using Banner Self-Serve are presented at the Fall Orientation and are available in brochure form from the Office of the Registrar at the number and location listed above. Students enrolled in dual-degree programs are not able to register online for both programs. Dual-degree students may register online in their school of primary enrollment, but must complete their registration in the secondary school either by email during the pre-registration period or in person thereafter.

Continuing Registration Procedure. Students registering during the continuing registration period must do so either online through Banner Self-Serve or via email to Nancy Murphy.

What to do if you have moved recently:

If your address information needs to be updated, including emergency contact or student directory data, complete a *Student Address Update* Form and return it to Office of the University Registrar before completing your registration. This form is available in the offices of the Graduate Dean, Bursar, Financial Aid, Student Accounts, and University Registrar. You must also advise the School of Public Health and the Graduate School in writing, via e-mail, at sphinfo@slu.edu and robertskr@slu.edu, respectively.

What to do if your name has changed or your student ID number is wrong:

To report changes or corrections to your name, student ID number or other biographical information, (e.g., marital status) fill out a *Student Data Update* Form and return it to the Office of the University Registrar before completing your registration. This Form is available in the offices of the Graduate Dean, Bursar, Financial Aid, Student Accounts, and University Registrar. You must also advise the School of Public Health and the Graduate School in writing, via e-mail, at sphinfo@slu.edu and robertskr@slu.edu, respectively.

How to get a Student Identification card:

1. Student Identification cards (ID) are obtained from the Parking and Card Services Offices (DuBourg Hall, Room 33 or Salus Center, 1063) at the time of general registration.
2. Returning students have their Student ID card validated at Student Accounts (DuBourg Hall, Room 2) after completing financial arrangements during general registration.
3. After completing pre-registration and making financial arrangements, proceed to Student Accounts to have your ID validated at the start of the semester.

How to add or drop a course:

The process for a change of registration has three steps:

1. Complete the yellow *Change of Registration* form available in the School of Public Health Student Services office.
2. Have your advisor sign the form.
3. Mail the form or turn it in to the Student Services Office on the third floor of the Salus Center prior to the change-of-registration deadline.

Tuition Refunds

Under ordinary circumstances, tuition refunds are to be made following the guidelines outlined by the Office of the Bursar (http://www.slu.edu/services/bursar/refund_schedule.html)

Tuition Refunds may be considered by approval of the Office of the Provost, as follows:

Time of Withdrawal Percentage	Percentage Refunded Approved by Provost
One-half of course completed	50%
Two-thirds of course completed	25%
Over two-thirds of course completed	-0-

Process for obtaining credit for courses at other universities

General policy

Occasionally students need to take courses at other universities. Students needing courses taught at Washington University, with whom Saint Louis University has a special arrangement, must complete the *Inter-University Program Registration Form* available from the Saint Louis University Graduate School's website. Students wishing to take courses at any institution other than Washington University must complete the Graduate School's *Petition for Transfer of Credit* following completion of the course.

General procedure

For course work at Washington University:

1. Obtain the *Inter-University Program Registration Form* from the Graduate School.
2. Complete the top portion of the form (write the course desired on the *Inter-University Form* and the *Saint Louis University Registration Form*).
3. Take both forms to Washington University for their approval.
4. After both forms have been signed by Washington University, obtain your School of Public Health advisor's signature on the *Saint Louis University Registration Form*.
5. Submit both forms to the Graduate School to complete your registration.

For course work at any institution(s) other than Washington University:

1. Obtain the syllabus for the desired course(s) from the other institutions.
2. Present the syllabus to your advisor and obtain his or her approval to take the course.
3. Following successful completion of the course, obtain a *Petition for Transfer of Credit* from the Saint Louis University Graduate School and follow the transfer of credits procedures outlined in the School of Public Health's *Student Handbook*.

The [School of Public Health Student Handbook](#) is an information resource intended to compliment the [Bulletin](#) and other School of Public Health publications. All policies included in the [Handbook](#) are supplemental to the general policies of the University, and in cases of conflict between the [Handbook](#) and University Policies and Regulations, the University policies and regulations shall apply.

Saint Louis University does not discriminate on the basis of race, color, sex, age, national origin, religion, sexual orientation, disability, or veteran status. All University policies, practices and procedures are administered in a manner consistent with our Catholic Jesuit identity.

<u>CONTACT</u>	<u>TELEPHONE NUMBERS*</u> <u>BUILDING</u>	<u>TELEPHONE NUMBER</u>
Saint Louis University (General Number)		1-800-758-3678
Snow Line		977-SNOW
Billiken Bus Line		977-7128
Bookstore (Barnes & Noble)	Busch Student Center	531-7925
Campus Ministry	Nursing School	577-8967
Career Development and Placement Services	Academic Resources Center	977-2828
Center for Leadership & Community Service	Busch Student Center 335	977-2805
Emergency (Frost Campus)	DuBourg Hall	977-3000
Financial Aid	DuBourg Hall/Room 121	977-2350 1-800-758-3678
Graduate School	Verhaegen Hall/Room 100	977-2240
Greeting Desk/Information	Notre Dame Hall	977-2820
Housing	Village Apts., Bldg. B	977-2811
Instructional Media Center	Xavier Hall/Room 100	977-2919
Parking and Card Services	Salus Center/Room 1063	977-8656
Public Safety	DuBourg Hall/Room 9	977-2376
Recreation Center	Simon Recreation Center	977-3181
Registrar	DuBourg Hall/Room 22	977-2269
Student Accounts	DuBourg Hall/Room 2	977-2395
Student Health/ Counseling Services	Grand Towers (East)	977-2323
Graduate Writing Center	Verhaegen Hall/Room 210	977-3231

*additional information can be found on the University website: www.slu.edu

SAINT LOUIS UNIVERSITY
 SCHOOL OF PUBLIC HEALTH
 TOLL FREE NUMBER 1-800-782-6769
 MAIN NUMBER (314) 977-8100
 FAX NUMBER 314-977-8150 or 314-977-3234
 publichealth.slu.edu

