The MPH Student Handbook provides important information regarding the departmental and program mission, goals, values, curriculum and degree plans, course descriptions, graduate advising, faculty and other resources for current and future Master of Public Health and Graduate Certificate in Public Health Program students.

The MPH Student Handbook is updated yearly (or as needed) and posted on the MPH website (http://chs.utep.edu/publichealthsciences/).

Additional information is available in the UTEP graduate catalog (http://academics.utep.edu/Portals/40/2010-2011%20Grad%20Catalog%20PDF.pdf)

The Graduate School student handbook (http://academics.utep.edu/LinkClick.aspx?fileticket=s5rwQ7Y4wc0%3d&tabid=63645)

These resources provide definitive information for students on graduate admission requirements, the UTEP application process, registration procedures, tuition costs, graduation information, student life issues, and all other university policies and procedures that students are required to be familiar with. Students have the responsibility to be aware of and comply with the official requirements, policies, procedures and deadlines in both documents.

**DISCLAIMER**

The right to amend the contents of the Student Handbook at any time is reserved by the UTEP Department of Public Health Sciences. It further reserves the right to amend the schedule of courses, degree requirements, and other MPH and certificate program characteristics in accordance with University of Texas at El Paso rules and regulations.
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1. GENERAL INFORMATION

1.1 MPH PROGRAM HISTORY

The MPH Program at UTEP was approved by the University of Texas Board of Regents in December 2007. The new program officially began offering classes in January 2008, thus replacing the former M.S. in Health Promotion degree that was phased out.

1.2. MPH PROGRAM MISSION & GOALS

MPH PROGRAM MISSION

The MPH program at UTEP prepares future public health leaders through innovative teaching, research, and service by providing educational excellence and access. The program places a special emphasis on the promotion of health equity in the Hispanic and border communities through the use of evidence-based approaches, and the preparation of Hispanic public health professionals.

MPH PROGRAM GOALS

The MPH program carries out its mission through complementary and supporting instructional, research, and service goals. These goals provide the structure that allow for the regular assessment and evaluation of the program curriculum, students, and faculty.

*Instructional Goals.* The combination of the core, concentration, and elective courses, community health agency or organization practicum, the thesis/graduate research culminating project, and other activities prepare students with the needed knowledge, skills, and experience needed to enable them to become proficient practitioners, leaders, and investigators in public health, particularly in Hispanic and border communities.

*Research Goals.* The research goals of the MPH program are to develop new knowledge and strategies that have the potential to decrease health disparities and improve health equity especially in Hispanic and border communities.
**Service Goals.** Service plays an integral role in the mission of the program, department, college and university. Program faculty and students engage in service to the university, professional organizations, public and private health and service agencies, especially in Hispanic and border communities.
1.3. MPH PROGRAM FACULTY/STAFF CONTACT & OTHER INFORMATION

Maria Duarte-Gardea, Ph.D, RD, LD, Professor and Chairperson

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Campbell, MD, MS, Associate Professor and MPH Program Director/Graduate Advisor

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Recent Publications


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Recent Publications:


Delfina Dominguez, PhD, MT (ASCP), Professor
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Recent Publications:

- **Dominquez DC**, Camacho E, Antony S. The Role of Molecular Technology and Prolonged Cultures in the Diagnosis of Fungal Prosthetic Joint Infections and Orthopedic-Related Devices. *Infectious Diseases in Clinical Practice* 2016; 24(5):e35-e36.


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Recent Publications:  
Christina Sobin, PhD., Professor  
Contact Information: CHSN 401; Tel: (915) 747-7274; email: sobin@utep.edu

Recent Publications:

- **Sobin C**, Flores-Montoya MG†, Alvarez JM†. (2017) Early chronic low-level Pb exposure alters global exploratory behaviors but does not impair spatial and object memory retrieval in an object-in-place task in pre-adolescent C57BL/6J mice. *Neurotoxicology and Teratology*, Jan 12. [Epub ahead of print]


- **Sobin C**, Flores-Montoya MG†, Gutierrez M†, Parisi N, Schaub T. (2015) δ-Aminolevulinic acid dehydratase single nucleotide polymorphism 2 (ALAD2) and peptide transporter 2*2 haplotype (hPEPT2*2) differently influence neurobehavior in low-level lead exposed children, Neurotoxicology and Teratology, 47(0):137-145.

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Recent Publications:

- Butz DE, Weidmann D, Brownsworth R, Cook ME, Schoeller DA, **Whigham LD.** Immediate biofeedback for energy balance via expired breath δ13CO2*. 978-1-4244-9270-1/15/$31.00 ©2015 IEEE.

- **Whigham LD**, Redelfs AH. Optical Detection of Carotenoids in Living Tissue as a Measure of Fruit and Vegetable Intake. 978-1-4244-9270-1/15/$31.00 ©2015 IEEE.

Cynthia Wittenburg, MS, Instructor and Practicum Coordinator
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Recent Presentations:
- Childhood Obesity in New Mexico Elementary Schools APHERD National Conference, Fort Worth, Texas, 2006.

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<tr>
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<tr>
<td>Practicum Placement</td>
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<td>Faculty thesis and graduate research project mentors</td>
<td>See Handbook pages 7-10, page 33</td>
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<td>Textbooks</td>
<td>University Bookstore; (915) 747-5594; Website: <a href="http://www.utebookstore.com">www.utebookstore.com</a></td>
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<td>Library and librarian resources</td>
<td>UTEP Library; (915) 747-5672; Website: <a href="http://www.libraryweb.ute.edu">www.libraryweb.ute.edu</a></td>
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<td>Graduate admission information</td>
<td>Mr. David Vizcaino; (915) 747-5491; <a href="mailto:dvizcaino@utep.edu">dvizcaino@utep.edu</a></td>
</tr>
<tr>
<td>UTEP Graduate School application process and procedures</td>
<td>Mr. David Vizcaino; (915) 747-5491; <a href="mailto:dvizcaino@utep.edu">dvizcaino@utep.edu</a>; and for submission of application: graduate.ute.edu</td>
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<td>Graduate student services</td>
<td>Ms. Yvonne Lopez, Assistant Dean for Graduate Student Services, (915) 747-5491; <a href="mailto:selopez@utep.edu">selopez@utep.edu</a></td>
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<td>Graduation evaluation services</td>
<td>Ms. Olympia Caudillo, Assistant Director of Graduation Evaluation; (915) 747-7902; <a href="mailto:oschwartz@utep.edu">oschwartz@utep.edu</a></td>
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<td>Tuition, fees, &amp; payment information</td>
<td>Student Business Services; (915) 747-5116; <a href="mailto:sbs@utep.edu">sbs@utep.edu</a></td>
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<td>Emergency tuition loans</td>
<td>Financial Aid; (915) 747-5204; Website: <a href="https://loans.utep.edu">https://loans.utep.edu</a></td>
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<td>Student Business Services; (915) 747-5116; Website: <a href="http://finsvcs.utep.edu/StudentBusinessServices/FAQ.aspx">http://finsvcs.utep.edu/StudentBusinessServices/FAQ.aspx</a></td>
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<td>Registration and Records Office; (915) 747-5544; <a href="mailto:registrar@utep.edu">registrar@utep.edu</a> or <a href="mailto:records@utep.edu">records@utep.edu</a></td>
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<td>Transcript requests</td>
<td>Transcripts; (915) 747-5630; <a href="mailto:transcripts@utep.edu">transcripts@utep.edu</a>; Website: <a href="http://academics.utep.edu/Default.aspx?tabid=12274">http://academics.utep.edu/Default.aspx?tabid=12274</a></td>
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<td>Medical &amp; military withdrawal requests</td>
<td>Registration and Records Office; Registrar: Mr. Miguel Sifuentes, (915) 747-5544; <a href="mailto:registrar@utep.edu">registrar@utep.edu</a>; Website: <a href="http://www.academics.utep.edu/Default.aspx?tabid=40826">http://www.academics.utep.edu/Default.aspx?tabid=40826</a></td>
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<td>Study abroad &amp; exchange programs</td>
<td>Office of Study Abroad; Program Coordinator: Niamh Minion; (915) 747-6273 or (915) 747-6500; Website: <a href="http://www.utep.edu/studyabroad">www.utep.edu/studyabroad</a></td>
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<td>Student welfare, grievances, and other student affairs issues</td>
<td>Office of Student Life; (915) 747-6471 <a href="http://sa.utep.edu/studentlife/">http://sa.utep.edu/studentlife/</a></td>
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<td>Student assessment and testing services including TOEFL exams</td>
<td>Office of Student Testing and Assessment; (915) 747-5009; <a href="mailto:testing@utep.edu">testing@utep.edu</a></td>
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<tr>
<td>Graduate Record Exam (GRE)</td>
<td>Prometric Test Center in El Paso; (915) 587-7323</td>
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<td>Teaching assistantships</td>
<td>Dr. Maria Duarte-Gardea, DPHS Chair; (915) 747-7252; <a href="mailto:moduarte@utep.edu">moduarte@utep.edu</a></td>
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<td>Graduate Scholarships and Fellowships</td>
<td>Graduate School; (915) 747-5491; Website: <a href="http://academics.utep.edu/Default.aspx?tabid=45208">http://academics.utep.edu/Default.aspx?tabid=45208</a></td>
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<td>Financial Aid</td>
<td>Financial Aid Office; (915) 747-5204; Website: <a href="http://www.utep.edu/faidschl/">www.utep.edu/faidschl/</a></td>
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<td>Student employment</td>
<td>Job Mine; (915) 747-5640; <a href="mailto:careers@utep.edu">careers@utep.edu</a>; Website: <a href="http://studentaffairs.utep.edu/Default.aspx?tabid=11624">http://studentaffairs.utep.edu/Default.aspx?tabid=11624</a> Information Technology HELP Desk; (915) 747-HELP; Website: <a href="http://admin.utep.edu/it">http://admin.utep.edu/it</a></td>
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<td>Student Health Center</td>
<td>Student Health Center; (915) 747-5624; Website: <a href="http://chs.utep.edu/health/">http://chs.utep.edu/health/</a></td>
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<td>Student Health Center Pharmacy Services</td>
<td>Pharmacy; (915) 747-6545</td>
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<td>Student health insurance Plan</td>
<td>United health Care; 1-800-767-0700; Website: <a href="https://www.uhcsr.com/">https://www.uhcsr.com/</a></td>
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<td>Child care at UTEP</td>
<td>Adelante Child Care Center; (915) 532-1114; Website: <a href="http://sa.utep.edu/childcare/">http://sa.utep.edu/childcare/</a></td>
</tr>
<tr>
<td>Disabled student services</td>
<td>Center for Accommodations and Support Services; (915) 747-5148; Website: <a href="http://sa.utep.edu">http://sa.utep.edu</a></td>
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<td>Help with papers, theses, and other writing assignments (in person and on-line tutoring services)</td>
<td>University Writing Center- Library Rm. 227; (915) 747-5112; <a href="mailto:uwc@utep.edu">uwc@utep.edu</a>; Website: <a href="http://academics.utep.edu/Default.aspx?tabid=47508">http://academics.utep.edu/Default.aspx?tabid=47508</a></td>
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<tr>
<td>Graduate Student Public Health Organization</td>
<td>Public Health Student Association, Advisor: Dr. Oralia Loza; (915) 747-7232; <a href="mailto:oloza@utep.edu">oloza@utep.edu</a></td>
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<td>Student Governance</td>
<td>Student Government Association; (915) 747-5584; Website: <a href="http://sa.utep.edu/sga/">http://sa.utep.edu/sga/</a></td>
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<td>Student networking and leadership development opportunities</td>
<td>Student Development Center; (915) 747-7400; Website: <a href="http://sa.utep.edu/sdc/">http://sa.utep.edu/sdc/</a></td>
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<td>Resources for women</td>
<td>Women’s Resource Center; (915) 747-5291; Website: <a href="http://sa.utep.edu/wrc/">http://sa.utep.edu/wrc/</a></td>
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<td>Career resources</td>
<td>University Career Center; (915) 747-5640; <a href="mailto:careers@utep.edu">careers@utep.edu</a> Website: <a href="http://sa.utep.edu/careers/">http://sa.utep.edu/careers/</a></td>
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<tr>
<td>Job interview training</td>
<td>Mock Interview Program; (915) 747-5640; Website: <a href="http://studentaffairs.utep.edu/Default.aspx?tabid=56099%20">http://studentaffairs.utep.edu/Default.aspx?tabid=56099%20</a></td>
</tr>
<tr>
<td>How to write cover letters, resumes, mock interviews, dress for success</td>
<td>Sample career-related documents; (915) 747-5640; Website: <a href="http://studentaffairs.utep.edu/Default.aspx?tabid=68748">http://studentaffairs.utep.edu/Default.aspx?tabid=68748</a></td>
</tr>
<tr>
<td>Service learning and other volunteer opportunities</td>
<td>Center for Civic Engagement; (915) 747-7969; Website: <a href="http://sa.utep.edu/studentlife/">http://sa.utep.edu/studentlife/</a></td>
</tr>
<tr>
<td>Experiential learning experience</td>
<td>Experiential Learning Program; <a href="mailto:coop@utep.edu">coop@utep.edu</a>; Website: <a href="http://studentaffairs.utep.edu/Default.aspx?tabid=11623">http://studentaffairs.utep.edu/Default.aspx?tabid=11623</a></td>
</tr>
<tr>
<td>Blackboard Online Learning System</td>
<td>UTEP Blackboard; Website: <a href="https://blackboard.utep.edu/webct/entryPageIns.dowebct">https://blackboard.utep.edu/webct/entryPageIns.dowebct</a></td>
</tr>
<tr>
<td>Counseling for career or personal concerns</td>
<td>University Counseling Center; (915) 747-5302; Website: <a href="http://sa.utep.edu/counsel/">http://sa.utep.edu/counsel/</a></td>
</tr>
<tr>
<td>Police and emergency services</td>
<td>University Police office; (915) 747-5611  Emergency service: (Dial 911 from a university phone or 915-747-5611 from non-university phone); Website: <a href="http://www.utep.edu/police/">www.utep.edu/police/</a></td>
</tr>
<tr>
<td>Student parking, shuttle and other bus services</td>
<td>Parking &amp; Transportation Services Office; (915) 747-5724; Email: <a href="mailto:parking@utep.edu">parking@utep.edu</a>; Website: parking.utep.edu</td>
</tr>
</tbody>
</table>
1.5. Research Facilities and Major Equipment

