Master of Public Health
(MPH)
STUDENT HANDBOOK

2025 – 2026 Academic Year

The University of Texas at El Paso
College of Health Sciences
Department of Public Health Sciences
Master of Public Health Program
500 West University Avenue
El Paso, TX 79968

Last updated - 10.22.25

MPH STUDENT HANDBOOK

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

The MPH Student Handbook is updated annually and is posted on the MPH website, https://www.utep.edu/chs/phs/academic-programs/graduate/master-in-public-health.html

Additional information is available in the UTEP graduate catalog: http://catalog.utep.edu/grad/

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

DISCLAIMER

The UTEP Department of Public Health Sciences reserves the right to amend the contents of the MPH Student Handbook at any time; and to amend the schedule of courses, degree requirements, and/or any other MPH and certificate program characteristics, in accordance with the University of Texas at El Paso rules and regulations, and the expectations of the Council on Education for Public Health (CEPH).

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1. GENERAL INFORMATION

1.1. BRIEF HISTORY OF THE UTEP MASTER OF PUBLIC HEALTH (MPH) PROGRAM

The first Master of Public Health (MPH) Program at UTEP was approved by the University of Texas Board of Regents in December 2006. The program officially began offering classes in January 2008 and replaced the previous Master of Science in Health Promotion degree program. The Program applied for and received initial 5-year accreditation from the Council on Education for Public Health (CEPH) in 2013. In 2017, the program completed a comprehensive re- accreditation self-study and received official notification of approval in September 2018. Our program proudly maintains full CEPH accreditation for 2018 – 2025 and is currently under review.

1.2. MPH PROGRAM MISSION and GOALS MPH

PROGRAM MISSION

To prepare future public health leaders through innovative teaching, research, and service while emphasizing the promotion of health in Hispanic and border communities.

MPH PROGRAM GOALS

The MPH program carries out its mission through complementary and supporting instructional, research, and service goals. These goals guide our continual assessment of program curriculum, students, and faculty.

1. **Student Success**

   Instructional Goal: Rigorously prepare the next generation of public health leaders to address health disparities, including those of historically underserved or vulnerable populations.

2. **Research and Scholarship**

   Research and Scholarship Goal: Our MPH program aims to build needed skills for the discovery of new knowledge and strategies to decrease health disparities and improve health equity, in Hispanic and border communities worldwide.

3. **Community Engagement**

   Service and Community Outreach Goal: Cultivate strategic and innovative partnerships with communities and governmental entities in order to address the health needs of all people, including historically underserved or vulnerable populations.

1.3. MPH PROGRAM FACULTY/STAFF CONTACT and OTHER INFORMATION

In the faculty publications listed below, students and alumni are denoted with *.

DEPARTMENT CHAIR

María Duarte-Gardea, Ph.D, RD, LD, Professor, Department of Public Health Sciences

Contact Information: HSSN Rm 403, (915) 747-7252, moduarte@utep.edu



Recent Publications:

Concha JB, Umucu E, **Duarte-Gardea M**, Gonzalez AZ, Solis GR, Loya AM, O'Dell LE, Mathew R (2024). Hispanic-Serving Institutions Contributing to the Training and Diversity of the Public Health and Health Care Workforce. Am J Public Health. 114 (S6), S472-S477

Shoemaker ME, Pereira SL, Gillen ZM, Smith CM, **Duarte-Gardea MO**, Lopez-Pedroza JM, Rueda R, Cramer JT. (2024). Differences in Inflammatory and Nutritional Biomarkers in Community Dwelling Older Adults With and Without Sarcopenia. Current Developments in Nutrition. 8 Suppl 2. Pg 24.

Paat YF, Camacho E, Ruiz SL, Garcia Tovar D, Núñez-Mchiri GG, **Duarte-Gardea MO**, Corral G, Oviedo Ramirez S, Markham C, Torres-Hostos L, Singh KC, Zamora Jr H, Myers NW. (2024) A Socio-Ecological Approach to A Community-Based Health Promotion Intervention on the U.S.-Mexico Border: Insights and Lessons Learned During the COVID-19 Pandemic J. Applied Social Science. 18 (1), 62-77

Shoemaker ME, Salmon OF, Smith CM, **Duarte-Gardea MO**, Cramer JT (2022). Influences of Vitamin D and Iron Status on Skeletal Muscle Health: A Narrative Review. Nutrients. *14*(13), 2717.

Ximena Burgos-Monzon, PhD, Lecturer

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Recent Publications:

Balcazar, H.G., de Heer, H.D., Wise-Thomas, S., Redelfs, A., Rosenthal, E.L**., Burgos, X**., Duarte, M.O. Promotoras can facilitate use of recreational community resources: the Mi Corazón Mi Comunidad cohort study. Health Promotion Practice 2015.

Balcazar, H. Wise, S. Redelfs, A. Rosenthal, L. DeHeer, D. **Burgos, X.** Duarte-Gardea, M. Perceptions of Community Health Workers (CHWs/PS) in the U.S.-Mexico Border HEART CVD Study. Int. J. Environ. Res. Public Health 2014; 11(2), 1873-1884.

Burgos X, Tomaka J, Balcazar H, Duarte-Gardea M. Dietary patterns and their association with cardiovascular disease risk factors in Mexican origin adults living in the U.S. Mexico border. Circul. 2014; American Heart Association. Abstract P173.

Jeannie B. Concha, PhD, MPH, Associate Professor
Contact information: HSSN Rm 414, (915) 747-8308, jeannie@utep.edu



Recent Publications:

Concha, JB., Umucu, E., Duarte-Gardea, M., Gonzalez, A.L., Solis, G.R., Loya, A.M., O'Dell, L., Mathew, R. (2024). Hispanic-Serving Institutions Contributing to the Training and Diversity of the Public Health and Health Care Workforce. Am J Public Health. 114, S472_S477.

Mezuk, B., Kelly, K., Bennion, E., **Concha, J.B.** (2023). Leveraging a genetically-informative study design to explore depression as a risk factor for type 2 diabetes: Rationale and participant characteristics of the Mood and Immune Regulation in Twins Study. Front. Clin. Diabetes Healthc., Sec. Diabetes Multiorgan Complications. Volume 4.

Bajpeyi, S., Mossayebi, A., Kreit, H., Cherukuri, S., Mandania, R**., Concha, JB**., Jung, H., Wagler, A., Gupte, A., Deoker, A. (2022). Unmanaged Diabetes and Elevated Blood Glucose Are Poor Prognostic Factors in the Severity and Recovery Time in Predominantly Hispanic Hospitalized COVID-19 Patients. Front. Endocrinol. Sec. Clinical Diabetes. Volume 13 – 2022.

Kreit, H., Ali, M., Sundar, C., Roshni, M., **Concha, J.** (2021). Kidney and Liver Dysfunction Predicts COVID-19 Severity and Length of Hospitalization. Obesity, Vol. 29:121.

Gabriel Ibarra-Mejia, M.D., Ph.D., Assistant Professor
Contact Information: HSSN Rm 409, (915) 747-7270, gabmejia@utep.edu



Recent Publications:

Ibarra-Mejia G., Lusk, M., & Umucu, E. (2022). Mental Health Among College Students During the COVID-19 Pandemic at a Hispanic-Serving Institution. Health **P**romotion **P**ractice, 152483992210927,. AdvOnline

Morales, E., **Ibarra, G**., Reyes, L., Barrantes, K., Achi, R., Chacon, L. (2022) Disease burden from simultaneous exposure of Cryptosporidium sp. and Giardia sp. and land use vulnerability assessment in a Costa Rican drinking water system. Microbial Risk Analysis. 100213, ISSN 2352-3522**.**

Herrera-Molina, E., Gill, T. E., **Ibarra-Mejia, G**., & Jeon, S. (2021). Associations between Dust Exposure and **h**ospitalizations in El Paso, Texas, USA. Atmosphere, 12(11), 1413. MDPI AG.

Montalvo, S., Conde, D., Gonzalez, M.P., Dietze-Hermosa, M., **Ibarra-Mejia, G.**, Dorgo, S. (2021) Heart rate percentage as a method for determining intra-set resting during a post-activation performance enhancement exercise to increase vertical jump performance. Journal of Physical Education and Sport. 21,5; pp. 2730–2736.

Oralia Loza, PhD, Professor
Contact Information: HSSN Rm 405, (915) 747-7232, oloza@utep.edu



In the publications listed below, students or alumni are denoted with *.

Recent Publications:

Loza, O., Beltran, O.*, Perez, A., Green, J. (2021). Impact of Name Change and Gender Marker Correction on Identity Documents to Structural Factors and Harassment among Transgender and Gender Diverse People in Texas. Sexuality, Gender & Policy, 4(2), 76-105. doi: 10.1002/sgp2.12035.

Loza, O., Guevara, P.*, Hernandez, A.* (2021). Gender Differences in Methamphetamine Use Initiation and Trajectory of Use Among People Who Use Methamphetamine in a Mexico-U.S. Border City. Addictive Disorders & Their Treatment, 20(4):288-302.

Loza, O., Provencio-Vasquez, E., Mancera, B.*, De Santis, J. (2021). Health Disparities in Access to Health Care for HIV Infection, Substance Abuse, and Mental Health Among Latino Men who Have Sex with Men in a U.S.- Mexico Border City. Journal of Gay & Lesbian Social Services, 33 (3): 320-336.