<u>Name</u>		<u>Phone</u>	<u>e-mail</u>
Allen	Lauren	977-3240	allenla@slu.edu
Arrington	Barbara	977-8105	arringba@slu.edu
Backer	Bernie	977-8144	backerb@slu.edu
Bafia	Janet	977-8206	bafia@slu.edu
Baker	Beth	977-3218	bakerpa@slu.edu
Brownson	Ross	977-8110	brownson@slu.edu
Burkirk	Trent	977-	tburkirk@slu.edu
Buzzetta	Marie	977-8156	buzzetta@slu.edu
Cheng	Jen-Jen	977-8100	changjj@slu.edu
Counte	Mike	977-8118	countem@slu.edu
Duggan	Katie	977-8121	troutkd@slu.edu
Evans	Greg	977-8133	evansrg@slu.edu
Fu	John	977-8134	qjfu@slu.edu
Gautam	Kanak	977-8139	gautamk@slu.edu
Gentry	Dan	977-8152	dgentry@slu.edu
Gillespie	Kathy	977-8147	gilleskn@slu.edu
Haire-Joshu	Debra	977-3280	joshud@slu.edu
Homan	Sharon	977-8103	homansm@slu.edu
Hoehner	Christy	977-8502	hoehnerc@slu.edu
Kreuter	Matt	977-8132	kreuter@slu.edu
Krishna	Santosh	977-8280	krishnas@slu.edu
Kurz	Richard	977-8111	kurzrs@slu.edu

Lax	Maxine	977-8112	laxm@slu.edu
Leet	Terry	977-8126	leettl@slu.edu
Lewis	Roger	977-8151	lewisrd@slu.edu
Lomperis	Ana Maria	977-3236	lomperat@slu.edu
Luke	Doug	977-8108	dluke@slu.edu
Mayer	Jeff	977-8124	mayerjp@slu.edu
McBride	Tim	977-4094	mcbridet@slu.edu
McCray	Barbara	977-8107	mccraybj@slu.edu
McDaniel	Brenda	977-8284	mcdanieb@slu.edu
Moody	Randy	977-3212	moody@slu.edu
Murphy	Nancy	977-8141	nmurphy1@slu.edu
Nolan	Catherine	977-8220	nolanca@slu.edu
O'Neill	Margret	977-8158	oneallm@slu.edu
Romeis	James	977-8148	romeisjc@slu.edu
Sanders Thompson	Vetta	977-4044	sandersv@slu.edu
Scharff	Darcy	977-4009	scharffd@slu.edu
Schmitz	Homer	977-8154	schmitzh@slu.edu
Serrano	Fernando	977-8137	serranof@slu.edu
Stanhope	Bill	977-3247	stanhowd@slu.edu
Sterling	David	977-8123	sterling@slu.edu
Stillman	Kevin	977-8119	stillmk@slu.edu
True	William	977-8113	true@slu.edu
Williams	Carolyn	977-8264	williacf@slu.edu
Wray	Ricardo	977-4075	wray@slu.edu
Wright	Kate	977-8120	wrightks@slu.edu
Wyrwich	Kathleen	977-8192	wyrwichk@slu.edu

APPENDIX

Course Listings - Department of Health Management and Policy

HA-C503 Introduction to Health Care Accounting (3)

This course introduces students to the basics of financial and managerial accounting. The focus will be on the accounting concepts that are most critical to management decision making within a managed health care environment.

HA-C504 Fundamentals of Economics and Finance (3) This course presents basic principles, concepts, and tools of economics and finance that are used in HAC-520: Health Care Economics and HAC-570: Health Finance. This course is open to students who have no prior coursework in economics or finance.

HA-C510 Quality Improvement in Health Care Management (3)

Prerequisite: HA-C530 and HA-C538 or permission of the instructor. This course examines the historical development, current concepts and techniques and future trends related to the monitoring and evaluation of the quality of health care services. Cases will be used to present current issues.

HA-C511 Health Operations Management (3)

Prerequisites: CMH-C500 and BST-C500 or 501. Course examines operational issues in health care management. Topics include systems analysis, continuous quality improvement and re-engineering, demand forecasting, facility location and design models, decision analysis techniques, linear programming, queuing and waiting models, inventory control models, and statistical quality control. The goal is to instill an understanding of the language, applications, and limitations of quantitative models with regard to decision-making and problem solving in health services organizations.

HA-C513 Health Information Systems (3)

This course is designed to develop four areas of student knowledge, skills, and competencies in Health Information Management (HIM). It provides a broad overview of the theory and application of computers in the health setting, with emphasis on the health manager's role in relation to the information function. It introduces students to computer hardware, software and operating systems through hands-on experience with specific application programs such as word processing, spreadsheets, statistical packages, and data base managers. Students learn to identify the necessary resources, staff support and change management required to develop, implement, and evaluate a health information system. Finally, the course explores the potential and limits of information technology in improving community level health delivery via such resources as the Internet.

HA-C517 Managerial Epidemiology (3)

This course introduces concepts, methods and strategies in epidemiology as they apply to health services management. The course provides basic tools used in descriptive and analytical epidemiology, both of which are crucial to making informed inquiries into the health of human populations and informed decisions regarding the distribution of health services resources. Analytic reasoning is emphasized throughout the course; however, formal statistical methods are not covered in detail.

HA-C518 Managerial Environmental and Occupational Health (3)

This course examines the corporate responsibility of health services administrators in reducing environmental and occupational health risks of communities and individuals they serve and of employees and patients who use or work in the health delivery system.

HA-C520 Health Care Economics (3)

Prerequisites: HA-C504 or permission of the instructor. An in-depth survey of major topics in health care economics, including the production of health, demand for medical care and health insurance, different regulatory approaches, cost containment, cost-benefit and cost-effectiveness analyses, theories of non-profit firm behavior, and alternative delivery systems.

HA-C521 Economic Evaluation (3)

Prerequisite: HA-C520 or permission of the instructor. Economic evaluation is the comparison of different interventions (or a proposed intervention versus the status quo) to determine which is the best use of society's scarce resources. It includes cost-minimization, cost-benefit, cost-effectiveness, and cost-utility analysis. This course will cover the theoretical basis for economic evaluation, its use in health, and the mechanics of the 4 types of analysis.

HA-C530 Management of Health Care Organizations (3)

This course focuses on the macro-organizational concepts of managing complex health care organizations. Health care organizations are complex systems transforming inputs (professionals, supplies, etc.) into outputs (health services) for customers (patients). To perform well, these systems require appropriate environmental assessment, strategy, governance, organizational structure, work processes, distribution of power, innovation and change. These requirements for effective organizational performance form the core content of the course.

HA-C531 Ambulatory Health Care Management (3)

Prerequisite: HA-C530 and HA-C538 or permission of the instructor. This course focuses on ambulatory health care delivery systems, comparing and contrasting them with other health care models. The managerial process, including financing, personnel, organizational structures, physical plant, and external relationships, will be explored. The relationship of demographic variables to the planning process for ambulatory care will be developed.

HA-C533 Long-Term Care Administration and Planning (3)

Prerequisite: HA-C530 and HA-C538 or permission of the instructor. This course is designed to provide the student with a body of knowledge representative of the current state of the art. Emphasis will be placed on adapting health care administration concepts to serving the long term care population with particular emphasis on continuity of care. Inter-disciplinary staff coordination and the complex family-client interrelationships will be examined as facets of promoting and maintaining optimum potential quality of life for each client.