The Department of Public Health Sciences has research facilities and major equipment available to support MPH Program faculty and student research. These facilities are all located on the fourth floor of the new HSN building on the main campus. They include four specialized laboratory units and access to the CHS clinical laboratory. The MPH and other CHS programs also have access to the Biology Department complex core facilities for DNA sequencing, FACS, DNA Microarray, beta and gamma counters, confocal microscopy, electronic microscopy, and ultra-centrifuge.

College of Health Sciences Research Laboratories

Human Immunology and Infectious Disease Research Laboratory significant equipment includes a CO\(^2\) incubator, laminar flow hood and two safety cabinets, Nikon inverted fluorescence microscopy with CCD video imaging, PerkinElmer Victor\(^3\) multilabel counter (fluorescence, luminescence, absorbance), Beckman high-speed centrifuge, eppendorf centrifuge, Clinical centrifuge, TOMTEC cell harvester, Bio-Radbiologic duoflow pathfinder 20 system (HPLC), fraction collector, analytical balance, UVP imaging system with digital camera (DNA and protein gels), UV/BIS Spectrometer, vertical and horizontal electrophoresis system, Bio-Rad electrophoretic transfer system, incubator-shaker, UV-cross linker, hybridization oven, sonicator, analytical balance, pH meter, two incubator, Bio-Rad iCycler for Q-RT-PCR, Eclipse 600 microscope with digital camera, two microscopes, NanoDrop, water baths, Cholestech L-D-X, Hemoglobinometer, 4\(^{\circ}\)C refrigerator and –freezers (-20\(^{\circ}\)C, -70\(^{\circ}\)C, -140\(^{\circ}\)C) for long term storage of bacteria and cell lines, dark room for developing auto-radiographs, wash room equipped with distilled water system, autoclaves, dishwasher, storage space for chemicals and media, and a human blood draw station.

The Nutrient Analysis Laboratory is equipped for the analysis of macro- and micro-nutrient composition of food and biological samples. The equipment includes a Pekin-Elmer AAnalyst 700 atomic absorption spectrometer with graphite furnace, Goldfisch fat extractor, crude fiber
apparatus, combination Kjeldahl digestion and distillation, Rapidstill 1 Microdigestor, large muffle oven, lab oven, Sartorius GP5202 precision balance, Sartorius GP503 class II balance, OHAUS moisture balance, pH meter and other assorted small equipment.

**The Dietary Laboratory** contains desktop and portable computers used to collect and analyze dietary data using the ESHA II Food Analysis software system, NASCO food models, and other dietary assessment tools.

**The Experimental Foods Laboratory** contains stainless steel storage cabinets, three mobile work tables, a landing table, four full-size range stoves with ovens, a set of double-stacked convection ovens, table-top industrial size microwave ovens, an industrial size griddle, an upright industrial freezer and upright industrial refrigerator with glass fronts, an industrial food steamer, food mixer, wire mesh shelving, food grinder, exhaust hoods, hand sink and three-compartment industrial sink

**MINER Laboratory (Metabolic, Nutrition and Exercise Research Laboratory)** is comprised of eight independent rooms and a section of the shared bench laboratory area. It houses over $600,000 worth of equipment and supplies and has a research capacity which spans from large population descriptive survey studies to very complex molecular and endocrinological work. This research space is highly conducive and supportive of the interdisciplinary collaborative culture of the College of Health Sciences.

An interview reception/receiving area serves to accommodate the arrival of our research participants, where discussion of the details of a study, completion of associated paperwork, surveys and questionnaires and basic screening procedures can be performed. A Cardiovascular Physiology laboratory is available for research studies that require measurements of fitness and cardiovascular health, using treadmills, exercise bikes, metabolic carts, and EKG monitoring. Facilities include equipment for anthropometric measurement and body composition testing including medical digital scales, stadiometer, hydrostatic (underwater) weighing, the Bod Pod, air displacement plethysmography; DEXA scan, and dual-energy x-ray absorptiometry. A specialized clinical research center includes outpatient beds, intravenous infusion, vital signs monitoring devices and Sonosite Titan portable ultrasound unit.
A unique environmental research chamber allows for the manipulation of temperature and humidity to study responses to exercise and body fluid regulation in extreme environmental conditions.

The bench laboratory is equipped for the collection, handling and processing of blood samples and is equipped to perform both clinical chemistry and immunochemistry. Equipment includes: a refrigerated Eppendorf centrifuge to separate plasma, 4 °C refrigerator, -80 °C Freezer for storing blood samples, and laminar flow hood, a Tosoh AIA 360 immuno-analyzer, Cholestech LDX portable chemistry auto-analyzer, Bayer 2000 DCA Hemoglobin AIC analyzer, Hemocue hemoglobin and glucose analyzers.
2. MASTER OF PUBLIC HEALTH (MPH) DEGREE PROGRAM

2.1. PROGRAM OVERVIEW

The MPH Program at UTEP prepares students for public health practice and leadership in public, non-profit, & private sectors. The program provides future public health professionals with the knowledge, analytical and technical skills, and leadership necessary to address current and emerging public and community health challenges though classroom instruction, supervised practical experience in a public health agency (practicum), research, and other experiential activities. The program offers the MPH degree with a specific concentration in *Hispanic and Border Health*, the first and only in the U.S. This unique concentration specifically prepares students for public health practice in Hispanic and border communities. MPH courses are held once per week in late afternoons to accommodate working professionals.

2.2. ADMISSION REQUIREMENTS

- Completed baccalaureate degree from an accredited U.S. institution or recognized foreign institution
- Minimum 3.0 cumulative GPA on 4.0 scale for prior academic work
- GRE or MCAT scores in accordance with UTEP graduate admissions requirements
- International applicants: Must meet the minimum TOEFL score requirement set by the UTEP Graduate School (score of 79 or higher).
- Prior health experience (e.g., in health care, research, community development, health promotion/education) and/or commitment to public health.

2.3. APPLICATION PROCEDURES

The MPH cohort program has Fall admission only. All application documents must be received by UTEP Graduate School by April 15th for full consideration of admission in the Fall Cohort. Admission to the program is competitive. All application documents should be submitted to the UTEP Graduate School using the online system.
Required materials for the application process include:

- Application form
- Current academic CV or professional resume
- Official transcripts from all colleges/universities attended
- Official GRE General Test scores
- Three letters of recommendation from professional references such as current/former professors or employers (not coworkers, relatives, or friends). At a minimum, one of these must be from an academic reference (former professor, dean). Recommenders must be in a position to fairly and accurately assess applicant ability to succeed in a graduate level academic work in a graduate program and the potential of the applicant to be a leader in their future public health career.
- A 500-word statement clearly describing prior health experience, reasons for pursuing the MPH, and future career plans.

2.4. MPH CURRICULUM

MPH Students are required to successfully complete 42 credit hours of coursework. The structure of the 2-year MPH program includes: core courses (15 hours), Hispanic and border health concentration (9 hours), practicum (6 hours), and the remaining credit hours from a combination of course electives and a culminating experience (thesis or graduate project). Elective courses are chosen in conjunction with the faculty mentor with Graduate Advisor approval.

MPH Core Courses (15 hours)

- Social & Behavioral Approaches to Public Health (PUBH 5353)
- Epidemiology for Public Health Professionals (PUBH 5302)
- Biostatistics in Public Health (PUBH 5305)
- Environmental Health (PUBH 5304)
- Health Services Administration & Policy (PUBH 5307)
Hispanic & Border Health Concentration Courses (9 hours)
- Responding to Chronic & Infectious Diseases in Hispanic & Border Communities (PUBH 5321)
- Eliminating Health Disparities (PUBH 5322)
- Public Health Evaluation & Research (PUBH 5352)

Public Health Practicum (6 hours)
- Practicum (PUBH 5662)
- Elective Courses (6 hours) from public health or another relevant area. These are selected with the approval of the faculty research mentor and are subject to final approval by Graduate Advisor.