Loza, O., Mangadu, T., Ferreira-Pinto, J. B., & Guevara, P.* (2021). Differences in Substance Use and Sexual Risk by Sexual Orientation and Gender Identity Among University and Community Young Adults in a U.S.-Mexico Border City. Health Promotion Practice, 22(4) 559-573.

Thenral Mangadu, MD, PhD, MPH, Associate Professor
Contact Information: HSSN Rm 402, (915) 747-8516, tdmangadu@utep.edu



Recent Publications:

Yeager, K. H., Argus-Calvo, B., **Mangadu, T.,** Thimbriel, R., & Chaib Lozano, E. E. (2023). Perspectives of Early Intervention Program Directors on Provider Retention Efforts. Topics in Early Childhood Special Education, 0(0).

Reid, V,Sedano, MJ,**Mangadu, T**,Gadad, SS.(2023). Long non-coding RNA-regulated alternative splicing modulates key cancer pathway in lung adenocarcinoma. Clin Transl Disc.3:e184.https://doi.org/10.1002/ctd2.184

Paat, Y. F., Markham, C., & **Mangadu, T.** (2022). Risky Sexual Behavior Among Mexican-Origin Emerging Adults in Los Angeles. Social Work in Public Health, 37(8), 781–795.

Umucu, E., Fortuna, K., Jung, H., Bialunska, A., Lee, B., **Mangadu, T.,** Storm, M., Ergun, G., Mozer, D. A., & Brooks, J. (2022). A National Study to Assess Validity and Psychometrics of the Short Kessler Psychological Distress Scale (K6). Rehabilitation Counseling Bulletin, 65(2), 140-149.

Teresa Reyes, PhD, Assistant Professor of Instruction and MPH Program Administrator

Contact Information: HSSN Rm 401, (915) 747-8262 tmreyes2@utep.edu



Area of Research Interest

- Childhood obesity
- Physical Fitness
- Geographic Information Systems

Recent Publications:

Gallardo, M. J. & **T. Reyes,** (2022). A novel use of the endoscopic cyclophotocoagulative probe for the management of excisional goniotomy induced chronic recurrent hyphema. American Journal of Ophthalmology Case Reports, Vol. 26, 101492.

Anchondo, T.M. and P.B. Ford, (2011). Neighborhood Deprivation, Neighborhood Acculturation, and the Retail Food Environment in a U.S.-Mexico Border Urban Area. Journal of Hunger and Environmental Nutrition Vol. 6 (2). Pp. 207-219.

Alfonso Rojas-Alvarez, PhD, Assistant Professor

Contact Information: HSSN Rm 485, (915) 747-8309 ajrojasalvarez@utep.edu



Area of Research Interest

- Health disparities
- Chronic disease (diabetes)
- Aging
- Public health policy
- Data science

Key Publications

- A comparison of rural–urban differences in out-of-pocket expenses among older Mexicans with diabetes

- The intersection between the dwelling environment and health and wellbeing in impoverished rural Puebla, Mexico

Emre Umucu, PhD, Associate Dean for Research and Scholarship and Associate Professor:
Contact Information: HSSN Rm 408, (915) 747-7275, eumucu@utep.edu



Recent Publications:

Umucu, E., Chan, F., Phillips, B., Tansey, T., Berven, N., & Hoyt, W. (2024). Evaluating Optimism, Hope, Resilience, Coping Flexibility, Secure Attachment, and PERMA as a Well-Being Model for College Life Adjustment of Student Veterans: A Hierarchical Regression Analysis. Rehabilitation Counseling Bulletin, 67(2), 94-110.

Umucu, E., Lee, B. (2024). Employment and emotional well-being in veterans with mental illness. Stress & Health. 40:e3339. DOI: 10.1002/smi.3339

Umucu, E., Lee, B., & Bezyak, J. (2022). Measuring COVID-19 vaccine hesitancy among college students with disabilities: Sociodemographic and psychological correlates of COVID-19 vaccine hesitancy. Journal of American College Health, 72(4), 1208–1214.

Umucu, E., Gooding, D.C., Granger, T., Wyman, M., Lambrou, N., Summers, M., Strong, L., Martin, W., Carter, F., Bouges, S., Johnson, A., Gleason, C.E. (2024). Ethno-racial differences in depressive symptom endorsement: Evaluation of brief forms of the Geriatric Depression Scale in older adults. J. Affective Disorders. Vol 364, Pages 274-278. ISSN 0165-0327.

Cynthia Wittenburg, DrPH, MS, Assistant Professor of Instruction and Practicum Coordinator
Contact Information: HSSN 411, (915) 747-7237, cwittenburg@utep.edu



Recent Publications:

Wittenburg, C. I. (2022). Efficacy of a Voucher-based cancer prevention screening program among low-income Hispanics along the southwest Texas/Mexico border. (Publication No.) [Doctoral dissertation, The University of Texas Health Science Center, School of Public health, Houston]. 2022. El Paso, TX. Accepted

Wittenburg, C. I., Brown, L., Mena, K. D., Cuccaro, P., Hughes, D., E. Munoz. Southwest Texas Hispanic Cancer Screening Rates and the National Healthy people status of Cancer Screening Expectations: Influence of Healthy Fit in the Community. *In review*

Wittenburg, C. I., Brown, L., Mena, K. D., Cuccaro, P., Hughes, D., E. Munoz Concordance of Self Report and Clinical records in cancer Screenings: Examining the Outcomes of the Healthy Fit Intervention Among a Hispanic Population. *In review*

1.4. RESOURCES CONTACT INFORMATION	
Chair, Department of Public Health Sciences	**Maria O. Duarte-Gardea; (915) 747-7252; moduarte@utep.edu**
Graduate Advisor	**Teresa Reyes; (915) 747-8262; tmreyes2@utep.edu**
Practicum Placement	**Cynthia Wittenburg; (915) 747-7237; cwittenburg@utep.edu**
MPH Thesis Mentors	**MPH Handbook pages 7-10, page 33**
Textbooks	**University Bookstore; (915) 747-5594; https://www.bkstr.com/texaselpasostore/home**
Public Health Librarian	**Marissa Testerman; Access Services, 202; (915) 747-5269; mtesterman@utep.edu**
Library, Library Resources	**UTEP Library; (915) 747-5672; https://www.utep.edu/library/**
Graduate admissions, applications	**Ryan Vidales; (915) 747-8409; crvidales@utep.edu**
Application submission	**Ryan Vidales; (915) 747-8409; crvidales@utep.edu**
Graduate student services	**Yvonne Lopez, (915) 747-5491; selopez@utep.edu**
Graduation evaluation services	**Olympia Caudillo, Assistant Director of Graduation Evaluation; (915) 747-7902; ocaudillo2@utep.edu**
Tuition, fees, and payment information	**Student Business Services; (915) 747-5116; sbs@utep.edu**
Emergency tuition loans	**Financial Aid; (915) 747-5204; Website: https://loans.utep.edu**
Late Registration fees	**Student Business Services; (915) 747-5116; Website: https://www.utep.edu/vpba/student-business-services/faqs/faqs.html**
Registration and Records	**Registration and Records Office; (915) 747-5544; registrar@utep.edu or records@utep.edu**
Transcript requests	**Transcripts; (915) 747-5630; transcripts@utep.edu; Website: https://www.utep.edu/student-affairs/registrar/transcripts/order-transcript.html**
Medical and military withdrawal requests	**Registration and Records Office; Registrar: Mr. Miguel Sifuentes, (915) 747-5544; registrar@utep.edu; https://www.utep.edu/student-affairs/dean-of-students-office/resources/complete-withdrawal.html**
Student Identification Card	**Miner Gold Card Office; Academic Services Building Rm 116 (915) 747-7334; https://www.utep.edu/vpba/miner-gold-card/**
Course schedules & syllabi	**https://my.utep.edu/newgoldmine**

1.4. RESOURCES CONTACT INFORMATION (continued)	
Study Abroad and Exchange Programs	**Office of Study Abroad; Program Coordinator: Niamh Minion; (915) 747-6273 or (915) 747-6500; https://www.utep.edu/student-affairs/oipsa/study-abroad/**
Student Welfare, Grievances, and Other Student Affairs Issues	**Office of Student Conduct and Conflict Resolution (OSCCR); (915) 747-8694; https://www.utep.edu/student-affairs/osccr/**
Student Assessment and Testing Services Including TOEFL Exams	**Office of Student Testing and Assessment; (915) 747-5009; testing@utep.edu**
Graduate Record Exam (GRE)	**Prometric Test Center in El Paso; (915) 587-7323**
Teaching Assistantships	**Maria Duarte-Gardea, Chair, Department of Public Health Sciences; moduarte@utep.edu**
Graduate Scholarships and Fellowships	**Graduate School; (915) 747-5491; https://www.utep.edu/student-affairs/student-fellowships-awards/graduate/#:~:text=The%20Office%20of%20Student%20Fellowships,)%2C%20and%20the%20Boren%20Awards.**
Financial Aid	**Financial Aid Office; (915) 747-5204; https://www.utep.edu/student-affairs/financialaid/**
Student Employment	**Job Mine; (915) 747-5640; careers@utep.edu; https://www.utep.edu/edge/edge-experiences/student-employment-experience.html**
Technical Support for online access issues; Blackboard; email; password; computer issues	**Information Technology HELP Desk; (915) 747-HELP; help@utep.edu** https://www.utep.edu/technologysupport/TSCenter/tsc_helpdesk.html
Student Health and Wellness Center	**Student Health and Wellness Center; (915) 747-5624; Pharmacy; (915) 747-5624; https://www.utep.edu/chs/shc/**
Student Health Insurance Plan	**United Health Care 1-800-767-0700; https://www.uhcsr.com/**
Child Care at UTEP	**Adelante Child Care Center (915) 747-6000; https://www.utep.edu/student-affairs/early-learning-academy/**
Student Disabilities, Accommodations and Support Services	**Center for Accommodations and Support Services (CASS) (915) 747-5148; https://www.utep.edu/student-affairs/cass/**
Writing Support Services	**University Writing Center Library, Rm. 227; (915) 747-5112; uwc@utep.edu; https://www.utep.edu/uwc/**
Students for Public Health (SPH)	**Student Organization Faculty Advisor: Dr. Concha & Dr. Reyes; jeannie@utep.edu tmreyes2@utep.edu https://www.facebook.com/utepsph/ subscribe to SPH listserv: http://listserv.utep.edu/mailman/listinfo/sph**