HA-C534 Health Care Marketing

Prerequisite: CMH-C500 or permission of the instructor. The purpose of this course is to train future health services professionals in managing and marketing health services from a strategic perspective. The course is intended to present principles, theories, methods, and tools used in developing, implementing, and managing successful marketing strategy, which creates and shapes the future. The marketing process, consumer behavior, the marketing mix, and controlling and monitoring marketing processes are examined in relationship to the unique and changing aspects of the health services industry.

HA-C537 Organizational Behavior and Management (3)

This course provides an understanding of how decision makers manage an organization to achieve strategic initiatives and the impact that these efforts have on the behavior of people within the organization. Topics include: organizational effectiveness, strategic alignment, organizational structures and processes, group processes, leadership, decision making, negotiation, motivation and human resource management.

HA-C538 Management of Human Resources (3)

This course focuses on functions and concepts required for managing human resources in organizations. It combines traditional human resource management (HRM) functions with concepts from organizational behavior. Course content includes selection, training and development, compensation, performance appraisal, motivation, organizational development, union activity, and modes of conflict resolution.

HA-C539 Leadership in Health Care Organizations (3)

Prerequisite: HA-C530 and HA-C538 or permission of the instructor. This course focuses on leadership in organizations, exploring the relationships among different approaches to leadership and different organizational contexts. The course is intended for those who aspire to leadership; those who want to make a positive difference in an organization or institution. The course provides a series of opportunities to think more deeply and systematically about leadership and to increase each student's personal capacities as a leader.

HA-C540 Legal Aspects of Health Services Management (3)

Prerequisites: HA-C530 or permission of the instructor. Designed to familiarize students with legal issues in the health care field. It is also designed to provide students with insight into how the legal system functions, how lawyers analyze legal problems, and how health care administrators may interact with the legal system and lawyers.

HA-C542 Health Care Ethics in a Pluralistic Society (3)

Prerequisite: HA-C530 and HA-C538 or permission of the instructor. This course introduces students to the ethical issues confronting health care managers in today's pluralistic society and increasingly complex health system. It develops the student's ability to analyze ethical problems arising in the field of health administration, to assess the values of our society, which might be used to solve these problems, and to employ the methodology of ethical decision-making proper to a pluralistic society.

HA-C570 Health Care Financial Management (3)

Prerequisites: HA-C503 and HA-C504 or permission of the instructor. Corporate finance techniques for financial decision-making are applied to health care organizations using "real world" case studies. In addition to basic finance concepts, topics include capital acquisition, cost of capital, capital investment decisions, tools of risk analysis, and financial and operating analysis. Both for-profit and not-for-profit health care organizations are studied. The course employs extensive use of Excel spreadsheets.

HA-C571 Financial Aspects of Managed Care (3)

Prerequisites: HA-C530 and HA-C570 or permission of the instructor. Managed health care integrates health insurance functions with delivery of medical care. This course introduces students to financial issues faced by health care managers in a managed care environment. Topics include fundamentals of insurance, capitation rate development, risk analysis in managed care systems, cost accounting and management, and Medicare and Medicaid managed care. The course employs case analysis and team projects with local health-related organizations.

HA-C572 Government Financing of Health and Health Care (3)

The course introduces the students to the economic theory of public goods and relates it to the role of government in providing for the maintenance and improvement of community health. The efficiency and effectiveness of current government financing strategies are analyzed. Topics include the theories of public goods and public choice, public budgeting processes, cost-benefit/cost effectiveness analysis of public investment, structure of Medicare, Medicaid and public health funding, and the economic effects of public financing of health-related services.

HA-C580 Strategic Management in Health Care Organizations (3)

Prerequisites: Capstone course in the health administration curriculum open to advanced MHA students (30 or more credit hours completed toward the MHA) or others with the permission of the instructor. The purpose of this course is to assist the student in integrating the knowledge and skills developed during the course of study in the MHA program in the context of strategic thinking and strategic management of health care organizations. Integration is supported by individual and team analysis of complex cases, at least two of which are simulations.

HA-C591 Health Services Management Rounds (0) Career development

lecture series designed to expose students to the philosophical approaches, management styles, decision-making strategies and problem solving techniques of leading health care management executives.

HADM-593-01: Business Sectors in Healthcare (3) This course examines various business sectors in the healthcare industry such as insurance, pharmaceuticals, biotechnology, medical devices, medical wholesalers, group purchasing, health information and pharmaceutical business management, and provider sectors such as hospitals, physician practices and long-term care. The course explains the business model of organizations in each sector, i.e. strategies whereby these organizations make profits. Special attention is paid to finance, operations and marketing functions of organizations. Guest speakers from select businesses will be invited. The course will benefit students as future healthcare managers dealing with these businesses as buyers or suppliers, students who wish work for these businesses, and anyone desiring an in depth understanding of the healthcare industry.

HADM-593-02* State Health Policy Fellowship (3)

Prerequisite: CMH550 and HADM572 and permission of instructor. This course provides students with an opportunity to work with the State Legislature on the development of health policy. Students will attend legislative hearings, writing policy documents, and help legislative staff work on health policy legislation throughout the legislative process. (Offered annually.)

HADM-593-03 Disaster Preparedness (3) This interdisciplinary course builds on recent human and natural disasters. It is designed introduce students to the organization, roles and evaluation of disaster preparedness from a systems integration framework within Public Safety/Public Health collaboration. The course covers the history of Public Safety/Public Health collaborative models, disaster preparedness pre-9/11, changes that occurred afterwards, the experience with Hurricane Katrina and further changes in disaster preparedness that are under consideration. In addition to didactic learning, the course requires participation in a role demonstration and a supervised field experience during Mardi Gras in St. Louis. Students will be expected to observe and participate in the multiple professional roles associated with managing events where disaster teams work within Incident Command Structures. Completion of the course will rely on detailed debriefing.

HA-C594 Internship (0) Prerequisite: 25 semester hours of MHA course work and the approval of the Associate Dean for Student Development. A required intensive 13-week field experience designed to provide students with an opportunity to employ skills and principles learned in the classroom while working in a health services organization.

HA-C595-XX Special Study for Examinations (0)
 HA-C597-XX Research Topics (1-3)
 HA-C598-XX Graduate Reading Course (1-3)
 HA-C5CR-90 Master's Degree Study (0)

Course Listings - Department of Community Health

BSH-C500 Behavioral Science and Public Health (3)

This course introduces concepts, theories, and methods employed by behavioral scientists to develop, implement, and evaluate public health interventions. Selected theories of health behavior are presented. Principles of program evaluation methodology are introduced. Emphasis is placed on the application of theory and method to the design and assessment of approaches to solving current public health problems.