Culminating Experience (6 hours)
- Thesis I (PUBH 5398) & Thesis II (PUBH 5399)

OR
- Graduate Research Project (PUBH 5397) plus additional 3 credit elective course if only one semester of Graduate Project taken

2.5. DEGREE PLAN

MPH students are required to submit a degree plan with the Graduate School by the end of their first semester of graduate study. The degree plan consists of courses approved by the graduate advisor as per program requirements to satisfy degree requirements as stated in the Graduate Catalog. Revisions to the degree plan such as course substitutions or changes from a thesis to a non-thesis option must be handled at the department level and approved by the graduate advisor. All coursework completed at the graduate level is part of the graduate academic record/transcript, and all grades earned are part of the cumulative GPA. This applies to all courses completed at the graduate level even if the courses are not part of degree requirements. At the graduate level, courses cannot be repeated for GPA recalculation. A copy of the degree plan form is located in Appendix 1 in the back of this handbook.
2.6. NEW STUDENT ORIENTATION & ADVISING

New Student Orientation

An orientation session is held each year in August for all incoming students in the MPH and Graduate Public Health Certificate programs. The purpose of this session is to welcome students and provide them with an overview of the university, college, and our MPH and certificate programs. The session also covers the specific requirements of the program, the curriculum and courses, the practicum, thesis/graduate research project, degree plan, course registration, academic performance standards, potential research mentors, remove the graduate advising holds, discuss participation in the public health and health education student organizations, research and teaching assistantships, the Minority Health and Health Disparities International Research Training Program and other opportunities. Students are provided with an orientation packet and the opportunity to meet their new student colleagues, faculty, and have their questions and concerns addressed. In addition, they receive a tour of the classrooms and laboratories in the CHS/SON building.

Graduate Advising

The Graduate Advisor works with the student to develop the plan of study (Degree Plan) based on the program requirements and student’s career interests and goals. The individual graduate advising session is mandatory every semester. The purpose of graduate advising is to review student progress in the program, advise on the next semester’s courses, lift the advising holds on MPH courses, and discuss any questions or concerns. The session usually averages about 15 to 20 minutes but may take more or less time depending upon what documents need to be filled out and time need for providing answers to students’ questions or concerns.

The graduate advising session also is used to help first year students, who do not already have a research mentor, identify potential MPH faculty who could serve as research mentors. The session may also be used to complete the required graduate degree plan for submission to the UTEP Graduate School. For students approaching graduation, graduate advising is used to discuss UTEP and MPH Program policies, procedures, and forms related to the thesis or research project and graduation.
2.7. PROGRAM COMPETENCIES

The MPH program competencies (see Appendix 2) were adapted from the Association of Schools of Public Health (ASPH, 2006) competencies for the five core areas of public health. Additional competencies pertaining to Hispanic and Border Health were developed specifically by the MPH Program for its Hispanic and Border Health concentration. All students are expected be familiar with and achieve these by the end of their MPH study through a combination of coursework, the practicum, culminating experience (thesis or graduate research project), and other practical activities. Please see Appendix 3 for the core and concentration competency coverage on the MPH curricular matrix.

2.8. COURSE SCHEDULE

The 42 graduate credit hour MPH Program is designed to be completed by full-time students in five semesters (2 Fall, 2 Spring, 1 Summer). Part-time students should expect to take longer. The time to degree completion depends upon how many courses a student takes, whether they have fulfilled the pre-requisite courses prior to entering the MPH program, and progress on the thesis/graduate research project.

YEAR 1
Fall Semester
- Biostatistics in Public Health (PUBH 5305)
- Social & Behavioral Approaches to Public Health (PUBH 5353)
- Environmental Health (PUBH 5304)

Spring Semester
- Epidemiology for Public Health Professionals (PUBH 5302)
- Health Services Administration & Health Policy (PUBH 5307)
- Public Health Evaluation & Research (PUBH 5352)

YEAR 2
Fall Semester
- Responding to Chronic & Infectious Diseases in Hispanic & Border Communities (PUBH 5321)
- Elective Course 1
- Thesis 1 (PUBH 5398) OR Graduate Research Project (PUBH 5397)
Spring Semester

- Eliminating Health Disparities (PUBH 5322)
- Elective course 2
- Thesis II (PUBH 5399) for thesis students and Graduate Project (PUBH 5397) OR 3 hour Elective course - only for students electing the Graduate Research Project option who have completed their Graduate Project in one semester

Long Summer Semester

- Public Health Practicum (PUBH 5662)

2.9 COURSE DESCRIPTIONS

- **PUBH 5302 Epidemiology for Public Health Professionals (3-0).** Core course considers the meaning, scope, and applications of epidemiology to the practice of public health practice and the uses of statistics for the scientific appraisal and dissemination of public health data. Prerequisite: one prior UG or GR statistics course with a grade of B or better.

- **PUBH 5304 Environmental Health (3-0).** Core course examines the environment and its relationship to human health and disease. Focuses on the physical, chemical, biological and behavioral-social factors of the human environment. Emphasizes environmental health and environmental health hazard principles and concepts.

- **PUBH 5305 Biostatistics in Public Health (3-0).** Core course focuses on the analysis, interpretation, and presentation of public health data. Overview of measurement methods, descriptive statistics, confidence intervals and hypothesis testing, sample size and power calculations, analysis of variance and multiple comparisons; correlation and regression; multiple regression and statistical control of confounding; logistic regression; and survival analysis. Prerequisite: one prior UG or GR statistics course with grade of B or better.

- **PUBH 5307 Health Services Administration and Policy (3-0).** Core course examines organizational skills and basic principles, theories, and practices of administering public health programs in voluntary and governmental agencies. Also focuses on leadership, motivation, small group process, problem solving, conflict resolution, inter-organizational relationships, and organizational change.
PUBH 5321 Responding to Chronic and Infectious Diseases in Hispanic and Border Communities (3-0). Introduction to basic principles of chronic and infectious disease prevention and control. Emphasis on diabetes, hypertension, cardiovascular disease, asthma, cancer, HIV/AIDS, and TB. Critical analysis of the magnitude, distribution, risk factors, and public health significance of selected chronic and infectious diseases in community and institutional settings.

PUBH 5322 Eliminating Health Disparities (3-0). Examination of theoretical models, causes, consequences, and solutions related to health and health care disparities in Hispanic and other minority communities. Students engage in community service learning project to gain deeper understanding of the socio-cultural, economic, geographic, environmental, nutritional, political, and individual factors that contribute to community health disparities.

PUBH 5352 Public Health Evaluation and Research (3-0). Examination of the issues, problems, and techniques involved in the evaluation of public health programs and public health research.

PUBH 5353 Social and Behavioral Approaches in Public Health (3-0). Core course examines the cultural, social, economic, psychological, and behavioral factors that influence health and illness. Critical evaluation of social and behavioral science principles, theories, techniques and research used for understanding and resolving public health problems. Emphasis on Hispanic, border, and other diverse multicultural communities.

PUBH 5357 Selected Topics in Public Health (0-0-3). Course content varies. Topics focus on current issues and challenges related to public health. May be repeated, maximum of nine hours. Recent topics have included global health and environmental health topics.

PUBH 5358 Independent Study (0-0-3). Investigation and analysis of public health issues and challenges. Field assignments may be required. May be repeated, maximum nine hours. Prerequisite: Department approval.
PUBH 5397 Graduate Research Project (0-0-3). Individual research or development of a project/proposal on a public health topic under the direct supervision of a graduate faculty member. Requires satisfactory completion of the course, including a written report and oral presentation. Prerequisite: Department approval.

PUBH 5662 Practicum in Public Health (0-0-6). Field internship experience in public health agency or work site setting under the supervision of preceptor and university graduate faculty. Requires a significant project proposal approved by instructor and a final written report. Prerequisite: Department approval.

PUBH 5398 Thesis I (0-0-3). Initial work on the thesis. Prerequisite: Department approval.

PUBH 5399 Thesis II (0-0-3). Continuous enrollment required while work on the thesis continues. Prerequisites: PUBH 5398 and department approval

2.10. PRACTICUM EXPERIENCE

The Council on Education for Public Health (CEPH) requires that a Master of Public Health Program (MPH) “...... must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ area of specialization (CEPH Accreditation Criteria Public Health Programs, 2008: p12).

“Practical knowledge and skills are essential to successful practice. A planned, supervised and evaluated practice experience is an essential component of a public health professional degree program. These opportunities can take place in a variety of agencies and organizations, but should include especially local and state public health agencies to the extent possible and appropriate. An essential component of the practice experience is supervision by a qualified preceptor who is a public health professional. Programs must have well-defined learning objectives, procedures, and criteria for evaluation of the practice experience.” (CEPH Accreditation Criteria Public Health Programs, 2008: p12).

The University of Texas (UTEP) at El Paso Master of Public Health (MPH) Program curriculum requires that all students satisfactorily complete a field training practice experience (practicum) before graduation. The practicum is designed to provide an opportunity for students to synthesize, integrate, and apply practical skills, knowledge, training learned through courses, to gain professional experience in a public health work environment, and to work on a public
health practice project or program that is of special interest to her/him. UTEP’s unique location provides students with diverse learning experiences at a variety of practicum sites. MPH practicum students also serve as a public health resource for the community. A list of current and previous practicum placement sites is available online at the DPHS website (see current Public Health Practicum Handbook).

2.11. CULMINATING PROJECT

All MPH students are required to successfully complete a culminating project. The culminating project for the MPH Program at UTEP is the thesis or a graduate project. The thesis usually involves more in-depth research than a graduate project and always involves the analysis of data. The graduate project tends to be more oriented towards public health practice. It is up to the research mentor and the student to decide which whether the thesis or graduate research project is most appropriate. Only full-time tenured and tenure-track faculty are allowed to serve as the chairs of thesis or graduate research project.

Research Thesis

The thesis is a finished manuscript submitted to meet degree requirements which reflects a comprehensive understanding of the candidate’s research. The thesis is written under the direction of a supervising committee, consisting of at least two departmental representatives and one member from outside the department. All members of the supervising committee must be permanent or temporary members of the UTEP Graduate Faculty.

The research thesis is subject to the approval of the committee and ultimately to the approval of the dean of the Graduate School. The researching and writing of the thesis involves 6 semester hours of credit. To earn the 6 credit hours, students must successfully complete the PUBH 5398 (Thesis I) and PUBH 5399 (Thesis II) sequence. Initial enrollment is in PUBH 5398. Thereafter, continuous enrollment in PUBH 5399 is required during each semester in which thesis work is being done. Provisional grades of P (in progress) are assigned for thesis courses until completion. In progress grades indicate student progress in a sequential course with a standard final grade assigned at the end of the sequence. In Progress grades remain on the student record until the thesis committee and Graduate School Dean approve the thesis.
A standard grade will be issued by the instructor of record (thesis chairperson) upon completion and the grade point average calculated to issue grades for all enrollments in the thesis sequence.

Enrollment in PUBH 5398 or PUBH 5399 in excess of 6 hours is graded on a Pass (S) or Fail (U) basis. Students may not enroll in PUBH 5398 and PUBH 5399 simultaneously nor enroll in more than three hours of thesis at any one time, and must be enrolled during the semester of graduation. If a student has not completed thesis work at the end of two years after the subject has been approved and recorded, the advisor may require the student to choose another subject or thesis director. Detailed information on thesis preparation can be obtained in the UTEP Graduate School Thesis and Dissertation Guide.

**Graduate Project**

The Graduate Project (PUBH 5397) involves individual research or development of a project/proposal on a public health topic under the direct supervision of a graduate faculty member (Graduate Project Chairperson) and a supervising committee. The supervising committee consists of at least two departmental representatives and one member from outside the department. All members of the supervising committee must be permanent or temporary members of the UTEP Graduate Faculty. It requires the satisfactory completion of the course, including a written report and oral presentation. Provisional grades of P (in progress) are assigned for the graduate project until completion. In progress grades indicate student progress in a sequential course with a standard final grade assigned at the end of the sequence. Students may take the Graduate Project for 1-2 semesters for a total of 3-6 credit hours. If the project is done in 3 credit hours, the student must then take an additional (third) 3-credit hour elective course. Examples of graduate projects include a literature review of a relevant topic, the development of educational curriculum, and working on a community-based project. The Graduate School does not require the submission of non-theses but requires the submission of a Completion/Defense form from students following this option.