1.4. RESOURCES CONTACT INFORMATION (continued)	
Student Governance	**Student Government Association (SGA); (915) 747-5584; https://www.utep.edu/student-affairs/sga/**
Networking, student organizations, and campus engagement	**Student Engagement and Leadership Center; (915) 747-5670; https://www.utep.edu/student-affairs/selc/**
Career resources	**University Career Center; (915) 747-5640; careers@utep.edu; https://www.utep.edu/student-affairs/careers/**
Job interview training	**Mock Interview Program; (915) 747-5640; https://www.utep.edu/human-resources/services/recruitment/interview-prep.html**
How to write cover letters, resumes, mock interviews, dress for success	**Sample career-related documents; (915) 747-5640; https://www.utep.edu/student-affairs/careers/students-alumni/sample-documents-and-resources.html**
Student Life	**Student Engagement and Leadership Center; (915) 747-5670; https://www.utep.edu/student-affairs/selc/**
Blackboard Online Learning System	**UTEP Blackboard; https://blackboardlearn.utep.edu/**
Counseling for career or personal concerns	**University Counseling Center; (915) 747-5302; Website: https://www.utep.edu/student-affairs/counsel/**
Police and emergency services	**University Police office; (915) 747-5611 Campus Emergency: Dial 911 from a university phone or 915-747-5611 from non-university phone; https://www.utep.edu/police/**
Student parking, shuttle and other bus services	**Parking & Transportation Services Office; (915) 747-5724; parking@utep.edu; https://www.utep.edu/parking-and-transportation/**

1.5. Research Facilities and Major Equipment

The College of Health Sciences has research facilities and major equipment available for research conducted by faculty and students in the MPH Program. These facilities are located on the fourth floor of the HSSN building on the main campus. They include six specialized laboratory units and 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

BioErgonomics Laboratory. Laboratory located on the fourth floor of the College of Health Sciences focusing on the study of infectious Diseases, occupational health, climate and health, molecular and clinical biomarkers, data analytics, renal health and health exposure.
https://www.utep.edu/chs/bioergonomics-laboratory/

Health Policy Laboratory. Laboratory dedicated to addressing the profound challenges affecting Hispanic health in El Paso and throughout the nation, leverage rigorous research, data-driven analysis, and community engagement to transform health policy for the better.
https://www.utep.edu/chs/health-policy-lab/

Human Immunology and Infectious Disease Research Laboratory houses significant equipment including a CO^2 incubator, laminar flow hood and two safety cabinets, Nikon inverted fluorescence microscopy with CCD video imaging, PerkinElmer Victor^3 multi-label 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^{o}C refrigerator and –freezers (-20^{o}C, -70^{o}C, -140^{o}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 is equipped with 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 (Metabolic, Nutrition and Exercise Research) Laboratory includes 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 including large population descriptive survey studies to complex molecular and endocrinology. 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.

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, and private sectors. The program provides future public health professionals with the knowledge, analytical skills, technical skills, and leadership skills 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 program of its kind in the U.S. This unique concentration specifically prepares students for public health practice in Hispanic and border communities worldwide. MPH courses meet once per week in late afternoons and early evenings to accommodate working professionals. Our MPH Program is fully accredited by the Council on Education for Public Health (CEPH).

2.2. ADMISSION AND APPLICATION REQUIREMENTS

- Completed baccalaureate degree from an accredited U.S. institution or recognized foreign institution; ***minimum 3.0 cumulative GPA on 4.0 scale required***
- International applicants must meet the minimum TOEFL score of 79 or higher (as determined by the UTEP Graduate School requirements).
- Prior health-related experience (e.g., in health care, research, community development, health promotion/education) **and/or** demonstrated commitment to public health.
- ***GRE and/or MCAT scores are optional (not required)***

The application package must include the following:

- Completed application form including current academic Curriculum Vitae Official transcripts from ***all*** colleges and/or universities attended
- Three letters of recommendation from professional references such as current/former professors or employers (*not* coworkers, relatives, or friends). At least one must be from an academic reference (e.g., former professor). *Recommenders must be in a position to provide a fair and accurate assessment of the applicant's ability to succeed in a graduate level program*, and the potential of the applicant to be a future leader in public health.
- A 500-word essay describing prior public health-related experience, and reasons for pursuing the MPH degree, including how the MPH program will serve the applicant's specific goals and future career plans in public health.
- English language writing sample authored solely by the applicant (e.g., class paper or research report)
- In addition, applicants will be required to participate in a teleconference meeting (via Zoom or Skype) with the MPH Program Admissions Committee.

2.3. APPLICATION PROCEDURES

Admission to the MPH Program is competitive. Each year, many more apply than can be admitted. The Admissions Committee carefully considers each application package. To be competitive, applicants need to take time to prepare an application package that fully reflects the quality of their past work, and their potential for graduate study.

Applicants must submit all completed application materials through the UTEP Graduate School online system at ***https://utep.edu/graduate/***. All completed application materials must be submitted by **March 15th** for consideration of possible admission in the coming fall semester. ***Please note that the MPH Program accepts applications only one time per year and admits applicants for the fall semester only***.

2.4. MPH PROGRAM CURRICULUM

MPH Students are required to complete 42 credit hours of coursework with a grade of "B" or better. The two-year MPH program includes five core courses (15 credit hours); three Hispanic and border health concentration courses (9 credit hours); and the practice ("Practicum") experience (6 credit hours). The remaining 12 credit hours are earned through a combination of course electives and completion of the research thesis. Completion of the MPH Thesis requirement is accomplished through enrollment in Thesis I and Thesis II. Elective courses are chosen in conjunction with the faculty mentor, with Graduate Advisor approval.

Once enrolled, students are expected to enroll *every fall and spring semester* until they have completed the program. If a student is unable to enroll for a given semester, a letter of request for leave of absence must be submitted for program approval to the Program Director prior to the semester in which the student plans to be absent. Not all leave of absence requests are granted. Leave of absence requests cannot exceed a total of two semesters.

MPH Program Course Listings

MPH Core Courses (15 hours)

- **(PUBH 5302) Epidemiology for Public Health Professionals**
- **(PUBH 5304) Environmental Health**
- **(PUBH 5305) Biostatistics in Public Health**
- **(PUBH 5307) Health Services Administration and Policy**
- **(PUBH 5353) Social and Behavioral Approaches to Public Health**

Hispanic and Border Health Concentration Courses (9 hours)

- **(PUBH 5321) Responding to Chronic and Infectious Diseases in Hispanic and Border Communities**
- **(PUBH 5322) Eliminating Health Disparities**
- **(PUBH 5352) Public Health Evaluation and Research**

Elective Courses (6 hours)

- **Elective Courses are selected from Public Health offerings, or another relevant area. Several possible elective courses are suggested but *it is important that students select electives that help them build skills in areas that will be important for each student's career objectives*. Elective courses are selected with the approval of the student's faculty thesis mentor and are subject to final approval by Program Director.**

Practicum Experience (6 hours)

- **(PUBH 5662) Practicum**

  The practicum is completed in the summer of the second year following completion of all required structured (classroom) courses. Practicum placements require a full-time commitment from May through the beginning of August.

Culminating Experience (6+ hours)

Research Thesis

- **(PUBH 5398) Thesis I**
- **(PUBH 5399) Thesis II**

OR

- **(PUBH 5395) Graduate Project I**
- **(PUBH 5396) Graduate Project II**

2.5. DEGREE PLAN

The degree plan consists of courses approved by the graduate advisor as per program requirements to satisfy degree requirements as stated in the MPH Student Handbook and Graduate Catalog. Revisions to the degree plan, such as course substitutions, 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. **Students can check their progress through their approved degree plan at any time through Goldmine, UTEP's online academic records information system.**

Go to https://my.utep.edu/**,** and click on the Goldmine link. Log in with you UTEP username and password.

2.6. NEW STUDENT ORIENTATION AND ADVISING

New Student Orientation. A new student orientation session is held each year in August for all incoming MPH and Graduate Public Health Certificate program students. Attendance at this orientation is mandatory. The purpose of this session is to welcome students and provide them with an overview of the MPH and certificate programs; semester advising timing and requirements; MPH thesis and in-depth consideration and discussion of MPH program competencies, which are the academic underpinning of all MPH course content. As a supplement to MPH Student Orientation, throughout the program, at different times and according to student needs, the graduate advisor (usually the Program Director) and faculty will discuss with students the specific requirements for program completion, the curriculum and courses, the practicum, academic performance standards, potential research mentors, public health and health education student organizations, research and teaching assistantships, and other opportunities.