BSH-C510 Health Promotion Program Planning (3)

Prerequisite: BSH-C500 or permission of Instructor. This course introduces the discipline and profession of health education. Current concepts and issues in health education are identified and analyzed. Settings for practice are assessed. Historical development of the field is reviewed. Theoretical foundations for health education are covered. Essential responsibilities and competencies are introduced, including needs assessment and program planning, implementation, and evaluation.

BSH-C520 Historical, Philosophical and Political Bases of Public Health and Health Education (3)

Prerequisite: BSHE concentration or permission of Instructor. This course engages students in critical thinking and discussion about the conceptual bases of public health and health education, including the philosophical and political ideologies that have shaped research and practice in both fields. Students completing this course will be able to critically consider public health programs and policies.

BSH-C531 Health Communication: Theory and Practice (3)

Prerequisite: BSHE concentration or permission of Instructor. This course provides an overview of theory and research on persuasive communication, emphasizing the application of persuasive communication principles to health education practice. Special emphasis is given to the application of new communication technologies to meet public health objectives. Students successfully completing this course will be able to analyze and critique health education and health promotion messages on the basis of theory and empirical research, and identify basic principles of persuasive communication which are applicable to health education practice.

BSH-C540 Community Diagnosis (3)

Prerequisite: BSH-C500 or permission of Instructor. This course reviews the theoretical bases underlying community diagnosis and community organizing, provides students with the opportunity to develop specific skills in community diagnosis, and assists in assessing the personal and professional challenges faced when working in diverse communities.

BSH-C594 Internship in Behavioral Science and Health Education (0)

Prerequisite: Permission of Internship Coordinator. This course provides supervised experience in application of community health techniques through work in a public health agency or other health care organization. Students register for and participate in an internship preparation course the spring of their first year.

BSH-C597 Research Topics in Behavioral Science and Health Education(1-3)

Prerequisite: Permission of Instructor. This course provides direct research experience in behavioral science and health education. Content is developed jointly between the student(s) and a faculty mentor.

BSH-C598 Graduate Reading Course in Behavioral Science and Health Education (1-3)

Prerequisite: Permission of instructor. This course provides specialized study in behavioral science and health education to enhance skills in literature review and problem solving. Content is developed jointly between the student(s) and a faculty mentor.

BSH-C600 Health Promotion Program Evaluation (3)

Prerequisite: BSH-C500 or permission of Instructor. The course focuses on principles and procedures to evaluate health promotion and disease prevention programs. Evaluation design, reliability and validity, formative and process evaluation, and meta-analysis are introduced. The course includes intensive critique of case studies from the disease prevention program and policy literature. Case studies designed to reflect the diversity of methods and the range of possible applications are selected.

BSH-C601 Research Methods in Behavioral Sciences (3)

Prerequisite: BSH-C500 or permission of Instructor. This course provides an overview of selected methods used in conducting behavioral science research. The course will address all methodological aspects of behavioral science research, with an emphasis on data collection methods and survey research.

BSH-C602 Intervention Research (3)

Prerequisite: BSH-C600 or 601, or permission of Instructor. This course helps students conceptualize, design, and conduct behavioral intervention research in public health. Students are introduced to intervention research projects that address a wide range of health problems and populations in community, health care, work-site and school settings. Students evaluate and critique these interventions in terms of research design and methodology, planning approach, and adherence to principles of participation. Students will design intervention-research projects to address a public-health problem of their choice.

BSH-603 Applying Theory in Research and Practice (3)

Prerequisite: BSH 500 and BSH 601 or permission of instructor. Theory is a fundamental conceptual tool in the design and assessment of public health programs. Students will learn to critically assess relevant theories and evidence in relation to specific public health problems, and will be trained in the application of theory to inform and benefit program planning, development, implementation and evaluation.

BSH-C611 Health Behavior Assessment (3)

Prerequisite: BSH-C500 or permission of Instructor. The purpose of this course is to review research and theory guiding the assessment of selected health behaviors; to integrate behavioral and physiological sciences in conducting health behavior assessments; and to emphasize assessment as a core component of the scientific approach to the development and implementation of public health interventions. The course will promote skills necessary to critically evaluate methods used to assess health behaviors from a variety of theoretical perspectives applied to health promotion and risk-behavior prevention.

BST-C500 Principles of Biostatistics (3)

This course is designed as an introduction to statistical analysis for students in public health, health administration and research. It is for persons interested in learning the fundamental concepts and techniques of descriptive and inferential statistics with particular emphasis on application in health care administration, business,

marketing, and epidemiology. Basic statistics, including probability, descriptive statistics, inference for means and proportions and regression methods are presented.

BSTC-510 - Introduction to General Linear Modeling (3)

Prerequisite: BST-C500

This course is intended for graduate students in epidemiology, biostatistics, psychology, clinical health sciences, and health services research who seek skills in reading scholarly research, designing studies, and conducting statistical analyses. Emphasis is on research design, statistical modeling and analysis methods relevant to epidemiological and clinical research, as well as applied research in behavioral, social, and health sciences. A general linear models approach is taken to data analysis strategies using linear, logistic, and poisson regression, as well as ANOVA methods for repeated measures. Basic statistics is required. Calculus and matrix algebra familiarity are helpful. The analytic methods and applications will be linked to topics developed in the Epidemiology and Biostatistics curricula.

BSTC-511 Applied Regression Methods (3)

Prerequisite: BST-C500

This course provides an in-depth exploration of regression methods from model building to regression diagnostics with emphasis on application using computer software. Topics include the theory and mechanics of Ordinary Least Squares (OLS) and logistic regression, model selection, collinearity, non-normally distributed error terms, heteroskedasticity, outlying and influential data, and model specification.

BST-C520 Survival Data Analysis (3)

Prerequisite: BST-C500 or 501 or permission of Instructor. This course treats statistical methods for analyzing survival data derived from laboratory, clinical, and epidemiological studies of humans. Both parametric and nonparametric approaches are presented. Focus will be in the practical applications of these methods to clinical and epidemiological research. The SAS and SPSS statistical packages will be used for data management and analysis.

BST-C521 Categorical Data Analysis (3)

Prerequisite: BST-C510 or BST-C511 (or concurrent), or permission of Instructor. This course introduces the theory and application of methods for categorical data, with emphasis on biomedical and social science applications. The course will cover the following topics: analysis of two-way, three-way, and higher dimension contingency tables using log-linear model, measures and tests of association for nominal and ordinal tables, logistic regression, weighted least squares, generalized linear models, and the use of computer software analyzing categorical data.