**Final Examination (Culminating Project)**

All MPH students are required to successfully complete a public oral defense of the thesis or graduate research project. The examining committee shall consist of at least three graduate faculty members. One member of the examining committee must be from outside the
department or with College and Graduate School approval, from another university. The university requires that all committee members be current members of the Graduate Faculty.

It is a College of Health Sciences and MPH Program policy that all final oral thesis and graduate project defenses be announced publically no less than two weeks before the expected defense date. Students are required to electronically submit a completed public oral defense announcement form (see Appendix 4) and a 1-page abstract of their thesis or graduate project to the Graduate Advisor and their thesis/graduate project advisor no later than 16 calendar days before the defense date. Before the defense, the Graduate Advisor will then forward the two documents to the College of Health Sciences to publicize through their list serve and other public venues.
2.12 MPH Program Advisory Board

The Advisory Board was established to help ensure that the MPH Program is academically relevant, achieves its education, research, and service goals, engages the regional public health community, and meets the current and future public health workforce needs of the Paso del Norte region. Members of the board are experienced individuals who represent a broad spectrum of the public health community with respect to public health disciplines, agencies, and organizations. The Advisory Board provides consultation to the MPH graduate program on issues that include:

- Current trends and priorities in public health practice
- Improvement of student recruitment and retention
- Curriculum development and assessment
- Achievement of program outcomes
- Identification of specific knowledge, skills, and training that enhance MPH graduate performance and leadership in the public health workplace
- Enhancement of professional skill acquisition through practicum training
- Identification of career, fellowship and other opportunities for MPH graduates
- Identification of public health practice and research opportunities for faculty and students in Paso del Norte region communities
- Development of workforce training products and opportunities for the Paso del Norte region

Term of appointment: Two years

Frequency of meetings: Semi-annual

Advisory Board Members:
- Department Chair, Department of Public Health Sciences.
- Program Director, MPH Program.
- An alumnus of the MPH Program
- Current president of Graduate Student Public Health Association
- Seven at-large members from local public health-related agencies and organizations

For a complete listing and biography for the 2016-2017 Advisory Board Members, please see: http://chs.utep.edu/publichealthsciences.
3. ACADEMIC POLICIES & PROCEDURES

3.1. STUDENT ACADEMIC PERFORMANCE

Grades
Graduate students in the MPH and public health certificate programs must maintain a minimum GPA of 3.0 in order to remain in good academic standing. Grades of “C” or below are not considered acceptable for graduate students. Students must receive a grade of B or higher in any course for which they are enrolled while they are graduate students in our program. A student obtaining a C grade in a MPH core or concentration course will need to retake that course and earn a grade of B or higher prior to enrolling in the Practicum course (PUBH 5662). Students who receive a D, F or two C grades in their courses will be dismissed from the MPH program.

Academic credit is given by the Graduate School for A, B and C grades. Students cannot be cleared for graduation with letters of I or N on the final transcript or P if the course with the P grade is required for degree completion. Graduation candidates with an “Incomplete” grade on the final transcript will be awarded their degree the semester the Incomplete is removed from the final transcript which may be different from the intended semester of graduation.

Academic Standing
All graduate level coursework completed at the graduate level is part of the graduate academic record/transcript, and all grades earned are part of the cumulative GPA. This applies to all courses even if the courses are not part of degree requirements. Courses are listed on transcripts with their respective cumulative grade point average according to the level of the course not the level of student. At the graduate level, courses cannot be repeated for GPA recalculation.

Probation
Graduate students in graduate programs must maintain a minimum 3.0 cumulative grade point average. Failure to meet the minimum cumulative GPA requirement will result in academic probation. If placed on academic probation, the cumulative GPA must be raised to a 3.0 for degree seeking students by the conclusion of the next nine semester hours of enrollment or
the student may face permanent dismissal from the Graduate School. In addition, MPH students must maintain a CGPA of 3.0 in order to remain in good academic standing.

Grades of “C” or below are not considered acceptable for graduate students. Students must receive a grade of B or higher in any course for which they are enrolled while they are graduate students in our program. A student obtaining a C grade in a MPH core or concentration course will need to retake that course and earn a grade of B or higher prior to enrolling in the Practicum course (PUBH 5662). **Students who receive a D, F or two C grades in their courses will be dismissed from the MPH program.**

3.2. PRE-REQUISITE & LEVELING COURSES

All MPH and Public Health Graduate Certificate students are required to have completed at least one prior undergraduate or graduate course in basic statistics with a grade of “B” or higher in order to enroll in the Biostatistics core course (PUBH 5305). Students without a prior environmental health course are required to take an undergraduate environmental health course with a grade of “B” or higher in order to enroll in the Environmental Health core course (PUBH 5304). Students from non- health majors may be required to successfully complete leveling courses to qualify for admission to the MPH or Graduate Certificate programs. These hours are in addition to those required of the degree.

3.3. TRANSFER CREDIT

The Graduate School allows a limited number of graduate credits to be transferred from other accredited institutions. Specifically, upon recommendation by the graduate advisor, students pursuing a master’s degree may transfer up to 6-9 hours from an accredited institution. Courses approved for transfer credit must be graduate level or higher and must fall within established time limits for Masters and Doctoral programs. Only courses with a grade of “C” or higher can be transferred. Academic credit hours transfer but grade points earned at other institutions do not transfer.

3.4. TIME LIMITS

The UTEP Graduate School stipulates that Master’s degree requirements must be completed within a six year time period. This includes any transfer work completed prior to admission to
the program. Master’s degree students who have not completed degree requirements within established time limits may request a one-time extension from the Graduate School through the Graduate Advisor. Work over six years old is lost and can be reinstated only with special permission of the Dean of the Graduate School upon the recommendation of the committee on graduate studies and College Dean.

3.5. GRADUATION

General Information

Degrees are conferred at the end of each long semester and at the end of the summer semester. Formal commencement ceremonies are held in May and December. Candidates may participate in May commencement if lacking only six hours for degree completion. Summer candidates participating in May commencement must complete the graduation application process by the published deadlines for Spring commencement. Students considering graduation prior to completing all requirements need the permission of their Research Mentors and the Graduate Advisor to do so.

General Graduation Requirements

- All coursework must be completed as listed on the approved degree plan.
- The graduate advisor and college dean-approved Application for Graduate Degree must be filed with the Graduate School.
- Students must be enrolled during the semester of graduation.
- An oral or written examination and/or defense of a thesis or dissertation must be satisfactorily completed.
- The thesis or dissertation must be accepted by the Graduate School.

Application for Graduate Degree

The application for graduation is valid for only one semester. It is very important that students notify the Graduate School as soon as possible if you are unable to complete degree requirements. Submission of the Application for Graduate Degree indicates that the academic career is concluding so as part of the graduation application process, student records are inactivated. Upon notification, the Graduate School will reactivate records to allow registration.
**Thesis Requirements**

Theses are written using any publication style appropriate to the given discipline. Theses are subject to the approval of the supervising committee and ultimately to the approval of the Graduate School.

Students should continuously enroll in thesis until work on the thesis is completed:

- Initial enrollment is in thesis PUBH 5398.
- Continual enrollment is in thesis PUBH 5399.
- Students may not enroll in PUBH 5398 and PUBH 5399 simultaneously.
- Students may only enroll in three hours of thesis at any one time.
- Students must be enrolled in thesis during the semester that the thesis or dissertation is defended, the semester the thesis is completed, and the semester the student applies for graduation.

The thesis should be submitted for format check before the scheduled defense date. The final Graduate School approved thesis must be submitted as a PDF file on a rewriteable CD along with hard copies of the Completion/Defense form and the signature page. The thesis must be submitted for online publication at the University Microfilms website. Credit in thesis courses will be granted after successful completion and approval of the thesis. Once approved and submitted to the Graduate School, theses are regarded as publications and will be displayed and made available to the public.

**Graduate Research Project Requirements**

- The Graduate School does not require the submission of graduate research projects (non-theses). These are submitted to the academic department (Dept. of Public Health Sciences) rather than to the Graduate School.
- If requested by the committee, the Graduate Research Project may be submitted to the Graduate School for publication in which case it must adhere to Graduate School thesis formatting requirements.
- Submission of a Completion/Defense form to the Graduate School is required of students following the Graduate Research Project option.
3.6. STUDENT EVALUATIONS OF INSTRUCTOR & COURSE

It is university policy that all instructors and courses are evaluated by students each semester. Evaluation forms are provided prior to the end of each semester.
4. MPH PROGRAM RESEARCH MENTORS

All MPH faculty research mentors work in Hispanic & border health. Also, the faculty is characterized in an interdisciplinary approach to public health challenges. Their specific areas of expertise include but health disparities, chronic and infectious disease prevention and control, maternal-child health, health education and promotion, environmental and occupational health, food security and nutrition, and global health. Detailed information on faculty research interests is available online at the departmental website:


LIST OF POTENTIAL RESEARCH MENTORS AND THEIR RESEARCH INTERESTS

- **Ximena Burgos-Monzon, PhD.** Nutrition across the ages; nutrition and chronic disease prevention; nutritional epidemiology
- **Carla Campbell, MD, MS.** Environmental and occupational health; global health; environmental health policy; childhood lead poisoning prevention
- **Jeannie B. Concha, PhD, MPH.** Disparities in diabetes in Hispanics and other marginalized groups; mental health and diabetes; cultural health beliefs; community health promotion
- **Delfina Dominguez, PhD, MT (ASCP).** (joint apt. with UTEP Clinical Laboratory Sciences). Infectious diseases; antimicrobial resistance; molecular diagnostics
- **Maria O. Duarte-Gardea, PhD, RD, LD.** Nutrition & chronic disease prevention, diabetes & cardiovascular disease prevention.
- **Gabriel Ibarra-Mejia, MD, PhD.** Occupational and environmental health; ergonomics
- **Oralia Loza, PhD.** Reproductive health; epidemiology, HIV and sexually-transmitted infections; health disparities; border health; substance abuse
- **Thenral Mangadu, MD, PhD, MPH.** HIV/AIDS prevention and control; immigrant and minority health; global health; violence prevention; health program evaluation; cultural competence in health care; health disparities
- **Christina Sobin, PhD.** Lead exposure and child health/development; effects on neuro-cognitive development and function of low-level toxic exposures and stress in minority and underserved children; stress and the developing brain; developmental cognitive neuroscience
- **Leah Whigham, PhD, FTOS.** Healthy eating; active living; obesity prevention
- **Cynthia Wittenberg, MPH.** Cancer survivorship; improving cancer survivor’s quality of life
5. GRADUATE CERTIFICATE IN PUBLIC HEALTH PROGRAM

5.1. GRADUATE CERTIFICATE PROGRAM in PUBLIC HEALTH OVERVIEW
The UTEP Graduate Certificate in Public Health is a 15-credit hour program of study that provides students with the core public health concepts they need to enhance their professional knowledge or to later pursue a graduate degree in the field. The certificate consists of the five core courses required for the Master of Public Health degree. The program has fall admission only. [Transfer credit or course waivers are not allowed as substitution for certificate program courses]. Students who have been awarded a Graduate Certificate in Public Health have two years to apply their credits toward the MPH degree. Students who successfully complete their certificate program with a grade of B or better in all courses will be eligible for consideration for admission into the MPH degree program although acceptance is not guaranteed. Graduates of the certificate program who do not apply to the MPH Program within two years after completion of the certificate program are not eligible to apply their 15 credits from the certificate program toward the MPH Program.