Individual Graduate Advising Sessions (mandatory for all MPH students). The MPH Graduate Advisor (usually the Program Director) works with each student to guide them in the completion of the MPH Program Degree Plan, and to discuss the student's career interests and goals. Prior to the start of each new semester (approximately 1 month prior to the end of the previous semester), every student in the MPH program is required to meet face-to-face with the Graduate Advisor (Program Director). ***Graduate advising sessions are mandatory for all students in the MPH Program*.** During the graduate advising session, student progress will be reviewed, courses for the coming semester will be identified, registration holds will be lifted, and most importantly, any questions or concerns will be discussed. The session usually requires approximately 15 minutes but can vary depending on student needs. For first year students, the graduate advising session is also used to discuss possible research topics and identify MPH faculty members who might serve as research mentors. For students approaching graduation, graduate advising is used to discuss UTEP and MPH Program policies, procedures, and forms, related to completion of the MPH Thesis and graduation.

2.7. MPH FOUNDATIONAL AND CONCENTRATION COMPETENCIES

The UTEP Master of Public Health Program is fully accredited by the Council on Education for Public Health (CEPH). To the benefit of students, faculty and the public, CEPH works to define curriculum objectives that ensure students graduating from CEPH accredited programs receive a robust education in all of the areas of study required for a highly successful and impactful career in the field of Public Health.

There are two broad categories of competencies, including "foundational competencies" and "concentration competencies." Foundational competencies are taught and evaluated in all CEPH accredited programs. Concentration competencies are unique to an individual program, and are specially reviewed and approved by CEPH. We are very proud that our program offers the only concentration in the nation that focuses on Hispanic and (Global) Border Health. Our geographic location uniquely positions us to provide highest quality educational experiences in Hispanic health, health disparities that impact an array of minority populations, and border health issues that are relevant to border communities across the globe. **A complete table of MPH program competencies are provided in Appendix 1. The matrix in Appendix 2 shows which foundational and concentration competencies are addressed in each of the MPH courses.** ***All students are expected to master the MPH Program Competencies by the time they complete the MPH degree. Foundational and concentration competencies are mastered through a combination of coursework, practice experiences ("practicum"), completion of the MPH Thesis, and other program and service activities.***

2.8. SCHEDULED COURSES

The sequence of scheduled MPH Program courses is provided below. The MPH Program consists of 42 graduate credit hours and was designed to be completed in five semesters (2 fall semesters, 2 spring semesters, and 1 summer semester). This is the expected completion timeframe for a Master's degree. Some students may require 1 or 2 additional semesters depending on, for example whether the student is required to complete leveling courses at the start of the program, and/or how quickly the student progresses on the completion of the MPH Thesis. *To ensure professional success, completion of the MPH Program within the recommended timeframe of 5 semesters is strongly encouraged*.

2.8. SCHEDULED COURSES (continued)

SCHEDULED COURSES LIST

YEAR 1

Fall Semester

- (PUBH 5305) Biostatistics in Public Health
- (PUBH 5352) Public Health Evaluation and Research
- (PUBH 5353) Social and Behavioral Approaches to Public Health

Spring Semester

- (PUBH 5302) Epidemiology for Public Health Professionals
- (PUBH 5307) Environmental Health
- (PUBH 5304) Health Services Administration and Health Policy

YEAR 2

Fall Semester

- (PUBH 5321) Responding to Chronic Infectious Diseases in Hispanic and Border Communities
- (PUBH 5398) Research Thesis I **OR** Graduate Project I (PUBH 5395)
- Elective Course

Spring Semester

- (PUBH 5322) Eliminating Health Disparities
- (PUBH 5399) Research Thesis II **OR** Graduate Project II (PUBH 5396)
- Elective Course

Summer I and II Sessions (Summer "Semester")

- (PUBH 5662) Public Health Practicum

2.9. COURSE DESCRIPTIONS (all courses are 3 credit hours unless otherwise noted)

- **PUBH 5302 Epidemiology for Public Health Professionals (core).** 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 (core).** 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 (core).** 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 (core).** 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 5353 Social and Behavioral Approaches in Public Health (core).** 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.

2.9. COURSE DESCRIPTIONS (continued)

- **PUBH 5321 Responding to Chronic and Infectious Diseases in Hispanic and Border Communities (concentration).** 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 (concentration).** 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 (concentration).** Examination of the issues, problems, and techniques involved in the evaluation of public health programs and public health research.

- **PUBH 5357 Selected Topics in Public Health (possible elective).** 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 (possible elective).** Investigation and analysis of public health issues and challenges. Field assignments may be required. May be repeated, maximum nine hours. Prerequisite: Department approval.

- **PUBH 5662 Practicum in Public Health (6 credit hours).** 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 5395 Graduate Project I.** Initial work on the Project Thesis. Prerequisite: Department approval.

- **PUBH 5396 Graduate Project II.** Continuous enrollment required while working towards completing Project Thesis. Prerequisites: PUBH 5395 and department approval

- **PUBH 5398 Research Thesis I.** Initial work on the Research Thesis. Prerequisite: Department approval.

- **PUBH 5399 Research Thesis II.** Continuous enrollment required while working towards completing the Research Thesis. Prerequisites: PUBH 5398 and department approval

2.10. PRACTICE EXPERIENCE ("PRACTICUM")

All CEPH accredited Master of Public Programs require that students complete a field training practice experience ("practicum") as part of their MPH degree requirements. The practice experience provides students with critical opportunities 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 them. 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 on our departmental website in the current Public Health Practicum Handbook.

2.11. CULMINATING PROJECT: THE RESEARCH THESIS OR GRADUATE PROJECT

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

The MPH Thesis develops gradually through 3 stages: 1) developing the topic and identifying a Thesis mentor and committee members; 2) preparing and defending the Thesis Proposal; and 3) preparing and defending the final completed Thesis.

Research Thesis

2.11.1. *Stage 1: Developing the topic, finding a thesis mentor and committee members.*

During the first semester of the MPH Program, students begin to think about possible topics for the MPH Thesis. Their coursework during the first semester of the program will provide many opportunities to carefully consider career goals, and a thesis topic that will serve to achieve their career goals. *After* the student has identified a specific topic, the student must begin to reach out to possible Thesis Committee Chairs (the thesis mentor) with expertise in their chosen topic, from among the MPH Program Faculty. Only full-time tenured and tenure-track faculty are allowed to serve as the chairs for the MPH Thesis. The student presents and discusses their Thesis topic to the potential mentor. The faculty member will either agree to serve or suggest possible alternative faculty members. Once a faculty member has agreed to serve as the Thesis mentor, the student and mentor together decide on which faculty to ask to serve as Thesis Committee members. Committee members include at least two departmental faculty members and at least one member from outside the department. All committee members must have expertise in one or more areas that overlap the student's Thesis topic. All members of the supervising committee must be permanent or temporary members of the UTEP Graduate Faculty.

2.11.2. *Stage 2: Preparing and defending the thesis proposal.*

The Thesis Proposal is the detailed and comprehensive plan, or "roadmap," for the final Thesis. The student enrolls for Thesis I (PUBH 5398) while preparing and writing the Thesis Proposal. The Thesis Proposal includes the complete background and rationale for the research study or project, detailed methods for how the research study will be conducted or how the project will be conducted, the expected results, limitations, and which program competencies are addressed (see Appendix 10 below).

The student works closely with the Thesis Mentor while developing and writing the Thesis Proposal to ensure a successful outcome. The student and mentor together decide when the Thesis Proposal is complete and

ready to be defended before the full committee. The committee is notified, a date for the Proposal Defense is set, and the student distributes a final, complete and fully proofread Thesis Proposal to the full Committee at least 2 weeks prior to the Thesis Defense date.

The Thesis Proposal meeting includes an Oral Presentation (usually 30 – 40 minutes) of the proposal by the student, a "public" question and answer period, and a private question and answer session with the full committee.The Thesis Committee may approve the Proposal document with no revisions, approve with conditions/minor revisions, or not approve the document. If the document is approved with no conditions, the student submits the document and signed forms to the Graduate School, following all Graduate School guidelines. If the document is approved with conditions, the student must make the changes as soon as possible, have the work approved by the Chair and/or Committee Members, and then submit the document and signed forms to the Graduate School, following all Graduate School guidelines. If the final Thesis is not approved, the student must work closely with the Thesis mentor to revise the completed Thesis document. *Please note that working closely with the Thesis mentor throughout the process ensures success in the final outcome.*

2.11.3. *Stage 3: Preparing and defending the final completed thesis.*

Following approval of the Thesis Proposal the student completes all steps and methods defined in the Thesis Proposal. Depending on the type of thesis, and if the student has not already done so, the student may have to apply for IRB approval to complete the thesis work. During this final stage, the student enrolls for Thesis II (PUBH 5399), which can be taken more than once if the student does not complete the thesis in one semester.

Throughout this final stage, the student continues to meet regularly with the Thesis mentor and works closely with the mentor to ensure that the study or project closely follows the approved plan. The student and mentor together decide when the final Thesis is complete and ready to be defended before the full committee. The committee is notified, a date for the Final Thesis Defense is set, and the student distributes a final, complete and fully proofread Thesis document to the full Committee at least 2 weeks prior to the Thesis Defense date.

The final Thesis Defense meeting includes an Oral Presentation (approximately 30 – 40 minutes) of the final Thesis by the student, a "public" question and answer period, and a private question and answer session with the full committee. ***It is College and Program policy that the Oral Defense presentation for all final MPH Thesis Defense meetings be announced to the public no less than two weeks before the expected defense date.*** Students are required to submit via email a 1-page structured abstract (**Appendix 12**) and public Thesis Oral Defense Announcement **(Appendix 13)** to the Program Director and the Thesis Mentor/Committee Chair, no later than ***14 calendar days*** before the defense date. Before the defense, the Program Director will review, suggest minor revisions as needed, and then forward the two documents to the College of Health Sciences for publication through their list serve and other public venues.