BSTC-522 Multilevel and Longitudinal Data Analysis (3)

Prerequisite: BST-C511

This course is an advanced statistics seminar intended for graduate students in public health, health or social sciences. This course covers hierarchical linear modeling techniques that are used to build and test multilevel and longitudinal statistical models. This course will be of interest to anybody who wants to know how to analyze contextual, ecological, and longitudinal data. The course will review both the conceptual issues and methodological issues in using hierarchical linear modeling by working with several real public health and social science data sets. Topics include: fitting and testing two-level and three-level models; evaluating model fit; generalizing multilevel models to binary and other special data; building simple longitudinal models; advanced error covariance structures.

BST-C 531 Social Network Analysis (3)

Prerequisite: BST-C500

This course provides an advanced seminar covering social network analysis methods, with an emphasis on using network analysis software to model social and health science network data. Topics include background and history of network analysis; network data collection and management; network graphics; network measures of centrality, cohesion, and structural equivalence; multiplex and longitudinal network analysis.

BST-C540 Applied Data Management (2-3)

Prerequisite: BST-C510 or BST-C511, or permission of Instructor. This is an advanced course on data management for students in public health, health administration and health services research. Students will learn advanced concepts and techniques of research data management with particular emphasis on applications in public health. Students will learn to use SAS statistical software.

BST-C550 Biostatistical Consulting (3)

Prerequisite: Permission of Instructor. Students enrolling in this course will work as partners with the Biostatistics faculty in the School of Public Health in various research and biostatistical consulting projects. The purpose of the class is to give students hand-on opportunities to understand both the technical and human side of statistical consulting.

BST-C594 Internship in Biostatistical Consulting (0)

Prerequisite: Permission of Internship Coordinator. Provides supervised experience in research and biostatistical consulting projects. Students register for and participate in an internship preparation course the spring of their first year.

BST-C597 Research Topics in Biostatistics (1-3)

Prerequisite: Permission of Instructor. This course provides direct research experience in biostatistics. Content is developed jointly between the student(s) and a faculty mentor.

BST-C598 Graduate Reading Course in Biostatistics (1-3)

Prerequisite: Permission of Instructor. Specialized study in biostatistics to enhance skills in literature review and problem solving. Content is developed jointly between the student(s) and a faculty mentor.

CMH-C500 Health Care Organization (3)

This course provides an overview of and orientation to the United States health-care delivery system. Topics include the delivery, financing, regulation and administration of health care services, and the economic, legal, political and social factors that influence the health care system. Historical and contemporary issues are addressed.

CMH-C501 Public Health Administration (3)

This course provides a survey of local, state, and national administrative and organizational patterns of public and voluntary community health agencies, with emphasis on their history and philosophy, legal bases, and behavior. Management and policy issues and trends in public health administration are reviewed and discussed. Public health administration issues are related to the overall United States health-care system.

CMH-C502 Ethical Issues in Public Health (3)

Prerequisite: CMH-C500 or 501, or permission of Instructor. Through readings, lectures, discussions, and case studies, students develop (1) knowledge of the basic ethical concepts operative in medical and public health ethics; (2) understanding of current ethical challenges facing those engaged in health promotion, disease prevention, and epidemiologic research; and (3) the ability to articulate ethical challenges and to make critical and informed ethical decisions.

CMH-C503 Health Planning and Marketing (3)

Prerequisite: CMH-C500 and 501, or permission of instructor. This course provides students with theoretical and practical skills in planning and marketing. Technical concerns are presented in relation to social, political, and economic constraints. This course emphasizes "hand on" experience with planning and marketing techniques.

CMH-C509 Global Health Systems (3)

This is a survey course designed to compare and contrast systems of health care from a multi-national perspective. Guest speakers and student presentation focus on public health issues in first- and third-world health-care systems. The context for health care is considered in terms of historical background, economic development, political processes, and demographic characteristics.

CMH-C519 Adolescent Sexuality, Childbearing, and Childrearing (3)

Using a social epidemiology perspective, this course examines current trends in adolescent sexuality, fertility and childrearing and the societal context within which these trends have developed. Factors associated with adolescent sexual behavior, pregnancy, and childrearing are explored within the framework of adolescent development. The course describes the public health and social consequences of adolescent childbearing and analyzes creative models for prevention of pregnancy and providing comprehensive services for pregnant and parenting adolescents and their families. Ethical issues surrounding such programs are examined.

CMH-C520 The Biological Basis of Public Health (3)

Prerequisite: Permission of Instructor. This course focuses on some biologic elements relevant to populations and current public health issues. Topics include but are not limited to biologic plausibility in causal inference, aging, disease susceptibility, disease immunity, psychopathology, reproductive (sexual) behavior, the human genome, cancer, and xenobiotics, in a public health context.

CMH-521 Introduction to Clinical Medicine (3)

Prerequisite: Must be at least a second year student

CMH-C542 Social Responsibility and the Professional (3)

This course engages students, faculty, and community professionals in interdisciplinary study, critical reflection, and dialog regarding social responsibility. Methods of critical thinking and ethical systems applicable to professional work and personal lives are explored, with a focus on ethical systems, current issues, community problems and responses.

CMH-C543 Understanding Health Disparities (3)

Prerequisite: Permission of Instructor. A seminar format will be used to examine health disparities in ethnic and racial minorities, emphasizing disparities in chronic diseases affecting African American communities. The course will explore the political, social, and

economic determinants of disparities in health status, health behavior, and access to and use of health care.

CMH-C544 Eliminating Health Disparities (3)

Prerequisite: Permission of Instructor. This course will examine community-based solutions for eliminating health disparities. Emphasis will be placed on examining the policy implications and evaluation of strategies and programs. Additionally, mechanisms for increasing cultural sensitivity and creating cultural competence among public health workers will be explored.

CMH-C545 Working with Culturally Diverse Populations (3)

This course will provide students with skills to work effectively with culturally diverse populations. In addition to exploring historical and social events that have resulted in prejudice against certain groups, this course will allow students the opportunity to explore their own beliefs and how they impact their work.

CMH-C550 Health Policy (3)

Prerequisite: CMH-C500 or 501, or permission of Instructor. This is a course in health policy for advanced graduate students. The purposes of the course are to orient the students to the policy process, to increase the student's understanding of the nature of health policy-making and health politics and to provide the student with an opportunity to develop an in-depth understanding of current health policy issues.

CMH-C551 Grant Writing (3)

Prerequisite: CMH-C500 or 501, or permission of Instructor. This course will provide information and hands-on experience on the content and process for preparing competitive grant proposals. Lectures and discussions will examine major funding sources and their interests, core components of grant proposals, the process for preparing proposals, strategies used by reviewers to evaluate grant proposals, and techniques for writing concisely.