5.2. PROSPECTIVE CERTIFICATE STUDENT PROFILE:
The flexible, convenient Public Health Certificate is designed for:

- Current UTEP graduate and professional students who wish to increase their public health knowledge and/or explore public health as a possible future profession.
- Individuals currently employed in the public health sector but whose undergraduate training did not include formal training in public health.
- Persons who hold an undergraduate, graduate or professional degree in another area but wish to increase their knowledge in public health.
- Individuals who intend to eventually enroll in the MPH but presently do not have the time to complete a degree program.
5.3. ADMISSION REQUIREMENTS
Admission to the UTEP graduate public health certificate program is competitive. The admission requirements for the Public Health Certificate program are similar to those for the MPH program for the purpose of maintaining program quality.

- Completed baccalaureate degree from an accredited U.S. institution or recognized foreign institution.
- Minimum 3.0 cumulative GPA on 4.0 scale for all prior academic work
- International applicants: Must meet the minimum TOEFL score requirement set by the UTEP Graduate School (score of 79 or higher).
- Prior health/public health experience and/or commitment to public health.

5.4. APPLICATION PROCESS
The certificate program has fall admission only. All application documents must be received by the UTEP Graduate School by April 15th for consideration of admission in the fall.

Application process for all applicants:
Applicants must apply for admission to the Public Health Certificate program through the UTEP Graduate School online system. Submit the following documents online to the UTEP Graduate School at: https://graduate.utep.edu/

- A completed application form
- Current CV or professional resume
- Official transcripts from all colleges/universities attended
- Three letters of recommendation from professional references such as current/former professors or employers (no relatives or friends). At a minimum, one of these must be from an academic reference (former professor, dean)
- A 500-word statement clearly describing prior health-related experience, reasons for pursuing the Public Health Graduate Certificate and future career plans.
5.5. CERTIFICATE PROGRAM CURRICULUM (Total of 15 graduate credit hours)

SEMESTER 1 COURSES (offered fall semester every year)

■ PUBH 5353- Social and Behavioral Approaches in Public Health (3 credit hrs). Core course examines the cultural, social, economic, psychological, and behavioral factors that influence health and illness. Critical evaluation of social and behavioral science principles, theories, techniques and research used for understanding and resolving public health problems. Emphasis on Hispanic, border and other diverse multicultural communities.

■ PUBH 5304- Environmental Health (3 credit hrs). Core course examines the environment and its relationship to human health and disease. Focuses on the physical, chemical, biological and behavioral-social factors of the human environment. Emphasizes environmental health and environmental health hazard principles and concepts.

■ PUBH 5305- Biostatistics in Public Health (3 credit hrs). Core course focuses on the analysis, interpretation, and presentation of public health data. Overview of measurement methods, descriptive statistics, confidence intervals and hypothesis testing, sample size and power calculations, analysis of variance and multiple comparisons; correlation and regression; multiple regression and statistical control of confounding; logistic regression; and survival analysis. Prerequisite: one prior UG or GR statistics course with a grade of B or better.

SEMESTER 2 COURSES (offered Spring semester every year)

■ PUBH 5302- Epidemiology for Public Health Professionals (3 credit hrs). Core course considers the meaning, scope, and applications of epidemiology to the practice of public health practice and the uses of statistics for the scientific appraisal and dissemination of public health data. Prerequisite: one prior UG or GR statistics course with grade of B or better.

■ PUBH 5307- Health Services Administration and Policy (3 credit hrs). Core course examines organizational skills and basic principles, theories, and practices of administering public health programs in voluntary and governmental agencies. Also
focuses on leadership, motivation, small group process, problem solving, conflict resolution, inter-organizational relationships, and organizational change.

5.6 COURSE SCHEDULE

All courses are held in the early evening to accommodate working professionals. The five core courses constituting the graduate certificate are regularly offered every year during the Fall and Spring semesters. Full-time students can expect to complete the certificate requirements in as little as two semesters, i.e., three courses in the Fall and two courses in the Spring semester. Part-time study will take longer to finish the certificate requirements, depending upon how many courses a student takes per semester. Students must submit an advisor and college dean approved Application for Graduate Certificate to the Graduate School. Certificates are awarded at the end of each term. The certificate will be noted on the transcript. A certificate signed by the Dean of the Graduate School and College Dean will be issued and mailed to the student.
6. FINANCIAL SUPPORT FOR GRADUATE STUDENTS

6.1. Overview

UTEP’s graduate students can finance their education by working and/or by taking advantage of the University's available financial assistance awards and programs. Financial aid is divided into the following types: merit-based, need-based, and employment. Merit-based awards are granted on the evidence of superior academic achievement. Need-based aid is awarded according to the level of the student's financial need, with some consideration of the student's past academic performance. Employment includes jobs, both on and off campus.

6.2. Merit-Based Awards

Merit-based awards consist of competitive scholarships and fellowships. Scholarships are primarily awarded on the basis of the student's previous academic work. Fellowships are generally awarded according to a student's exceptional academic work and/or previous or proposed research in the student's field of study.

6.3. Need-Based Awards

There are a limited number of need-based scholarships available for Texas residents who demonstrate financial need and who meet certain academic requirements. To apply for this scholarship, the student must apply for financial aid through the Office of Student Financial Aid and must also submit an Application for Financial Assistance to the Scholarship Office.

The Office of Student Financial Aid coordinates the processing of all need-based awards. The amount and type of financial assistance provided will be by means of educational loans, grants, and student employment (Federal College Work-Study) programs. Certain emergency loan funds or fee exemptions may also be available. Students admitted into graduate programs are eligible if they have documented need, meet academic eligibility criteria, enroll on a full-time basis, and meet the March 15 financial aid application deadline.

Financial aid recipients must make satisfactory academic progress in order to maintain award eligibility.
Detailed information on financial aid application procedures and standards for academic progress may be obtained from the Office of Student Financial Aid.

6.4. Teaching, Research & Other Graduate Assistantships

Overview
On-campus assistantships are available to UTEP students admitted unconditionally to a degree or certification program. Non-degree seeking students are not eligible for assistantships. Student appointments may be based on academic background, teaching/professional experience, and for international students, proficiency in English (TOEFL). Once the department and the Graduate School have approved the application, the student will receive a letter informing him/her of this decision. Formal appointments and eligibility verification must be completed prior to beginning work with start and end date of employment.

Graduate students appointed to assistantships must:
- Maintain full-time enrollment in courses required for degree or certification program completion
- Maintain good academic standing of 3.0 or higher—memos of justification must be submitted to the Graduate School requesting the appointment of students on probation
- Make satisfactory progress toward the degree in order to be re-appointed

Other important information:
- Student TA’s, RA’s, GA’s and stipend recipients must be registered for 9 credit hours a semester.
- Masters students are limited to two years of support as a TA, RA, or GA and may not work more than 50% time.
- International Students may not be appointed if they do not meet official TOEFL score of 550.
- Students who are actively appointed are eligible for a waiver of in-state tuition. The appointing department/program must submit a TA/TA/Al Tuition Waiver to the Graduate School.

Department of Public Health Sciences Assistantships
A limited number of Teaching Assistantships may be available for MPH students. These are dependent on the available of funding so the number assigned to the department varies by year. In addition, opportunities for student research assistantships may be available from individual faculty through their research and training grants. Interested students should contact faculty members directly.
7. STUDENT LIFE

7.1. STUDENT GOVERNANCE AND OTHER ACTIVITIES

Students are encouraged to take an active role in program governance and other exciting student activities on campus. Join our public health and health education student associations or one of the other 100+ UTEP student clubs or organizations.

7.2. ON-CAMPUS ORGANIZATIONS & BOARDS

Public Health Graduate Student Association

Faculty Advisor: Dr. Oralia Loza

Students for Public Health (SPH) is the student organization for the Public Health Program. Membership in SPH provides a platform to expose students to community-based outreach, which allows students to network with non-profit organizations, governmental agencies, and state and national organizations. The activities provide professional development and string together the five core areas of public health: biostatistics, environmental health, epidemiology, health policy, and social and behavioral sciences.

Eta Sigma Gamma Health Education Honor Society

Faculty Advisor: Dr. Thenral Mangadu

Eta Sigma Gamma was specifically founded for professionals in Health Science and Health Education/Promotion in the United States and other nations. Eta Sigma Gamma was formed in 1967 at Ball State University in Indiana. As of 1992, a total of 78 colleges throughout the United States had established local chapters in affiliation with Eta Sigma Gamma. Gamma Lambda is the local chapter at UTEP and was chartered in 1993 at UTEP. The goal of Eta Sigma Gamma is to encourage excellence in teaching, research, and service in the Health Science discipline. Students are encouraged to become an active member of this chapter. Eta Sigma Gamma activities change from year-to-year, depending upon the interests and needs of the membership. Community health education/promotion projects, socials, and national conventions are some of the many popular activities.
7.3. STATE AND NATIONAL PUBLIC HEALTH ORGANIZATIONS

Texas Public Health Association (http://www.texaspha.org/)

The Texas Public Health Association (TPHA) is a non-profit, state-wide association of public health professionals dedicated to public health in Texas. TPHA was organized in 1923 and is an affiliate of the American Public Health Association. Student membership is available to individuals enrolled in a college or university or other recognized institution of learning and participating in a curriculum related to the health professions.

AHPA Student Membership (http://www.apha.org/membergroups/students/committees/APHASA)

APHA Student Assembly (SA) is a student-led international organization within the American Public Health Association representing students of public health and other related disciplines. The Student Assembly is dedicated to enhancing students’ professional development by providing resources, fostering diversity and promoting opportunities. The Student Assembly facilitates networking experiences, inform students of award & career opportunities, and promote activism and leadership as future public health leaders. All APHA student members automatically become members of the APHA Student Assembly. The current cost of student membership is $61.

7.4. CODE OF STUDENT RIGHTS, RESPONSIBILITIES AND CONDUCT

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of citizenship. Any student who engages in conduct that is prohibited by the Board of Regents' Rules and Regulations or University rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. All students are expected and required to obey the law, to show respect for properly constituted authority, and to observe correct standards of conduct. The University of Texas at El Paso administers student discipline according to established procedures of due process. Procedures are defined and described in the Rules and Regulations of the Board of Regents, Series 50101, and in the Handbook of Operating Procedures (HOP).

Students should check with the Department of Public Health Sciences whose policy or
regulation is of concern. If necessary, students need to refer to the rules in the Regents’ Rules and the HOP. The Office of Student Life can assist on this matter. This set of rules is available at http://hoop.utep.edu.

7.5. STUDENT GRIEVANCE POLICIES AND PROCEDURES

Grade Appeals
A student may challenge his/her grade as determined by a member of the faculty of the University during or within one year after the end of any credit course, qualifying or comprehensive examination, for which the student has been enrolled or three months following the term the graduate degree was awarded. A challenge to a grade may be pursued only on the basis of malice, bias, arbitrary, or capricious grade determination, or impermissible discrimination. In no event shall a challenge be pursued on the basis of the standards employed in setting grades, so long as those standards are employed impartially.

The student should first attempt to resolve the question through consultation with the faculty member who assigned the grade. The student should then attempt to resolve the question through consultation with the administrator(s) to whom the faculty member reports. Having failed to resolve the matter after consultation with both the faculty member and her/his supervisors; the student may consult with and/or file a challenge with the Chairperson of the Student Welfare and Grievance Committee. Students should contact the Office of Student Life for specific information or download a copy of the grievance form and instructions on the Office of Student Life web page at http://studentaffairs.utep.edu/dos and click on Student Conduct.