The Thesis Committee may approve the Final Thesis with no revisions, approve with conditions/minor revisions, or not approve the document. If the document is approved with no conditions, the student submits the document and signed forms to the Graduate School, following all Graduate School guidelines. If the document is approved with conditions, the student must make the changes as soon as possible, have the work approved by the Chair and/or Committee Members, and then submit the document and signed forms to the Graduate School, following all Graduate School guidelines. If the final Thesis is not approved, the student must work closely with the Thesis mentor to revise the completed Thesis document. *Please note that working closely with the Thesis mentor throughout the process ensures success in the final outcome.*

During completion of the Thesis Proposal and Final Thesis, provisional grades of P (*in progress*) are assigned for thesis courses. Grades of "P" remain on the student record until the thesis committee and Graduate School Dean approve the final thesis. A standard grade will be issued by the Graduate School or instructor of record (Thesis Chair) upon successful completion of the Thesis.

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 Program Director may require the student to choose another subject or a different Thesis mentor. Additional details regarding the preparation of the Thesis can be found in the UTEP Graduate School Thesis and Dissertation Guide.

It is the student's responsibility to know and follow the Graduate School deadlines for submission of Thesis Proposal approval documents and Final Thesis Defense documents.

General MPH Thesis Requirements. All final Theses are subject to the approval of the supervising committee members and ultimately the approval of the Graduate School. *Students are expected to continuously enroll in thesis until work on the thesis is completed according to the following sequence and guidelines:* Students ***must be enrolled in thesis*** during 1) the semester that the thesis proposal is defended; 2) the semester that the final thesis is defended; and 3) the semester in which the program is completed and the student applies for graduation.

All completed theses must be submitted for format check to the Graduate School before the scheduled defense date. The final Graduate School approved thesis must be submitted as an electronic PDF file along with hard copies of the Final Defense form and the signature page. The thesis must be submitted for online publication to the University Microfilms website. Once approved and submitted to the Graduate School, all theses are regarded as publications and will be displayed and made available to the public through the UTEP Library Proquest Dissertation and Theses web portal.

Graduate Project

The Graduate Project (PUBH 5395 and PUBH 5396) involves individual research or development of a project 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. Prior to scheduling the proposal defense, students are required to meet with their full committee and come prepared to the meeting with an outline of their literature review (background and significance) and their timeline. The graduate project 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.

Oral Defense of the Research Thesis or Graduate Project. All MPH students are required to successfully complete a public oral defense of the research thesis or graduate 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 College and Program policy that the oral defense for all research thesis and project theses be announced to the public no less than two weeks before the expected defense date. Students are required to electronically submit (via email) a completed public oral defense announcement form and a 1-page structured abstract for their thesis or graduate project, to the Graduate Advisor and their thesis/graduate project mentor (committee chair), no later than **14 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 appointed for two years and 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 meets twice per year and 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

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 2025-2026 Advisory Board Members, please see:
https://www.utep.edu/chs/phs/people/mph-advisory-board.html

3. ACADEMIC POLICIES and 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). 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, an F, or two C grades in their courses will be automatically dismissed from the MPH program.***

3.2. PRE-REQUISITES AND LEVELING COURSES

All MPH and MPH Certificate students entering the MPH program are expected to have completed at least one undergraduate or graduate level course with a grade of "B" or higher in the following courses: 1) statistics; 2) human disease and disease characteristics course (or similar course); and 3) environmental health. These courses are strictly enforced pre-requisites for the MPH courses Biostatistics (PUBH 5305); Environmental Health (PUBH 5304); and Responding to Chronic and Infectious Diseases (PUBH 5321), respectively. *Incoming students who lack the pre-requisite for one or more MPH courses cannot enroll in the MPH course until the leveling course has been successfully completed with a grade of "B" or higher*. Students who have not completed these pre-requisite courses may be accepted into the MPH program, and will be advised at the time of acceptance as to which leveling course(s) they will be required to complete. While the completion of leveling courses is required prior to enrollment in the relevant MPH course, *credit hours earned in leveling courses do not count towards the completion of the MPH degree.* In some cases, students from non-health majors may be advised to complete leveling courses prior to being considered as an applicant for the MPH or MPH Certificate program.

3.3. TRANSFER CREDIT

The Graduate School may allow a limited number of graduate credits to be transferred from other accredited institutions. Students pursuing a master's degree may transfer up to 6-9 hours from an accredited institution at the discretion of the Program Director. Courses approved for transfer credit must be graduate level and must fall within established time limits for Master 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 FOR DEGREE COMPLETION

It is highly recommended that students complete the MPH Program within 3 years.
Master's degree requirements must be completed ***within a period of six years***. The time spent in courses that are accepted as transfer credits ***are counted*** as part of the six-year time limit.

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 Program Director. Work over six years old can be reinstated only with special permission of the Dean of the Graduate School, upon recommendation by MPH Program faculty, MPH Program Director, and the Dean of the College of Health Sciences.

3.5. GRADUATION

General Information. Degrees are conferred at the end of each fall, spring and 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 Information for Graduation:

- 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.

3.6. STUDENT EVALUATIONS OF INSTRUCTOR AND 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 and 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: **https://www.utep.edu/chs/phs/people/faculty.html**.

POTENTIAL FACULTY RESEARCH MENTORS AND THEIR RESEARCH INTERESTS

- **Ximena Burgos-Monzon, PhD:** nutrition across the ages; nutrition and chronic disease prevention; nutritional epidemiology.
- **Jeannie B. Concha, PhD, MPH:** disparities in diabetes in Hispanics and other marginalized groups; mental health and diabetes; cultural health beliefs; community health promotion.
- **Maria O. Duarte-Gardea, PhD, RD, LD:** nutrition and chronic disease prevention, diabetes and cardiovascular disease prevention.
- **Gabriel Ibarra-Mejia, MD, PhD:** Occupational and global environmental health risk assessment; global environmental health, GIS health mapping; occupational and general ergonomics and biomechanics; prevention of work- related musculoskeletal disorders; risk assessment and workplace redesign; workplace psychosocial risk assessment; Hispanic workforce health disparities.
- **Oralia Loza, PhD:** ethnic and gender health disparities; U.S.-Mexico border; LGBT Health; Transgender Care; HIV, hepatitis c virus (HCV), and sexually-transmitted infections (STIs); sexual risk behaviors; substance use.
- **Thenral Mangadu, MD, PhD, MPH:** Global and rural Health, Healthcare Workforce Development, Mental health, Substance Use Disorder, Program evaluation, HIV/AIDS, Maternal and Child Health, Interdisciplinary Research and Team Science, Ai/ML applications in health, Health Technology/Telehealth.
- **Teresa Reyes, PhD, MPH**: childhood obesity and physical fitness; nutrition, geographic Information Systems (GIS), neighborhood deprivation and acculturation, and access to the retail food environment.
- **Alfonso Rojas-Alvarez, PhD**: Health disparities, chronic disease (diabetes), environmental health, aging, public health policy, data science.
- **Emre Umucu – PhD, MPH:** Veteran health; positive psychology and health; substance use disorders; mental health; health policy and administration; health outcomes among individuals with chronic conditions (including veterans); community participation; employment outcome; aging and geriatric health outcomes; disability in the public health system; rural health policy and administration.
- **Cynthia Wittenburg, DrPH, MPH**: cancer survivorship; improving cancer survivor's quality of life.

5. GRADUATE CERTIFICATE IN PUBLIC HEALTH

5.1. 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 (listed on page 18 above).
Students for this program are admitted for the fall semester 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 STUDENT PROFILE

The Public Health Certificate program is a flexible and accessible program, especially 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 workforce and whose undergraduate curriculum 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

- Completed baccalaureate degree from an accredited U.S. institution or recognized foreign institution; ***minimum 3.0 cumulative GPA on 4.0 scale*** *required*
- International applicants must meet the minimum TOEFL score of 79 or higher (as determined by the UTEP Graduate School requirements).
- Prior health-related experience (e.g., in health care, research, community development, health promotion/education) **and/or** demonstrated commitment to public health.
- ***GRE and/or MCAT scores are optional (not required)***

TO BE CONSIDERED, the application package must include all of the following:

- Completed application form including current academic CV Official transcripts from ***all*** of the colleges/universities attended
- 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 provide a fair and accurate assessment of the applicant's ability to succeed in a graduate level program*, and the potential of the applicant to be a future leader in public health.
- A 500-word essay describing prior public health-related experience, and reasons for pursuing the MPH degree, including how the MPH program will serve the applicant's specific defined goals, and future career plans in public health.
- English language writing sample authored solely by the applicant (e.g., class paper or research report
- Teleconference meeting (via Zoom or Skype) with the MPH Program Admissions Committee

5.3. APPLICATION PROCESS

Admission to the MPH Program is competitive. Each year, many more apply than can be admitted. The Admissions Committee gives thoughtful consideration to each application package. To be competitive, applicants need to take time to prepare an application package that fully reflects the quality of their past work, and their potential for graduate study.

Applicants must submit all completed application materials through the UTEP Graduate School online system at ***https://utep.edu/graduate/***. All completed application materials must be submitted by **March 15th** for consideration of possible admission in the coming fall semester. ***Please note that the MPH Program accepts applications only one time per year and admits applicants for the fall semester only***.