CMH-C552 Systems of Health and Healing (3)

Prerequisite: CMHC-500 or 501, or permission of Instructor. This course provides a survey of complementary (alternative) preventive health and health care approaches currently in use in the United States, with an emphasis on the philosophical and technical basis, as well as the medical and public health policy implications of each approach. Social, political, ethical, economic and environmental ramifications of the various systems of health are explored. Complementary health issues of individual interest are studied in detail by participating students.

CMH-C553 Capstone Seminar in Health Policy (3)

Prerequisite: Eligible students are within 15 semester-hours of completion of credits required for MPH degree, Health Policy concentration. As a capstone or culminating experience, the seminar integrated learning from all aspects of the curriculum through application of knowledge in individual and group exercises. The course also considers issues of current significance for health policy in the United States and internationally.

CMH-C591 Seminar in Health Disparities (0)

Prerequisite: CMH-C543 or 544 (taken or concurrent). This course will build on the didactic work presented in CMH-C543 (Understanding Health Disparities) and CMH-C544 (Eliminating Health Disparities) from an applied perspective. Exploration and discussions will revolve around the students' community-based research rotations, individual research

projects, and the work of others in the field. This course is required for (and restricted to) trainees in the "Eliminating Health Disparities Traineeship."

CMH-C592 Professional and Internship Preparation (0)

CMH-C594 Practice Experience in Community Health (0)

Prerequisite: Permission of Internship Coordinator. This course provides supervised experience in application of community health techniques through work in a public health agency or other health care organization. Students register for and participate in a practice experience preparation course the spring of their first year.

CMH-C595 Special Study for Examinations (0)

Prerequisite: Permission of academic advisor. Registration is required for Master of Public Health students during the semester of their oral comprehensive examinations.

CMH-C597 Research Topics (1-3)

Prerequisite: Permission of Instructor. This course provides direct research experience in community health. Content is developed jointly between the student(s) and a faculty mentor.

CMH-C598 Graduate Reading Course (1-3)

Prerequisite: Permission of Instructor. This course provides specialized study in community health to enhance skills in literature review and problem solving. Content is developed jointly between the student(s) and a faculty mentor.

CMH-C5CR-90 Master's Degree Study (0)

EOH-C500 Environmental and Occupational Health (3)

This course addresses the interaction of the physical, psychological, and social environments of individuals in which they work and live. It presents a broad survey of the major environmental issues facing contemporary society in first- and third-world countries. The course combines an overall ecological concern with specific elements related to personal and community health, emphasizing the interrelatedness of the two and conveying an awareness of how current environmental issues directly affect our lives.

EOH-C510 Human Toxicology and Environmental Health (3)

Toxicology is the basic science of poison and its adverse effects on living organisms. These deleterious effects on man are the focus of this course. The fundamental information that make up the core of toxicology will be introduced. The course will be divided into five basic areas: (1) basic principles; (2) effects on the organ system; (3) review of general categories of toxic agents; (4) basic environmental toxins; and (5) the general application of toxicology.

EOH-C511 Environmental Toxicology (3)

Prerequisite: EOH-C510 or permission of Instructor. This course deals with the deleterious effects of toxins in the environment and workplace. The toxic effects on humans of metals, solvents, pesticides and food additives will be presented and discussed in terms of their route of exposure. Basic methods of risk assessment will be introduced along with issues in regulatory toxicology.

EOH-C520 Evaluation of Environmental Hazards (3)

Prerequisite: EOH-C500 or permission of Instructor. This course presents the study of chemical, physical, and biologic agents, and ergonomic factors related to environmental and occupational exposures. Methodologies used for their recognition and evaluation relative to potential health effects and the etiology of related illness and disease are discussed. Federal and State regulatory requirements of the Environmental Protection Agency, the Occupational Safety and Health Agency, other relevant federal and state agencies and consensus organization will be addressed.

EOH-C521 Control of Chemical and Physical Hazards (3)

Prerequisite: EOH-C520 or permission of Instructor. This course is an in-depth study of management and control methodologies used for abatement of gases, vapors, aerosols, noise and vibration. Other components of the course may include control methodology for radiation and solid and hazardous wastes as time permits. Following the course in evaluation of Environmental Hazards, this course assumes the student has some basic knowledge of the recognition of hazards and hazard assessment. Engineering and industrial hygiene concepts will be applied to typical problems in workplaces and communities. Case studies of two small manufacturing plants will be used throughout the course to integrate theory of controls with practical application. The controls will be discussed as part of a decision making process used in risk management.

EOH-C522 Occupational Safety (3)

Prerequisite: EOH-C500 or permission of Instructor. This course provides an overview of the managerial, behavioral, and engineering-technical aspects of occupational safety. Historical perspectives, regulatory compliance and industry best practices are discussed. The course also addresses current trends in worker compliance and participation as well as the technical aspects of an array of applicable regulatory standards. Specific technical aspects are explored in greater depths in support of the research paper/presentation and directed study components of the course.

EOH-C529 Environmental and Occupational Laboratory (3)

Prerequisite: EOH-C500 or permission of Instructor. This course emphasizes the use and application of sampling and analytical methodologies for environmental and occupational exposure measurement, and toxicity testing of chemical and physical agents in the environment. This is a quantitative, hands-on, instrumentation and laboratory-based course. Field use application is introduced.

EOH-C530 Control of Infectious and Biological Hazards (3)

Prerequisite: EOH-C500 or permission of Instructor. This course addresses the nature of biological agents including the sources, pathways, routes of entry, and health effects of infectious and allergenic agents that are found in either workplaces or the general environment. Through in-depth field exercise, lectures, and in case studies, students will learn how to identify, measure, and control biological agents that are present in a variety of settings. Basic concepts from aerosol science, industrial hygiene, microbiology, infectious disease epidemiology, sanitation, behavioral science, and environmental engineering are applied to problems of infectious or allergic disease prevention and control.

EOH-C540 Human Health Risk Analysis (3)

Prerequisite: EOH-C500 and BST-C500 or 501, or permission of Instructor. This course introduces the concepts of qualitative and quantitative methods of risk assessment. Class discussions, reading assignments, lectures and case studies are used to introduce and develop knowledge of information sources pertaining to assumptions, uncertainties, end-product determinations, and interpretations associated with the various components of the risk-assessment process. Students will apply quantitative risk analysis methods on real-life cases.

EOH-C550 Environmental and Occupational Epidemiology (3)

Prerequisite: EOH-C500 and EPI-C500 or 501 or permission of Instructor. This course presents the epidemiological methods used to investigate the health effects of occupational and environmental exposures to toxins. Epidemiological evidence concerning the health effects of selected occupational and environmental exposures will be critically reviewed and evaluated.