Non-Academic Grievances
Non-academic grievances of policies and procedures of University departments related to matters other than discrimination, such as the application or interpretation of student policies, must be initiated by making an effort to resolve the matter with the individual involved in the interpretation or decision. If the matter is not resolved, it must be submitted in writing to the Provost or his/her designee within 10 working days of the questioned decision or interpretation.
7.6. EQUAL EDUCATIONAL OPPORTUNITY

To the extent provided by applicable law, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation.

Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. The University’s full policies, including complaint resolution procedures, on equal opportunity, sexual harassment and misconduct and accommodations for individuals with disabilities are available in *Handbook of Operating Procedures and on the webpage of UTEP’s Equal Opportunity Office*. Inquiries regarding applicable policies should be addressed to the University’s Equal Opportunity/Affirmative Action Office, Kelly Hall, 3rd Floor, or at (915) 747-5662 or email: eoaa@utep.edu.
8. CAREER DEVELOPMENT (STUDENTS & ALUMNI)

8.1. UNIVERSITY CAREER CENTER RESOURCES.
All MPH students have access to free University Career Center Services. These include information on graduate and professional schools, fellowships, internships and experiential learning, service learning, volunteer and paid employment opportunities in the Paso del Norte region, state, county and foreign countries. The center also provides a variety of other career resources and assistance including career exploration, resume writing, cover letter writing, job interview preparation, professional behavior and dress tips. They also host professional development and career workshops, provide peer-counselors, and job fairs with local and regional employers, among other services.

8.2. GRADUATE SCHOOL CAREER & PROFESSIONAL DEVELOPMENT RESOURCES
The UTEP Graduate School provides career and professional development services including Graduate School information & awareness sessions, graduate and professional school career fairs, information on student grants and fellowships, and workshops on topics ranging from GRE preparation to time management.

8.3. MPH PROGRAM LIST SERVE
All MPH and Graduate Certificate Program students and alumni receive timely job and fellowship announcement via the program email list serve list. These are sent out whenever the information becomes available from prospective employers who contact the program, alumni, current students or notices and emails sent to program faculty and administrators.
8.4. INTERNSHIP & FELLOWSHIP OPPORTUNITIES

- **Hispanic Association of Universities & Colleges.** Paid summer and other Internships. ([http://www.hacu.net/hacu/default.asp](http://www.hacu.net/hacu/default.asp)).

- **Hispanic Congressional Caucus Graduate Fellowship Program.** Paid fellowship program for exceptional Latinos who have earned a graduate degree or higher related to a chosen policy issue area within three years of program start date gives unparalleled exposure to hands-on experience in public policy. Program specifically focuses on the areas of health, housing, law, STEM science, secondary and higher education. Fellowship program seeks to enhance participants’ leadership abilities, strengthen professional skills, and increase the presence of Latinos in public policy areas. ([http://www.chci.org/fellowships/page/chci-graduate-fellowship-program](http://www.chci.org/fellowships/page/chci-graduate-fellowship-program)).

- **Centers for Disease Control and Prevention (CDC).** Paid internships, fellowships, and employment opportunities. ([www.cdc.gov/Fellowships/](http://www.cdc.gov/Fellowships/)).

- **American Public Health Association Internships & Fellowships.** ([http://www.apha.org/about/careers/internships/](http://www.apha.org/about/careers/internships/)).

- **SOPHE Health Education & Health Promotion Internship.** The Society for Public Health Education (SOPHE) provides leadership to the profession of health education and health promotion. This internship is for approximately 14 weeks and involves work on a variety of projects and tasks pertinent to SOPHE’s mission. ([http://www.sophe.org/Sophe/PDF/2011_InternshipDescription.pdf](http://www.sophe.org/Sophe/PDF/2011_InternshipDescription.pdf)).

- **Association of Schools and Programs of Public Health** ([www.aspph.org/study/fellowships-and-internships/](http://www.aspph.org/study/fellowships-and-internships/)).

- **Association for Prevention Teaching and Research (APTR).** ([http://aptrweb.org/prof_dev/fellowships.html](http://aptrweb.org/prof_dev/fellowships.html)).

- **National Cancer Institute.** ([http://www.cancer.gov/researchandfunding/cancertraining/atnci/programs](http://www.cancer.gov/researchandfunding/cancertraining/atnci/programs)).


- **National Institutes of Health (NIH): John E Fogarty International Center.** ([http://www.fic.nih.gov/About/Pages/Employment.aspx](http://www.fic.nih.gov/About/Pages/Employment.aspx)).

- **Population Council.** ([http://www.popcouncil.org/what/professionalresources.asp](http://www.popcouncil.org/what/professionalresources.asp)).


- **World Health Organization (WHO) Fellowship Programme.** ([http://www.who.int/hrh/education/fellowships/en/index.html](http://www.who.int/hrh/education/fellowships/en/index.html)).
- **World Bank Young Professionals Programme (Jobs).**

- **World Bank Summer & Winter Internships.**

- **Junior Professionals Program for Afro-Descendants (JPPAD) & US Minorities.**

- **Inter-American Foundation Grassroots Development Fellowship Program.**

**8.5. EMPLOYMENT OPPORTUNITY WEBSITES**

- **City of El Paso Department of Public Health.** [http://www.elpasotexas.gov/health/].

- **Texas State Department of Public Health Services.** [http://www.dshs.state.tx.us/].


- **American Public Health Association CareerMart.** Public health career resource service offering a full database of job listings, resume critiques, cover letter writing, and career coaching. [http://careers.apha.org/jobs].

- **ASPPH Career & Employment Links.** Association of Schools and Programs of Public Health. [http://www.aspph.org/jobs/]

- **ASTHO Job Bank.** Association of State and Territorial Health Officials (ASTHO) Job seekers can browse for jobs and anonymously post resumes. State health agencies and other public health organizations can post job openings. [http://www.jobtarget.com/home/index.cfm?site_id=10681].

- **CDC Employment Information.** Centers for Disease Control and Prevention (CDC). [www.cdc.gov/employment].

- **Centers for Disease Control and Prevention (CDC), Public Health Training Opportunities.** [www.cdc.gov/Fellowships/].

- **Chronicle of Higher Education.** [http://chronicle.com]

- **United States Department of Agriculture (USDA).** [http://www.ars.usda.gov/careers/].

Environmental Protection Agency. ([http://epa.itsmycareer.com/?kw=epa%20jobs&kid=132366103790&kw=epa+jobs&bkw=&cid=w6KMDOPT8U1FA7H21LKUS83S&src=bing&q=&d=&gclid=EAIaIQobChMIz55ORQr97gIVB22OQ37axAQAEYASBCAIBAy8PD_BwE](http://epa.itsmycareer.com/?kw=epa%20jobs&kid=132366103790&kw=epa+jobs&bkw=&cid=w6KMDOPT8U1FA7H21LKUS83S&src=bing&q=&d=&gclid=EAIaIQobChMIz55ORQr97gIVB22OQ37axAQAEYASBCAIBAy8PD_BwE)).

FDA Employment Opportunities. Food and Drug Administration. ([www.fda.gov/AboutFDA/WorkingatFDA/default.htm](http://www.fda.gov/AboutFDA/WorkingatFDA/default.htm)).


Job Opportunities at NLM, NIH, DHHS. National Library of Medicine (NLM) U.S. - Comprehensive job listings for the National Institutes of Health (NIH) and detailed information about the National Library of Medicine (NLM) job announcements. ([www.nlm.nih.gov/about/jobs/jobs.html](http://www.nlm.nih.gov/about/jobs/jobs.html)).

Job Opportunities in HRSA. Health Resources and Services Administration. ([http://www.hrsa.gov/about/jobs/index.html](http://www.hrsa.gov/about/jobs/index.html)).


PHF Employment Opportunities. Public Health Foundation. ([http://www.phf.org/AboutUs/Pages/Employment_Opportunities.aspx](http://www.phf.org/AboutUs/Pages/Employment_Opportunities.aspx)).

Public Health Employment Connection. Emory University Rollins School of Public Health. ([http://cfusion.sph.emory.edu/PHEC/phec.cfm](http://cfusion.sph.emory.edu/PHEC/phec.cfm)).

Public Health Fellowships. Partners in Information Access for the Public Health Workforce (PIAPHW) - Links to selected public health fellowship opportunities from government agencies and professional and research organizations. ([http://phpartners.org/jobs.html](http://phpartners.org/jobs.html)).

PublicHealthJobs.net. ASPH Career Services Council. ([http://www.publichealthjobs.net/about/council.cfm](http://www.publichealthjobs.net/about/council.cfm)).
# DEGREE PLAN

**Form 1 - Submit to the Graduate School**

Today's Date: ___________________________  Student Name: ___________________________
Student ID: ___________________________  Student E-mail Address: ___________________________
Degree: ___________________________  Major: ___________________________  UTEP Approved Concentration: ___________________________
Type of Degree Plan: ___________________________  Type of Curriculum: ___________________________
Term of Admission: ___________________________  Type of Admission: ___________________________  Anticipated Graduation Date: ___________________________

**General Information**  Please read carefully

* A Preliminary degree plan should be issued by the conclusion of the first semester of study and only to fully admitted master’s degree or graduate certificate seeking students and by the conclusion of the first year for doctoral degree seeking students. *A Revised degree plan is issued when changes are made to the Preliminary degree plan. *A Final degree plan is issued when the student applies for graduation. *The final degree plan should only list courses applicable to the degree. *Substitution or transfer courses and the UTEP equivalent must be noted on the degree plan. A formal request for transfer courses must be attached to the degree plan. *Nine hours of undergraduate courses approved for graduate credit are the maximum allowed on any graduate degree plan. To comply with accreditation requirements, undergraduate courses not approved for graduate credit cannot be used to satisfy degree requirements. *Courses cannot be double counted for degree purposes. Appropriate substitutions should be assigned so that total credit hours for degree completion are satisfied. *All requirements for a master’s degree must be completed within SIX years and EIGHT years for a doctoral degree. Students are urged to study the general requirements for graduate degrees stated in the Graduate Studies Catalog and are responsible for checking their own progress to ensure they meet these requirements. Any deviation from the course schedule below must have the approval of the Graduate Advisor and the Graduate School. *Approval of this degree plan does not constitute a waiver of any requirements for the degree as set by the Graduate School or Department.

## MINIMUM PROGRAM REQUIREMENTS

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## ADDITIONAL PROGRAM REQUIREMENTS

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### COMMITTEE

- RESEARCH ADVISOR
- MEMBER
- MEMBER
- MEMBER
- MEMBER
- OUTSIDE MEMBER

Student Signature & Date: ___________________________  Advisor Signature & Date: ___________________________
College Dean Signature & Date: ___________________________  Graduate School Approval: ___________________________

Please verify that the student e-mail address is correct and legible. A copy of the Graduate School approved degree will be e-mailed to the student.

Document Last Revised: 2/15
APPENDIX 2

UTEP MPH Program Competencies

The following public health core and concentration-specific (Hispanic & border health) competencies have been adopted by the UTEP MPH Program. They guide all of our MPH courses, practical training, research, and other student learning activities.