5.5. CERTIFICATE PROGRAM CURRICULUM (15 graduate credit hours)

SEMESTER 1 COURSES (offered fall semester every year)

- **PUBH 5353 Social and Behavioral Approaches in Public Health.** 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**. 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**. 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 in the spring semester every year)

- **PUBH 5302 Epidemiology for Public Health Professionals**. 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**. 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 and 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 for 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/AI 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 AND BOARDS

***Students for Public Health (SPH)*, Faculty Advisor, Dr. Teresa Reyes.** 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. https://www.facebook.com/utepsph
SPH listserv: http://listserv.utep.edu/mailman/listinfo/sph

***Eta Sigma Gamma Health Education Honor Society*, Faculty Advisor, Dr. Teresa Reyes.** 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. MEMBERSHIP IN 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.

American Public Health Association (APHA) Student Membership. The 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 and 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. http://www.apha.org/membergroups/students/committees/APHASA

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 (HOOP)*, **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 must 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://student affairs.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 and 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 AND PROFESSIONAL DEVELOPMENT RESOURCES

The UTEP Graduate School provides career and professional development services including Graduate School information and 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. GRADUATE INTERNSHIP AND FELLOWSHIP OPPORTUNITY WEBSITES

- **Hispanic Association of Universities and Colleges.**
  Paid summer and other Internships. 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. https://chci.org/programs/post-graduate-fellowship-program/#:~:text=Applicants%20of%20the%20Postgraduate%20Fellowship,all%20facets%20of%20public%20policy.

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

- **American Public Health Association Internships and Fellowships.** https://www.apha.org/professional-development/apha-internships-and-fellowships

- **SOPHE Health Education and 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. https://www.sophe.org/professional-development/awards-fellowships-scholarships/sophe-internship-program/#:~:text=A%20SOPHE%20internship%20lasts%20a,membership%2C%20communications%20and%20marketing%20activities.

- **Association of Schools and Programs of Public Health**
  www.aspph.org/study/fellowships-and-internships/

- **Association for Prevention Teaching and Research (APTR).**

  http://aptrweb.org/prof_dev/fellowships.html

- **National Cancer Institute.**

  http://www.cancer.gov/researchandfunding/cancertraining/atnci/programs

- **Association of Public Health Laboratories (APHL).**

  https://www.aphl.org/Pages/default.aspx

- **National Institutes of Health (NIH): John E Fogarty International Center.**

  http://www.fic.nih.gov/About/Pages/Employment.aspx

- **Population Council.** https://popcouncil.org/

- **Pan American Health Organization (PAHO) Internships**
  https://paho.wd5.myworkdayjobs.com/en-US/pahocareers/job/PAHO-Internships_Req-04120
- **World Health Organization (WHO) Fellowship Programme.**
  https://www.who.int/southeastasia/about/country-strategy-and-support/fellowships-programme
- **World Bank Young Professionals Programme (Jobs)**
  https://www.worldbank.org/en/about/careers/the-young-professionals-program
- **World Bank Summer and Winter Internships**
  http://web.worldbank.org/WBSITE/EXTERNAL/EXTHRJOBS/0,,contentMDK:20515785~pagePK:64262408~piPK:64262191~theSitePK:1058433,00.html
- **Junior Professionals Program for Afro-Descendants (JPPAD) and US Minorities**
  http://web.worldbank.org/WBSITE/EXTERNAL/EXTHRJOBS/0,,contentMDK:20515898~menuPK:64262363~pagePK:64262408~piPK:64262191~theSitePK:1058433~isCU RL:Y,00.html
- **Inter-American Foundation Grassroots Development Fellowship Program**
  https://www.iaf.gov/what-we-do/grassroots-development/

8.5. EMPLOYMENT OPPORTUNITIES WEBSITES

- **City of El Paso Department of Public Health**
  https://www.elpasotexas.gov/public-health/
- **Texas State Department of Public Health Services**

  http://www.dshs.state.tx.us/
- **Texas Public Health Association** Job Postings http://www.texaspha.org/Default.aspx?pageId=453978
- **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 and 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. https://www.astho.org/about/public-health-careers/
- **CDC Employment Information**. Centers for Disease Control and Prevention (CDC) https://jobs.cdc.gov/index.html
- **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/
- **DHHS Employment Opportunities**. Department of Health and Human Services. www.hhs.gov/
- careers/ **Environmental Protection Agency**
  https://www.epa.gov/careers
- **FDA Employment Opportunities**. Food and Drug Administration. www.fda.gov/AboutFDA/WorkingatFDA/default.htm

- **Information for Prospective Public Health Students**. Association of Schools of Public Health (ASPH). Provides information and resources for people interested in pursuing an education and career in public health.

  https://aspph.org/student-journey/

- **Global Health Connection job listings**

  http://globalhealthconnections.org/

- **HigerEdJobs**

  www.HigherEdJobs.com

- **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

- **Job Opportunities in HRSA**. Health Resources and Services Administration. http://www.hrsa.gov/about/jobs/index.html

- **Jobs @ NIH**. National Institutes of Health (NIH)

  https://hr.nih.gov/jobs

- **NACCHO Job Listings**. National Association of County and City Health Officials. www.naccho.org/careers/

- **Pan American Health Organization Careers.** https:// paho.wd5.myworkdayjobs.com/pahocareers

- **PHF Employment Opportunities**. Public Health Foundation. http://www.phf.org/AboutUs/Pages/Employment_Opportunities.aspx

- **Public Health Employment Connection**. Emory University Rollins School of Public Health. https://apps.sph.emory.edu/PHEC/

- **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. https://www.utep.edu/chs/phs/academic-programs/graduate/proffessional-resources.html

- **PublicHealthJobs.net** . ASPH Career Services Council. https://publichealthjobs.aspph.org/

APPENDIX 1
MPH PROGRAM FOUNDATIONAL COMPETENCIES

A. Evidence-based Approaches to Public Health

1. Apply epidemiological methods to settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

B. Public Health and Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and systemic levels

C. Planning and Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project, or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

D. Policy in Public Health

12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

E. Leadership

16. Apply leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

F. Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy
20. Describe the importance of cultural humility in communicating public health content

G. Inter-professional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

H. Systems Thinking

22. Apply systems thinking tools to visually represent a public health issue in a format other than standard narrative

MPH PROGRAM HISPANIC AND BORDER HEALTH CONCENTRATION COMPETENCIES

1. State the principles of prevention and control of disease, and discuss how these can be modified to accommodate cultural values and practices in Hispanic and border communities.
2. Develop prevention strategies for the different stages of the major communicable and non-communicable diseases in Hispanic and US/Mexico border communities.
3. Differentiate quantitative health indicators in major communicable and non-communicable diseases in US/Mexico border vs non-border communities.
4. Identify, access, summarize and compare the content of multiple (at least 5) current initiatives relevant to Hispanic and US/Mexico border health.
5. Distinguish health differences from health disparities on the US/Mexico border, and using the Toolkit for Community Action (National Partnership for Action to End Health Disparities) develop action plans for community prevention and intervention.

APPENDIX 2
FOUNDATIONAL AND CONCENTRATION COMPETENCIES MATRIX

Foundational Competencies	STUDENT LEARNING EXPERIENCES										
	CORE COURSES					HISPANIC and BORDER HEALTH CONCENTRATION COURSES			PRACTICE EXPERIENCE	THESIS EXPERIENCE	PUBLIC HEALTH ELECTIVES
	PUBH 5305	PUBH 5302	PUBH 5304	PUBH 5353	PUBH 5307	PUBH 5352	PUBH 5321	PUBH 5322	PUBH 5662	PUBH 5398/99	PUBH 5357 PUBH 5358
A. Evidence-based Approaches to Public Health											
1 Apply epidemiological methods to settings and situations in public health practice	R	P		R			R		X	X	X
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	P	R				P			X	X	X
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	P	R				P			X	X	X
4. Interpret results of data analysis for public health research, policy or practice	P	P		R		P			X	X	X
B. Public Health and Health Care Systems											
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings					P					X	X
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and systemic levels			R	R				P		X	X
C. Planning and Management to Promote Health											
7. Assess population needs, assets, and capacities that affect communities' health			R				P		X	X	X
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs			R	P						X	X
9. Design a population-based policy, program, project, or intervention						P				X	X
10. Explain basic principles and tools of budget and resource management					P				X	X	X
11. Select methods to evaluate public health programs						P				X	X

APPENDIX 2 (continued) FOUNDATIONAL AND CONCENTRATION COMPETENCIES MATRIX Foundational Competencies (continued)	STUDENT LEARNING EXPERIENCES										
	CORE COURSES					HISPANIC and BORDER HEALTH CONCENTRATION COURSES			PRACTICE EXPERIENC	THESIS EXPERIENC	PUBLIC HEALTH ELECTIVES
	PUBH 5305	PUBH 5302	PUBH 5304	PUBH 5353	PUBH 5307	PUBH 5352	PUBH 5321	PUBH 5322	PUBH 5662	PUBH 5398/99	PUBH 5357 PUBH 5358
D. Policy in Public Health											
12. Discuss the policy-making process, including the roles of ethics and evidence			R		P				X	X	X
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes					P				X	X	X
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations							P	P	X	X	X
15. Evaluate policies for their impact on public health and health equity					P				X	X	X
E. Leadership											
16. Apply leadership and/or management principles to address a relevant issue			R						P	X	X
17. Apply negotiation and mediation skills to address organizational or community challenges									P	X	X
F. Communication											
18. Select communication strategies for different audiences and sectors				R	P				X	X	X
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy	P	P		R	P				X	X	X
20. Describe the importance of cultural humility in communicating public health content				R				P	X	X	X
G. Inter-professional and/or Intersectoral Practice											
21. Integrate perspectives from other sectors and/or professions to promote and advance population health			R	R					P	X	X
H. Systems Thinking											
22. Apply systems thinking tools to visually represent a public health issue in a format other than standard narrative				P					X	X	X