EOH-C560 Policy, Science, and Decisions in Environmental Health (3)

Prerequisites: EOH-C500 or permission of Instructor. The purpose of this course is to provide students with analytical tools they can use to think critically about environmental policymaking. The focus of the course is on the interface between the fields of environmental, public health, and policy sciences. Therefore, special attention is paid to policy decisions that affect environmental protection and public health. The course examines the current approaches to environmental regulation such as command and control, comparative risk assessment, and market-based incentives. It also discusses environmental justice issues, sustainable development, and policies concerning particular environmental problems in the United States and the international community.

EOH-C570 Bioterrorism - The Public Health Response (3)

Introduces the growing threat and potential public health consequences of biological terrorism and the multi-disciplinary nature of mitigation, preparedness, response, and recovery activities associated with bioterrorism events and the diversity of public health challenges associated with bioterrorism.

EOH-C570 Bioterrorism: The Public Health Response (3) Distance format

This course introduces the growing threat and potential public health consequences of biological terrorism and the interdisciplinary nature of mitigation, preparedness, response, and recovery activities associated with Bioterrorism events. The course includes one class meeting to initially orient students. A variety of distance learning methods will be used including WebCT and other internet-based resources. On-line threaded discussions, presentations, reading assignments, and case studies will be used to introduce students to the diversity of public health challenges associated with bioterrorism.

EOH-C571 Terrorism: An Overview (3) Distance format

This course is designed to provide individuals in specializing disciplines, including public health, a broader understanding of terrorism today and the structure of the "first responder" community. The knowledge will facilitate the student's ability to relate with other elements of the terrorism response community in order to better accomplish his/her specific work mission. Considerable Internet research and personal contact with local first responder agencies will be necessary to successfully complete the course.

EOH-C572 Fundamentals of Infectious Diseases (3) Distance format

This course will provide the learner with an overview and understanding of the fundamentals of infectious diseases. Students will be presented with information on the microbiology of contagious pathogens, courses of treatment for various infectious diseases, disease transmission, and infection control measures to prevent or stop the spread of infectious diseases. Emphasis will be placed on the pathogens that are likely to be used in a bioterrorism attack and new or re-emerging infectious diseases.

EOH-C573 Disaster Planning (3) Distance format

This course will provide the learner with an overview of the contemporary U.S. Public Health System and its role in bioterrorism planning and response activities. The course will provide the learner with the skills and tools necessary to develop a facility or community all-hazards response plan and exercises to test this plan.

EOH-C574 Epidemics and Their Social Consequences (3) Distance format

This course has been structured to provide the learner with an appreciation of the potential impact of a highly communicable, essentially untreatable disease on contemporary society. Through the readings the student will gain an understanding of the medical, social, economic and political consequences of history's major epidemics. The course will review in detail the "Black" Plague of the Middle Ages, the effects of the 15th Century introduction of smallpox in the Americas, the 1918-19 Spanish Flu, The 1993 *Sin Nombre* outbreak and the 2003 outbreak of SARS. Following those detailed readings the student will be required to review the Dark Winter, Global Mercury and Basketball Fever simulations and prepare a major paper comparing the historical effects of an untreatable epidemic to the consequences of the epidemic imagined in the contemporary simulations. A secondary requirement of that paper will be a discussion of the application of the historical data to contemporary epidemic planning efforts.

EOH-C575 Epidemiological Methods & Infectious Disease Surveillance (3) Distance format

This course will provide the learner with the descriptive and analytical tools of epidemiology and surveillance. The student will be provided a data set for analysis using the Centers for Disease Control epidemiological package, Epi Info. Through interactive Internet discussions of case studies, the uses of epidemiological tools will be demonstrated, and examples of types of infectious disease surveillance will be presented.

EOH-C576 Crisis Communication (3) Distance format

This course will provide an overview of crisis communication challenges posed by emerging threats. Students will learn the theoretical foundations of risk communication, how to apply those principles during a public health crisis, and how to formulate and institute appropriate communications plans.

EOH-C577 Biosecurity and Risk Assessment (3) Distance format

This course will provide the learner with an overview of the importance of biosecurity and performance of vulnerability and risk assessments, enabling the learner to knowledgeably discuss these issues with colleagues, and a better understanding of how bioterrorism, emerging infectious diseases, and these assessments fit into the overall theme of biosecurity.

EOH-C578 Behavioral & Cultural Aspects of Disaster Response (3) Distance format

This course will provide the learner with an overview of the mental health consequences of terrorism. Through this course the learner will gain the ability to anticipate post terrorism mental health issues and see that they are adequately address in all aspects of bioterrorism planning. The course emphasizes an evidence based, psychobiological approach to understanding the normal and abnormal emotional responses to terrorism.

EOH-C579 Fundamentals of Management During an Emergency (3) Distance format

This course will provide the learner with the skills necessary to be a competent manager during an emergency. Learners will not only be expected to understand management skill but also the limits of this knowledge. Examples of management case studies will be used to help the learner to identify limits to their knowledge and to help them to know when they need to obtain support of others with the needed knowledge and skills.

EOH-C580 Cases in Environmental and Occupational Health (3)

Prerequisites: EOH-C500, BST-C500 or 501, and EPI-C500 or 501, or permission of Instructor. This course brings together the didactic, theoretical and applied fundamental principles and methodologies of environmental health. The student will critically review case studies from journal articles and present reviews in class both orally and in writing. The student will also prepare an expert witness affidavit and defend it in a mock court trial.

EOH-C581 Biosecurity Practicum (Capstone experience with employer or approved agency) (4)

This course has been designed as the culminating experience for the MS degree in Biosecurity. It requires that the student demonstrate a thorough understanding of the interdisciplinary planning and consequence management required for a successful response to a bioterrorist event or naturally occurring epidemic. The student will be required to develop an emergency response plan for their employing agency or other approved agency in their community, which prepares it to respond to a chemical, biological or radiological emergency. The coordinating agency may be a public or private organization, approved by a faculty mentor, engaged in preparedness and response activities. This organization will be agreed upon through a formal agreement with the student, mentor, and coordinating agency. A detailed outline of the content of the project will be provided to the student. In the process of completing the capstone project, the student will be expected to use a variety of skills that have been developed in the MS courses. The project will require a critical review of the literature, the collection of census and other data that describes the community, interviews with individuals responsible for disaster preparedness activities, a risk assessment of the organization, and a communication plan. Other reference sources include preparedness and response resources from the Department of Homeland Security, Department of Defense, Department of Energy, and Department of Health and Human Services.

EOH-C594 Internship in Environmental and Occupational Health (0)

Prerequisite: Permission of Internship Coordinator. This course provides supervised experience in application of environmental health techniques through work in a public health agency or health care organization, or other appropriate environment. Students register for

and participate in an internship preparation course the spring of their first year.