I. CORE COMPETENCIES

BIOSTATISTICS. Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research. Upon graduation, the MPH student should be able to……

1. Describe the roles biostatistics serves in the discipline of public health.
2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
5. Apply descriptive techniques commonly used to summarize public health data.
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
9. Interpret results of statistical analyses found in public health studies.
10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.
ENVIRONMENTAL HEALTH SCIENCES CORE COMPETENCIES. Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community. Upon graduation, the MPH student should be able to………

1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
4. Specify current environmental risk assessment methods.
5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
8. Develop a testable model of environmental insult.

EPIDEMIOLOGY CORE COMPETENCIES. Epidemiology is the study of patterns of disease and injury in human populations and the application of this study to the control of health problems. Upon graduation, the MPH student should be able to………..

1. Identify key sources of data for epidemiologic purposes.
2. Identify the principles and limitations of public health screening programs.
3. Describe a public health problem in terms of magnitude, person, time and place.
4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
6. Apply the basic terminology and definitions of epidemiology.
7. Calculate basic epidemiology measures.
8. Communicate epidemiologic information to lay and professional audiences.
9. Draw appropriate inferences from epidemiologic data.
10. Evaluate the strengths and limitations of epidemiologic reports.

**HEALTH POLICY AND MANAGEMENT.** Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care. Upon graduation, the MPH student should be able to............................

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply "systems thinking" for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

**SOCIAL AND BEHAVIORAL SCIENCES.** The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

**Upon graduation, the MPH student should be able to:**

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

II. HISPANIC/BORDER HEALTH CONCENTRATION COMPETENCIES

1. Describe the historical, cultural, social, economic, political and other similarities and differences among Hispanic and border groups and how these affect health equity and health disparities.
2. Describe the roles of history, power, privilege, economics and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities.
3. Identify the major chronic, infectious, and other public health challenges that face Hispanic and border communities.
4. Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities.
5. Identify and access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, and national surveys).
6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.
7. Recognize and apply the social justice perspective in public health practice as it relates to community capacity building and empowerment.
8. Know how to plan, implement, administer, and evaluate public health programs to Hispanic and border communities.

9. Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.

10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.
### Appendix 3
Curricular Matrix by Competency

<table>
<thead>
<tr>
<th>MPH CURRICULUM &amp; COURSE MATRIX BY PROGRAM COMPETENCIES, LEARNING OBJECTIVES, &amp; ASSESSMENT METHODS</th>
<th>STUDENT LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CORE COURSES</td>
</tr>
<tr>
<td></td>
<td>PUBH 5305*</td>
</tr>
</tbody>
</table>

#### BIOSTATISTICS CORE COMPETENCIES

1. Describe the roles biostatistics serves in the discipline of public health.  
   
2. Describe basic concepts of probability, random variation and commonly used statistical probability distributions.  
   
3. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.  
   
4. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.  
   
5. Apply descriptive techniques commonly used to summarize public health data.  
   
   
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.  
   
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.  
   
9. Interpret results of statistical analyses found in public health studies.  
   
10. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.  

#### EPIDEMIOLOGY CORE COMPETENCIES

1. Identify key sources of data for epidemiologic purposes.
<table>
<thead>
<tr>
<th></th>
<th>2. Identify the principles and limitations of public health screening programs.</th>
<th></th>
<th></th>
<th>R</th>
<th>P</th>
<th></th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Describe a public health problem in terms of magnitude, person, time and place.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6. Apply the basic terminology and definitions of epidemiology.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>7. Calculate basic epidemiology measures.</td>
<td></td>
<td></td>
<td>R</td>
<td>P</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>8. Communicate epidemiologic information to lay and professional audiences.</td>
<td></td>
<td></td>
<td>P</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>9. Draw appropriate inferences from epidemiologic data.</td>
<td></td>
<td></td>
<td>P</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>10. Evaluate the strengths and limitations of epidemiologic reports.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

**ENVIRONMENTAL HEALTH CORE COMPETENCIES**

<table>
<thead>
<tr>
<th></th>
<th>1. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.</th>
<th></th>
<th></th>
<th>P</th>
<th>R</th>
<th></th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>4. Specify current environmental risk assessment methods.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>5. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>7. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>8. Develop a testable model of environmental insult.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**SOCIAL & BEHAVIORAL SCIENCE CORE COMPETENCIES**

<table>
<thead>
<tr>
<th></th>
<th>1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.</th>
<th></th>
<th></th>
<th>P</th>
<th></th>
<th></th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Identify the causes of social and behavioral factors that affect health of individuals and populations.</td>
<td></td>
<td></td>
<td>P</td>
<td>R</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions. P R X X X

5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions. P R R X X

6. Describe the role of social and community factors in both the onset and solution of public health problems. P R X X X

7. Describe the merits of social and behavioral science interventions and policies. P X X X

8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions. P R R X X

9. Apply ethical principles to public health program planning, implementation and evaluation. P R X X

10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies. P R X X X

HEALTH POLICY & MANAGEMENT CORE COMPETENCIES

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US. P X X X

2. Describe the legal and ethical bases for public health and health services P X X X

3. Explain methods of ensuring community health safety and preparedness. P R X X X

4. Discuss the policy process for improving the health status of populations. R P R X X X

5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives. P R R X X

6. Apply principles of strategic planning and marketing to public health. P R X X

7. Apply quality and performance improvement concepts to address organizational performance issues. P R X X

8. Apply “systems thinking” for resolving organizational problems. P R X X

9. Communicate health policy and management issues using appropriate channels and technologies. P X X X

10. Demonstrate leadership skills for building partnerships. P R X X

HISPANIC & BORDER HEALTH CONCENTRATION COMPETENCIES

1. Describe the historical, cultural, social, economic, political and other similarities and differences among Hispanic and border groups and how these affect health equity and health disparities. R P P X X X

2. Describe the roles of history, power, privilege, economics and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities. R P P X X X

3. Identify the major chronic, infectious, and other public health challenges that face Hispanic and border communities. R R P P P X X

4. Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities. R R P P P X X

5. Identify and access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, and national surveys). R P P P P X X
6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.  

| Course | R | R | P | P | P | X | X |

7. Recognize and apply the social justice perspective in public health practice as it relates to community capacity building and empowerment.  

| Course | R | P | P | X | X | X |

8. Know how to plan, implement, administer, and evaluate public health programs to Hispanic and border communities.  

| Course | P | P | P | X | X |

9. Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.  

| Course | P | P | P | X | X |

10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.  

| Course | P | P | X | X |

**COURSES:**
- PUBH 5305. Biostatistics in Public Health
- PUBH 5302. Epidemiology for Public Health Professionals
- PUBH 5304. Environmental Health
- PUBH 5307. Health Services Administration & Policy
- PUBH 5353. Social & Behavioral Approaches to Public Health
- PUBH 5352. Public Health Evaluation & Research
- PUBH 5321. Responding to Chronic & Infectious Diseases in Hispanic & Border Communities
- PUBH 5322. Eliminating Health Disparities
- PUBH 5662. Practicum in Public Health
- PUBH 5398. Thesis I
- PUBH 5399. Thesis II
- PUBH 5397. Graduate Research Project
- PUBH 5357. Special Topics in Public Health
- PUBH 5358. Independent Study in Public Health

**NOTES:**
- * The learning objectives in this course contribute to achievement of the competency (see individual syllabi for learning objectives and learning assessment methods)
- P. Competency primarily gained in this course
- R. Competency reinforced in this course
- X. Courses have clear learning objectives but content varies by topic; one or more competencies are addressed in these courses.
APPENDIX 4

EXAMPLES OF MPH PRACTICUM FIELD SITE PLACEMENT

- City of El Paso Department of Public Health (various units)
- Texas State Department of Public Health Services Region 9/10 (various units)
- U.S.-Mexico Border Health Association
- El Paso Diabetes Association
- El Paso First Health Plans
- El Paso Independent School District Office of Health and Wellness
- Paso del Norte Region YWCA
- University Medical Center- Women’s Health Center
- Paso del Norte Health Foundation
- Arizona Department of Public Health- Bureau of Tobacco Control
- American Dental Association
- Borderland Area Health Education (AHEC) Project VIDA
APPENDIX 5

Department of Public Health Sciences
College of Health Sciences
University of Texas at El Paso

Public Thesis Defense Announcement

Master of Public Health

Student Name:
Thesis Title:

Date: Time: Location:

Thesis Committee
Chair:
Member:
Member (outside):
APPENDIX 6

1-page STRUCTURED ABSTRACT

NOTE: Students must submit a 1-page structured abstract containing all of the following sections along with the oral defense announcement form

Title of Thesis or Graduate Research Project
Name of Student: I.

Background & Significance.

2. Hypotheses

3. Aims & Objectives

4. Methods

5. Results

6. Conclusions

7. Recommendations
Appendix 7

MPH Thesis or Graduate Research Written Project Evaluation Score Sheet*

_____Proposal defense        _____Final defense

Student name: ________________________ UTEP ID: ______________ Date: __/__/____

1. **Appropriate Demonstration of MPH Program Core & Concentration Competencies** (as appropriate to thesis/graduate research project)

**Core Competencies**
- _____ Social & behavioral sciences
- _____ Biostatistics
- _____ Environmental health
- _____ Health services administration & policy
- _____ Epidemiology

**Concentration Competencies**
- _____ Hispanic and border health concentration

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Framework scoring criteria (4=exceptional; 3=fully met; 2=partially met; 1=not met/missing)

2. **Framework specific criteria**

- **Importance of problem to public health.** The magnitude of the problem is appropriately characterized & a case made for its public health importance: ______

- **Organization/ presentation:** Document is easy to read/understand. Tables & figures are informative and of quality. The ideas progress logically: __

- **Abstract.** Abstract is appropriately structured and is adequate reflection of larger content:

- **Introduction.** The literature review is through and of high quality. Introduction adequately places current study in the context of current knowledge: ______
Design. Design is appropriate to answer the question. Rationale is given for choosing the design. Strengths & limitations inherent in the design and the measurements adequately discussed: _______

Population. Population is appropriate to answer the research question. Considerations/advantages & disadvantages of the choice of populations is discussed: ______

Analysis. Analysis plan is appropriate to answer the study question(s). Methods are discussed and limitations are noted, level of data collection/coding is sufficient to answer the research question, power & sample size issues (quantitative studies) are discussed as appropriate: ______

Plausibility of results: _______

Public health implications appropriately addressed: _______

References. References are complete and adequately reflect current literature on topic; peer-reviewed sources provide adequate support for assumptions or background information: _______

Overall scientific merit. Design is appropriate to the stated objectives, appropriate level of data used, appropriate literature review was included, increases understanding of an important public health problem or issue: _______.

Result: ______ Unconditional Pass ______ Conditional Pass ______ Fail

Comments/Specific Instructions:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Committee Member Name: ________________________________________________________________

Committee Member Signature: ____________________________________________________________

Appendix 8
MPH Thesis or Graduate Research Project

Evaluation of Oral Presentation- Score Sheet*

_____ Proposal defense

_____ Final defense

Student name: ____________________________  UTEP ID: ____________  Date: ___/___/___

Score: (4 = exceptional; 3 = fully met; 2 = partially met; 1 = not met/missing)

1. Presentation Content ______
   ■ Was the target audience identified?
   ■ Was the appropriate content presented?
   ■ Was the issue clearly identified and defined?
   ■ Was the presentation appropriate to the target audience? ■
   ■ Was sufficient supporting detail provided?
   ■ Were the recommendations/assertions supported?

2. Organization of the Presentation ______
   ■ Was the content organized and presented in a coherent manner? ■
   ■ Were new or unfamiliar terms explained?
   ■ Did the presentation of ideas flow smoothly?