APPENDIX 2 (continued) FOUNDATIONAL AND CONCENTRATION COMPETENCIES MATRIX

Concentration Competencies	STUDENT LEARNING EXPERIENCES										
	CORE COURSES					HISPANIC and BORDER HEALTH CONCENTRATION COURSES			PRACTICE EXPERIENCE	THESIS EXPERIENCE	PUBLIC HEALTH ELECTIVES
	PUBH 5305	PUBH 5302	PUBH 5304	PUBH 5353	PUBH 5307	PUBH 5352	PUBH 5321	PUBH 5322	PUBH 5662	PUBH 5398/99	PUBH 5357 PUBH 5358
HISPANIC AND BORDER HEALTH											
1. State the principles of prevention and control of disease, and discuss how these can be modified to accommodate cultural values and practices in Hispanic and border communities.		R					P	R	X	X	X
2. Develop prevention strategies for the different stages of the major communicable and non-communicable diseases in Hispanic and US/Mexico border communities.				R		R	P		X	X	X
3. Differentiate quantitative health indicators in major communicable and non-communicable diseases in US/Mexico border vs non-border communities.	R	R							X	X	X
4. Identify, access, summarize and compare the content of multiple (at least 5) current initiatives relevant to Hispanic and US/Mexico border health.		R						P	X	X	X
5. Distinguish health differences from health disparities on the US/Mexico border, and using the Toolkit for Community Action (National Partnership for Action to End Health Disparities) develop action plans for community prevention and intervention.				R				P	X	X	X

CORE COURSES:

PUBH 5305. Biostatistics in Public Health

PUBH 5302. Epidemiology for Public Health Professionals

PUBH 5304. Environmental Health

PUBH 5353. Social and Behavioral Approaches to Public Health

PUBH 5307. Health Services Administration and Policy

CONCENTRATION COURSES:

PUBH 5352. Public Health Evaluation and Research

PUBH 5321. Responding to Chronic and Infectious Diseases in Hispanic and Border Communities

PUBH 5322. Eliminating Health Disparities

PUBH 5662. Practicum in Public Health

PUBH 5357. Special Topics in Public Health

PUBH 5398. Thesis I

PUBH 5399. Thesis II

NOTES:

P - Competency primarily gained in this course

R - Competency reinforced in this course

X - Courses have structured learning objectives but content varies by topic; one or more competencies are addressed in these courses.

APPENDIX 3

EXAMPLES OF MPH PRACTICUM FIELD SITE PLACEMENTS

- 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 4
MPH Thesis Evaluation Form
WRITTEN DOCUMENT

STUDENT NAME	UTEP ID	DATE	(check one) RESEARCH THESIS / PROPOSAL	(check one) GRADUATE PROJECT / FINAL

EVALUTE APPLICATION OF FOUNDATIONAL AND CONCENTRATION COMPETENCIES, see reverse side of this form.

II. EVALUATE FRAMEWORK SPECIFIC CRITERIA (4=exceptional; 3=fully met; 2=partially met; 1=not met/missing; N/A=not applicable)	4	3	2	1	N/A
1. **Importance of problem to public health.** The magnitude of the problem is appropriately characterized and a case made for its public health importance.					
2. **Organization/presentation.** Document is easy to read and understand. Tables and figures are clear and easy to interpret. The ideas progress logically.					
3. **Abstract** is appropriately structured and is adequate reflection of larger content.					
4. **Introduction.** The literature review is through and of high quality. Introduction adequately places current study in the context of current knowledge.					
5. **Design** is appropriate to answer the question. Rationale is given for choosing the design. The strengths and limitations of the design and the measurements are adequately discussed.					
6. **Population.** The sample or population is appropriate to answer the research question. Considerations, advantages, and disadvantages of the choice of sample or population are discussed.					
7. **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 (in quantitative studies) are discussed.					
8. **Plausibility of results.**					
9. **Public health implications are addressed.**					
10. **References** are complete and reflect the current literature; peer-reviewed sources provide adequate support for assumptions or background information.					
11. **Overall scientific merit.** Design is appropriate to the stated objectives, data are appropriate for question; literature review established rationale; study increased knowledge of public health problem or issue.					

COMMENTS/INSTRUCTIONS (use additional pages as needed): **Check one: PASS _____ CONDITIONAL PASS _____ FAIL _____**

Faculty Name: _____ **Faculty Signature: _____** **Chair (circle one) YES NO**

Please provide original or scanned copy to Committee Chair or to Dr. Reyes (HSSN rm 401;tmreyes2@utep.edu) by the end of day of the defense.

Check each competency below that was applied in the completion of the WRITTEN DOCUMENT:

FOUNDATIONAL COMPETENCIES

A. Evidence-based Approaches to Public Health

_____1. Apply epidemiological methods to settings and situations in public health practice
_____ 2. Select quantitative and qualitative data collection methods appropriate for a given public health context
_____3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
_____4. Interpret results of data analysis for public health research, policy or practice

B. Public Health and Health Care Systems

_____ 5. Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings
_____6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

C. Planning and Management to Promote Health

_____ 7. Assess population needs, assets, and capacities that affect communities' health
_____8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
_____9. Design a population-based policy, program, project, or intervention
_____10. Explain basic principles and tools of budget and resource management
_____11. Select methods to evaluate public health programs

D. Policy in Public Health

_____12. Discuss the policy-making process, including the roles of ethics and evidence
_____13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes
_____14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations
_____15. Evaluate policies for their impact on public health and health equity

E. Leadership

_____16. Apply leadership and/or management principles to address a relevant issue
_____17. Apply negotiation and mediation skills to address organizational or community challenges

F. Communication

_____18. Select communication strategies for different audiences and sectors
_____19. Communicate audience appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy
_____20. Describe the importance of cultural humility in communicating public health content

G. Inter-professional and/or Intersectoral Practice

_____21. Integrate perspectives from other sectors and/or professions to promote and advance population health

H. Systems Thinking

_____22. Apply systems thinking tools to visually represent a public health issue in a format other than standard narrative

HISPANIC AND BORDER HEALTH CONCENTRATIONCOMPETENCIES

_____1. State the principles of prevention and control of disease and discuss how these can be modified to accommodate cultural values and practices in Hispanic and border communities.
_____ 2. Develop prevention strategies for the different stages of the major communicable and non-communicable diseases in Hispanic and US/Mexico border communities.
_____ 3. Differentiate quantitative health indicators in major communicable and non-communicable diseases in US/Mexico border vs non-border communities.
_____4. Identify, access, summarize and compare the content of multiple (at least 5) current initiatives relevant to Hispanic and US/Mexico border health.
_____5. Distinguish health differences from health disparities on the US/Mexico border and using the Toolkit for Community Action (National Partnership for Action to End Health Disparities) develop action plans for community prevention and intervention.

APPENDIX 5
MPH Thesis Evaluation Form
ORAL PRESENTATION

STUDENT NAME	UTEP ID	DATE	(check one) RESEARCH THESIS / PROPOSAL	(check one) GRADUATE PROJECT / FINAL

EVALUTE APPLICATION OF FOUNDATIONAL AND CONCENTRATION COMPETENCIES, see reverse side of this form.

II. EVALUATE FRAMEWORK SPECIFIC CRITERIA(4=exceptional; 3=fully met; 2=partially met; 1=not met/missing; NA=not applicable)	**4**	**3**	**2**	**1**	**N/A**
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 and 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? Were the PowerPoint slides readable, with no typographical errors, and 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. Was the time appropriately allocated to the different 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?					

COMMENTS/INSTRUCTIONS (use additional pages as needed): **Check one: PASS _____ CONDITIONAL PASS ____ FAIL ____**

Faculty Name: _____ Faculty Signature: _____ Chair (circle one) YES NO

Please provide original or scanned copy to Committee Chair or to Dr. Reyes (HSSN rm 401;tmreyes2@utep.edu) by the end of day of the defense.