EOH-C597 Research Topics in Environmental and Occupational Health (1-3)
Prerequisite: Permission of Instructor. This course provides direct research experience in environmental health. Content is developed jointly between the student(s) and a faculty mentor.

EOH-C598 Graduate Reading Course in Environmental and Occupational Health (1-3)
Prerequisite: Permission of Instructor. This course provides specialized study in environmental health to enhance skills in literature review and problem solving. Content is developed jointly between the student(s) and a faculty mentor.

EOH-C640 Exposure Assessment Methodologies (3)
Prerequisites: EPI-C500 or 501 and BST-C500 or 501, or permission of Instructor. This area is of growing importance in research and professional areas such as industrial hygiene, epidemiology, toxicology, environmental management and engineering, and regulatory policy development. Topics include an overview of methodologies and applications, representative exposure monitoring strategies and methods, exposure categories, assessing exposure histories, and risk assessment models.

EPI-C500 Principles of Epidemiology (3)
This course is a comprehensive overview of epidemiologic research of the distribution and determinants of disease risk factors in human populations. The application of epidemiological evaluations in public health practice is emphasized. Topics include analytic reasoning in public health and causal inference; disease surveillance; descriptive, analytic observation and experimental study designs; infectious disease outbreak analysis and health outcome evaluation. Basic statistical measures, including measures of disease frequency and measures of absolute and relative effects, are covered.

EPI-C501 Epidemiology Methods I (3)
Prerequisites: BST-C500 or 501 (or the equivalent, completed or concurrent), or permission of Instructor. This course, in conjunction with EPIC-502 (Epidemiology Methods II), is offered to graduate students who desire more intensive training in epidemiologic research methods than offered in the EPIC-500 (Principles of Epidemiology) course. This course is required for graduate students pursuing a MPH or PhD with a concentration in epidemiology. Other graduate students may enroll in the course with permission of the instructor.

Comment [a1]:

EPI-C502 Epidemiology Methods II (3)

Prerequisites: EPI-C501 (completed with a B- or better grade). This course, in conjunction with EPIC-501 (Epidemiology Methods I), is offered to graduate students who desire more intensive training in epidemiologic research methods than offered in the EPIC-500 (Principles of Epidemiology) course. This course is required for graduate students pursuing a MPH or PhD with a concentration in epidemiology. Other graduate students may enroll in the course with permission of the instructor. This course covers observational study designs, infectious disease outbreak analysis, sampling methods, statistical power, multivariate analysis, types of bias, and causal inference.

EPI-C511 Epidemiology of Infectious Diseases (3)

Prerequisite: EPI-C500 or 501 or permission of Instructor. The history of epidemiology and infectious diseases are intricately intertwined. Our understanding of Infectious Diseases requires an integration of phenomenal advances including newly recognized pathogens, explosion of diagnostic technology, hosts with unprecedented compromised states, a better understanding of dynamic demographic and socio-cultural forces, and improvements in study design, analysis, and modeling.

EPI-C512 Chronic Disease Epidemiology (3)

Prerequisite: EPI-C500 or 501 or permission of Instructor. This course considers some of the major substantive issues and methods used in chronic disease epidemiology. Emphasis will be on the application of epidemiologic principles and methods related to cancer, cardiovascular diseases, psychiatric illness, and other chronic diseases. Topics include classification of diseases, rates, associations, etiology, prevention, and control.

EPI-C522 Maternal and Child Health Epidemiology (3)

Prerequisite: EPI-C500 or 501 or permission of Instructor. This course explores epidemiologic methods/research related to maternal and child health. Emphasis is placed on research which potentially challenges current public health policy. The course includes analysis of infant mortality, prenatal and childhood elevated lead levels, perinatal substance abuse, prenatal and childhood HIV infection and childhood asthma mortality. Policy implications are discussed.

EPI-C523 Applied Epidemiology (3)

Prerequisite: EPI-C500 or 501 or permission of Instructor. This course provides students with an understanding of the applications of epidemiology in public health and health care settings. It includes a brief review of key epidemiologic concepts; examples of the use of epidemiologic data in public health planning, health services decision-making and policy making; and case studies of current issues in epidemiology. Individual student projects involve data collection, analysis, and/or dissemination.

EPI-525 Social Epidemiology (3)

Prerequisite: EPI 500 or EPI 501 & 502. This course will provide a survey of the social determinants of health (e.g. socioeconomic status, race/ethnicity, social capital and neighborhood influences); introduce students to issues in measurement of social factors; and introduce students to advanced methodologies in social epidemiology (e.g. community-based participatory research, GIS and spatial mapping, multi-level modeling).

EPI-C594 Internship in Epidemiology (0)

Prerequisite: Permission of Internship Coordinator. This course provides supervised experience in application of epidemiology techniques through work in a public health agency or other health care organization. Students register for and participate in an internship preparation course the spring of their first year.

EPI-C597 Research Topics in Epidemiology (1-3)

Prerequisite: Permission of Instructor. This course provides direct research experience in epidemiology. Content is developed jointly between the student(s) and a faculty mentor.

EPI-C598 Graduate Reading Course in Epidemiology (1-3)

Prerequisite: Permission of Instructor. This course provides specialized study in epidemiology to enhance skills in literature review and problem solving. Content is developed jointly between the student(s) and a faculty mentor.

EPI-C601 Advanced Epidemiology Methods (3)

Prerequisites: EPI-C501 and 502 (completed with a B- or better grade) and BST-C511 or permission of Instructor.

The purposes of this course are 1) to develop the practical statistical skills to analyze an epidemiologic data set, and 2) to learn to write a scientific paper in the form of a journal article from the results of epidemiologic data analysis. Stratified analysis and modeling using main effects logistic regression will be emphasized.

EPI-C603 Clinical Epidemiology (3)

Prerequisites: BST-C500 and EPI-C500 or 501 and permission of Instructor. The purpose of this course is to explore how epidemiologic models are applied to clinical research questions. Clinical epidemiology evaluates factors that are related to variation in the outcomes of illness. Topics that may be covered include the evaluation of diagnostic tests and screening studies, nosocomial infections, health outcomes issues, and the synthesis of existing study results including critical literature review and the use of meta-analysis. Some statistical measures related to clinical epidemiology will also be introduced and discussed. (Cross-listed with PHS-C603.)

EPI-C621 Genetic Epidemiology (3)

Prerequisites: EPI-C500 or 501 and BST-C500 or permission of Instructor. This is a graduate level course in genetic epidemiology. The course focuses on the role of human genetics in epidemiology and public health. The epidemiology of Mendelian disorders and the genetic environment contribution to common, complex familial conditions is emphasized.