3. Presentation Style ______
   ■ Did the presenter hold your interest?
   ■ Was the presenter convincing/effective?
   ■ Was the presenter's voice loud enough? understandable?
   ■ Did the presenter make appropriate eye contact with the audience?

4. Use of Audio-visuals ______
   ■ Were the visual aids used effectively by the presenter?
   ■ Was the quality of the PP slides appropriate (readable, correct spelling, not cluttered)?
   ■ Was an appropriate number of visual aids used?
   ■ Were visuals clearly explained?
   ■ Did the visuals add clarity to the presentation?
5. Time Utilization by Presenter
   - Was the time appropriately allocated to the parts of the presentation?
   - Were the time constraints followed?
   - Did it appear that the presentation had been rehearsed

6. Questions
   - Were questions appropriately addressed by the presenter? With confidence and knowledge?
   - Did the presenter interact with the audience?

7. Overall Impression
   - Was a compelling argument made by the presenter?
   - Was the presentation convincing?
   - Was an understanding and application of core knowledge demonstrated by the presenter?

8. Appropriate Demonstration of MPH Program Core & Concentration Competencies (as appropriate to thesis/graduate research project)

Core Competencies
   - Social & behavioral sciences
   - Biostatistics
   - Environmental health
   - Health services administration & policy
   - Epidemiology

Concentration Competencies
   - Hispanic and border health concentration

Result:
   - Unconditional Pass
   - Conditional Pass
   - Fail

Comments/specific instructions:

Committee Member Name:

Committee Member Signature:
# MPH Practicum Experience: Oral Presentation Evaluation Rubric

**Student Name:** ____________________________________________________________________________

**Date:** __/____/____

**Presentation Title:** ____________________________________________________________

## Health Disparities Case Study: Oral Presentation

### Topic Score

(Note: Assigned score within a range is subjective assessment of degree criterion is met.)

<table>
<thead>
<tr>
<th>TOPIC (Weight)</th>
<th>Exceptional (range 9.0-10.0)</th>
<th>Acceptable (range 8.0-8.9)</th>
<th>Marginal (range 7.0-7.9)</th>
<th>Unacceptable (range 0.0-6.9)</th>
<th>Topic Score</th>
<th>Wt</th>
<th>Topic Pt (topic wt score x wt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation Content</strong> (5.0)</td>
<td>Speaker provides an abundance of accurate information clearly related to assigned health disparities topic.</td>
<td>Provides sufficient information that relates to assigned health disparities topic.</td>
<td>There is a great deal of information that is clearly not related or only peripherally related to assigned health disparities topic.</td>
<td>The main thesis of the presentation is not clear; information is provided that does not relate to the assigned health disparities topic.</td>
<td>_____</td>
<td>5.0</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Presentation Organization</strong> (1.5)</td>
<td>Presentation is clear, logical, and organized. Listener can follow line of reasoning.</td>
<td>Presentation is generally clear and well organized. A few minor points may be confusing.</td>
<td>Listener can follow presentation only with effort. Some arguments are not clear. Organization seems haphazard.</td>
<td>Listener unable to follow presentation. Arguments are not clear. No evidence of organization in presentation.</td>
<td>_____</td>
<td>1.5</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Level of Presentation</strong> (1.5)</td>
<td>Level of presentation is appropriate for the audience.</td>
<td>Level of presentation is generally appropriate.</td>
<td>Aspects of presentation are too elementary or too sophisticated for audience.</td>
<td>The entire presentation is too elementary or too sophisticated for audience.</td>
<td>_____</td>
<td>1.5</td>
<td>_____</td>
</tr>
<tr>
<td><strong>Contact with Audience and Handling of Questions</strong> (2.0)</td>
<td>Presentation is paced for audience understanding. It is not a reading of a power point.</td>
<td>Pacing is sometimes too fast or too slow.</td>
<td>Much of the information is read.</td>
<td>The information is read with limited or no eye contact with audience.</td>
<td>_____</td>
<td>2.0</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Speaker is comfortable in front of the group and can be heard by all.</td>
<td>Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.</td>
<td>Presenter seems uncomfortable and can be heard only if listener is very attentive</td>
<td>Presenter is uncomfortable and cannot be heard by listener.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consistently clarifies, restates, and responds to questions.</td>
<td>Generally responsive to audience comments, questions, and needs.</td>
<td>Misses some opportunities for interaction.</td>
<td>Lack of interaction with audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summarizes when needed.</td>
<td></td>
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</table>

Total points for evaluation (sum of Topic Points in rightmost column; maximum of 100)

Total points= _____

---

68
## Appendix 10

### MPH PROGRAM

#### ANNUAL COURSE SCHEDULE

**Concentration in Hispanic & Border Health**

### YEAR 1

<table>
<thead>
<tr>
<th>FALL</th>
<th>Credit Hours</th>
<th>SPRING</th>
<th>Credit Hours</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics in Public Health (PUBH 5305)</td>
<td>3</td>
<td>Epidemiology for Public Health Professionals (PUBH 5302)</td>
<td>3</td>
<td>OPEN</td>
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<tr>
<td>Social and Behavioral Approaches to Public health (PUBH 5353)</td>
<td>3</td>
<td>Health Services Administration &amp; Health Policy (PUBH 5307)</td>
<td>3</td>
<td></td>
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<tr>
<td>Environmental Health (PUBH 5304)</td>
<td>3</td>
<td>Public Health Evaluation &amp; Research (PUBH 5352)</td>
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</table>

### YEAR 2

<table>
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<tr>
<th>FALL</th>
<th>Credit Hours</th>
<th>SPRING</th>
<th>Credit Hours</th>
<th>SUMMER</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to Chronic &amp; Infectious Diseases in Hispanic &amp; Border Communities (PUBH 5321)</td>
<td>3</td>
<td>Eliminating Health Disparities (PUBH 5322)</td>
<td>3</td>
<td>Practicum in Public Health (PUBH 5662)</td>
<td>6</td>
</tr>
<tr>
<td>Elective course 1*</td>
<td>3</td>
<td>Elective course 2*</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Thesis I (PUBH 5398) or Graduate Research Project (PUBH 5397)</td>
<td>3</td>
<td>Thesis II (PUBH 5399) or Graduate Research Project (PUBH 5397)</td>
<td>3</td>
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<tr>
<td>Elective course 3* (only for students electing 3-credit graduate project)</td>
<td>[3]</td>
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</tbody>
</table>

**Total MPH Program hours= 42**

* Elective courses (PUBH 5357, PUBH 5358 or approved graduate courses from other UTEP departments)
Appendix 11

MPH Check List for Graduation

Practicum
- MPH field site placement
- Poster Presentation

Thesis/Graduate Project
- Confirm committee chair and committee members
- Create a timeline for the activities required for your proposal and defense
- Complete necessary IRB training (CITI)

Proposal Defense
- Provide final document to committee at least 10 working days prior to defense
- Appendix 7. MPH Thesis or Graduate Project Evaluation Score Sheet for Written Document
- Appendix 8. MPH Thesis or Graduate Project Evaluation Score Sheet for Oral Presentation
- Fill out Thesis Proposal Application (see below) before your defense and get signed by thesis/graduate project committee members

Final Defense
- Apply for IRB proposal review, if applicable
- Appendix 5 & 6. Provide abstract and announcement to MPH program director and to your primary advisor (committee chair) at least 16 calendar days prior to defense
- Provide final document to committee at least 10 working days prior to defense
- Appendix 7. MPH Thesis or Graduate Project Evaluation Score Sheet for Written Document
- Appendix 8. MPH Thesis or Graduate Project Evaluation Score Sheet for Oral Presentation
- Fill out Thesis Defense/Completion Form (see below) before your defense and get signed by thesis/graduate project committee members

**UTEP Graduate School Forms:** check with graduate school for deadlines and any other required forms Thesis Proposal Application

- Thesis Defense/Completion Form
- Application for Graduate Degree
- Graduation Final Degree Plan
- Draft of the Thesis Document (for formatting check)
- Final Version of the Thesis Document
Students who elect to complete a **Graduate Project** (rather than a Research Thesis) are required to complete a **Graduate Project Report** following the structure described below. The report will be written according to APA style and format including title page, running header with page numbers, 1" margins, double-spaced, 11 or 12 pt font, APA style formatted References; for further details regarding APA style, several resources are available online. Length requirements for Introduction, Methods, Results, and Discussion sections must be a total of at least 15 pages. Each of the topics listed in the outline below must be addressed.

**Abstract (250 word maximum) Introduction (suggested 4 – 5 pages)**
- Describe the history and purpose of the agency for which the project was completed (cite relevant literature)
- Briefly state the problem to which the project relates and relevant literature
- Explain why was the project needed and the goal of the project
- State how the agency will use the project information

**Methods (suggested 2 – 3 pages)**
- State in detail the steps that you will follow to accomplish the project.
- Give the anticipated timeline for completion

**Results: Critical analysis of the project completion process (suggested 4 – 5 pages)**
- State whether you accomplished the goal of the project; if aspects were not completed explain
- Describe any obstacles that you faced in completion of the project and how you addressed these
- State whether you followed all of the planned steps; state which steps were essential to the process and where steps were not needed or not feasible, if any
- Summarize your experience interacting with the agency, including responses of the agency at different stages of the project, and what contributed to development of a relationship with the agency
- Summarize your experience of the process, including development and completion of the project

**Discussion (suggested 4 – 5 pages)**
- Briefly summarize the results of the project
- How do the findings of the report link to the current literature (cite relevant literature)
- Describe how the agency will use the results of your report and describe other possible applications of the findings
- Explain what changes you would make to the project process if you were asked to do the same type of project in the future
- Conclusions (max. 500 words)

References
- APA formatted
- Minimum 20 references from the previous 5 years required; additional historical references may be included.

Appendix 1 (required)
Complete final written report submitted to agency.

Additional Appendices (optional)
Appendix 13

MPH Program
University of Texas at El Paso

Research Thesis Guidelines

The guidelines below give minimum standards for the Research Thesis. The report must follow APA style and format, including title page, running header with page numbers, 1” margins, double-spaced, 11 or 12 pt font, and APA style formatted References. Full details regarding APA style are available online. The appropriate length for sections may vary depending on the topic of research, and the outline below may need to be modified to fit the topic being investigated. Note however that students are expected to meet the “minimum” page length standards given below. Modifications to this outline must be discussed with the research mentor and agreed upon prior to submission of the proposal and/or final document.

Title Page

Abstract (250 word maximum)

Literature Review/Background and Significance (minimum 10 pages)
- Statement of the problem
- Review of past literature relevant to the problem
- Goals of the current project
- Study aims and hypotheses

Methods (length depending on topic)
- IRB or IACUC approval and ethics statement
- Study participants
- Sample size
- Study design
- Measures
- Procedures for Data Collection
- Statistical Analyses

Results (length depending on analytic strategy)
- Descriptive statistics
  o Sample sizes of major subgroups/factors for statistical models
  o Comparisons of means and SDs for primary outcome variables
  o Tests of distribution normality for primary outcome variables
- Inferential statistics
  o Test and model results in text
  o Tables and figures summarizing and illustrating results

Discussion (minimum 10 pages)
- Brief re-statement of the problem or question addressed, goal of the research and results
- Comparison of findings to past literature
- Strengths and limitations of the studies (methods, analyses)
- Implications of findings for public health; relevance of findings to strategic frameworks
- Conclusions
- MPH core competencies achieved through the research project

References
- APA formatted
- Minimum 20 references from the previous 5 years required; additional historical references may be included.

Tables
Figures
Appendices