Check each competency below that was applied in the completion of the ORAL PRESENTATION:

FOUNDATIONAL COMPETENCIES

A. Evidence-based Approaches to Public Health

_____ **1. Apply epidemiological methods to settings and situations in public health practice**
_____ **2. Select quantitative and qualitative data collection methods appropriate for a given public health context**
_____ **3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate**
_____ **4. Interpret results of data analysis for public health research, policy or practice**

B. Public Health and Health Care Systems

_____ **5. Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings**
_____ **6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels**

C. Planning and Management to Promote Health

_____ **7. Assess population needs, assets, and capacities that affect communities' health**
_____ **8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs**
_____ **9. Design a population-based policy, program, project, or intervention**
_____ **10. Explain basic principles and tools of budget and resource management**
_____ **11. Select methods to evaluate public health programs**

D. Policy in Public Health

_____ **12. Discuss the policy-making process, including the roles of ethics and evidence**
_____ **13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes**
_____ **14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations**
_____ **15. Evaluate policies for their impact on public health and health equity**

E. Leadership

_____ **16. Apply leadership and/or management principles to address a relevant issue**
_____ **17. Apply negotiation and mediation skills to address organizational or community challenges**

F. Communication

_____ **18. Select communication strategies for different audiences and sectors**
_____ **19. Communicate audience appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy**
_____ **20. Describe the importance of cultural humility in communicating public health content**

G. Inter-professional and/or Intersectoral Practice

_____ **21. Integrate perspectives from other sectors and/or professions to promote and advance population health**

H. Systems Thinking

_____ **22. Apply systems thinking tools to visually represent a public health issue in a format other than standard narrative**

HISPANIC AND BORDER HEALTH CONCENTRATIONCOMPETENCIES

_____ **1. State the principles of prevention and control of disease and discuss how these can be modified to accommodate cultural values and practices in Hispanic and border communities.**
_____ **2. Develop prevention strategies for the different stages of the major communicable and non-communicable diseases in Hispanic and US/Mexico border communities.**
_____ **3. Differentiate quantitative health indicators in major communicable and non-communicable diseases in US/Mexico border vs non-border communities.**
_____ **4. Identify, access, summarize and compare the content of multiple (at least 5) current initiatives relevant to Hispanic and US/Mexico border health.**
_____ **5. Distinguish health differences from health disparities on the US/Mexico border and using the Toolkit for Community Action (National Partnership for Action to End Health Disparities) develop action plans for community prevention and intervention.**

APPENDIX 6

Practicum Presentation Rating Form for Faculty Use ONLY

To be used for PUBH 5662: MPH Practicum Showcase

Student Presenter Name _____ Faculty Reviewer _____ Date _____

Presentation Title: _____ Type_ Poster Other

ANCHOR	DESCRIPTION	POINTS
Exceeds	The work element exceeds expectations for graduate level competence.	5
Good	The work element meets expected level of competence for and graduate student.	4
Fair	The work element shows some effort but does not meet graduate level expectations.	3
Poor	The work element shows little effort and does not meet graduate level expectations; may be incomplete or superficial.	2
Unacceptable	The work element was not included or was done incorrectly.	1

Content	Expectations	Reviewer's comments (optional)	Points
Introduction	Background and references fully support the rationale for the project		
Methods	Details provided clearly describe how the work was done and are sufficient to replicate the work		
Results	Clearly and logically presented, and directly address the project goals		
Conclusions	Clearly stated and clearly support the results shown and goals of the study		
Public Health Competencies & Borderhealth Competencies	Relevance of the project to foundational and concentration competencies are verbally stated; the impact for public health is described as well as the Border Health Competencies		
References	Citations are properly formatted (APA, MLA)		
Mechanics			
Graphics	Visual elements are informative and relevant to content		
Visual Appeal	Visual elements make the content easy to understand and interesting to view.		
Audible	Student's verbal presentation was audible, clear, and easy to comprehend		
Language and Grammar	Language is simple, clear, and meaningful; the work contains no grammatical or spelling errors.		
		TOTAL	

APPENDIX 7
MPH PROGRAM
ANNUAL COURSE SCHEDULE

Concentration in Hispanic and Border Health

YEAR 1

FALL	Credit Hours	SPRING	Credit Hours	SUMMER
Biostatistics in Public Health (PUBH 5305)	3	Epidemiology for Public Health Professionals (PUBH 5302)	3	OPEN
Social and Behavioral Approaches to Public Health (PUBH 5353)	3	Health Services Administration and Health Policy (PUBH 5307)	3	
Public Health Evaluation and Research (PUBH 5352)	3	Environmental Health (PUBH 5304)	3	
	9		9	

YEAR 2

FALL	Credit Hours	SPRING	Credit Hours	SUMMER	Credit Hours
Responding to Chronic & Infectious Diseases in Hispanic & Border Communities (PUBH 5321)	3	Eliminating Health Disparities (PUBH 5322)	3	Practicum in Public Health (PUBH 5662)	6
Elective (1)*	3	Elective (2)*	3		
Graduate Project I (PUBH 5395) OR Research Thesis I (PUBH 5398)	3	Graduate Project II (PUBH 5396) OR Research Thesis II** (PUBH 5399)	3		
		Elective (3) (Discuss with Graduate Advisor and Mentor)	[3]		
	9		9		6

*** Elective courses can include PUBH 5357, PUBH 5358, or Mentor and Graduate Advisor approved graduate courses offered in other UTEP colleges or departments.**

**** Graduate Project II and Research Thesis II can be repeated as needed until the final thesis is completed.**

Total MPH Program hours= 42

APPENDIX 8

MPH Program Check List for Graduation

Practicum

- ☐ MPH field site placement
- ☐ Poster Presentation

Research Thesis or Project Thesis

- ☐ 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 of the MPH Thesis

- ☐ Provide the finalized document to the committee **at least 10 working days prior to defense**
- ☐ Appendix 4. MPH Thesis Evaluation Score Sheet for Written Document
- ☐ Appendix 5. MPH Thesis Evaluation Score Sheet for Oral Presentation
- ☐ Fill out Thesis Proposal Application (see below) ***before your defense*** and have it signed by the thesis committee members

Final Thesis Defense (Research Thesis or Graduate Project)

- ☐ Complete IRB review of proposed work as needed
- ☐ Appendix 12 and 13. Provide the structured abstract (.docx format) and the Thesis Defense Announcement (.pptx format) to MPH Program Director and to Thesis Committee Chair at least ***14 business days*** prior to defense
- ☐ Provide completed and final thesis document to committee ***at least 10 business days*** prior to the defense
- ☐ Appendix 4. MPH Thesis Evaluation form for Written Document
- ☐ Appendix 5. MPH Thesis Evaluation form for Oral Presentation
- ☐ Fill out Thesis Defense/Completion Form (see below) before your defense and get signed by thesis 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

APPENDIX 9

Epidemiology for Public Health Professionals (PUBH 5302) Dr. Oralia Loza Last updated 11.17.24

THESIS PROPOSAL OUTLINE

I. Title
II. Abstract
III. Outline
IV. Introduction
V. Background and Significance
    a. Outcome(s)
    b. Factor(s) of Interest
    c. Population
    d. Location
VI. Purpose of the Study
VII. Study Aims and Hypotheses
VIII. Proposed Methods and Materials *(future tense)*
    a. Sample Population *(Study Participants for Secondary Data Analysis)*
    b. Sample Size
    c. Study Design
    d. Measures
    e. Data Collection
    f. Analysis Plan
    g. IRB Approval
IX. Expected Results
X. Potential Limitations and Strengths
    a. Methods *(e.g., bias)*
    b. Analysis *(e.g., generalizability)*
XI. Systems Thinking Models *
XII. Strategic Frameworks **
XIII. MPH Competencies
XIV. References
XV. Appendix

THESIS DEFENSE OUTLINE

I. Title
II. Abstract
III. Outline
IV. Introduction
V. Background and Significance
    a. Outcome(s)
    b. Factor(s) of Interest
    c. Population
    d. Location
VI. Purpose of the Study
VII. Study Aims and Hypotheses
VIII. Methods and Materials *(past tense)*
    a. Study Participants
    b. Sample Size
    c. Study Design
    d. Measures
    e. Data Collection
    f. Analysis Plan
    g. IRB Approval
IX. Results
X. Discussion
    a. Strengths
    b. Limitations
        i. Methods *(e.g., bias)*
        ii. Analysis *(e.g., generalizability)*
    c. Public Health Implications
    d. Recommendations
XI. Systems Thinking Models *
XII. Strategic Frameworks **
XIII. MPH Competencies
XIV. References
XV. Appendix

* Systems Thinking Models: Conceptual & Theoretical Models
** Strategic Frameworks Examples: Healthy People 2030, Healthy Border 2020, Regional Strategic Health Framework 2012, Healthy Paso del Norte 2016 Report
For your MPH Thesis, you will follow the guidelines provided in the MPH Handbook and UTEP Graduate School website under the guidance of your mentor.

APPENDIX 10

Project Thesis Guidelines

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. Each of the topics listed in the outline below must be addressed.

Title Page
Abstract (250 word maximum)
Introduction

- 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

- 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

- 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

- Briefly summarize the results of the project
- How do the findings of the report link to 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

References

-APA formatted
-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 11
Final Thesis Defense Structured Abstract Outline

At least 14 business days prior to the public defense **of the completed thesis, students are required to submit a 1-page structured abstract (.docx format) and the oral defense announcement (.pptx format) to the Program Director for review and dissemination.**

The structured abstract should be no more than approximately 250 words single- spaced and must contain all of the following sections and information:

Title of Thesis

Name of Student

1. **Summary of background and significance**
2. **Objectives**
3. **Hypothesis**
4. **Methods**
5. **Results**
6. **Conclusions**
7. **Recommendations**

APPENDIX 12

Sample Thesis Defense Announcement (.pptx format)

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF HEALTH SCIENCES

MPH student of Public Health Sciences
Graduate Thesis Defense

"Identification of *Leishmania Spp*. And *T. Cruzi* Parasites In Bats Captured In The El Paso, Texas Region: Bats as a New Reservoir."

Monday, August 2, 2021
1:00 PM MST

Click here to join the meeting



Edith Sandoval is an MPH student in the department of Public Health Sciences. Her interest in science and improving the community's health has led her to pursue a career in public health. Her research interests include infectious disease epidemiology, emergency preparedness and global health. She currently holds a position at the El Paso Department of Public Health, Emergency Preparedness Program.

Upon completing her educational training, Edith plans on continuing her medical career and infectious disease research.