



**Master of Public Health
(MPH)
STUDENT HANDBOOK**

2019 – 2020 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**

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, <http://chs.utep.edu/publichealthsciences/>

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 2007. 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 2012. 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.

1.2. MPH PROGRAM MISSION & GOALS

MPH PROGRAM MISSION

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

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.

Instructional Goals. Through a combination of coursework, community health agency or organization practice experience, , and completion of the research thesis or graduate project, our program aims to give students the knowledge, skills, and experience needed to become highly proficient practitioners, researchers, and leaders in public health, particularly in Hispanic and border communities worldwide.

Research Goals. 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.

Service Goals. While building knowledge and skill, our MPH program has a commitment to serve diverse local, regional, national and international communities, and through this service, to promote knowledge and skills in sustainable community building and resilience. Faculty and students together engage in service to the university, professional organizations, public and private health and service agencies.

1.3. MPH PROGRAM FACULTY/STAFF CONTACT & OTHER INFORMATION

In the faculty publications listed below, student co-author names are underlined>.

DEPARTMENT CHAIR

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

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Recent Publications:

Duarte-Gardea MO, Gonzalez-Pacheco DM, Reader DM, Thomas AM, Wang SR, Gregory RP, Piemonte TA, Thompson KL, Moloney L. (2018). Academy of Nutrition and Dietetic's Gestational Diabetes Evidence-based Nutrition Practice Guideline. *J Acad Nutr Diet.* 118 (9): 1719 – 1742.

Carolan-Olah M, **Duarte-Gardea M**, Lechuga J (2017). A systematic review of interventions for Hispanic women with or at risk of gestational diabetes mellitus (GDM). *Sexual & Reproductive Healthcare.*

Carolan-Olah M, **Duarte-Gardea M**, Lechuga J, Salinas-Lopez S (2017). The experience of gestational diabetes mellitus (GDM) among Hispanic women in a U.S. border region. *Sexual & Reproductive Healthcare.*

Balcázar HG, de Heer HD, Wise Thomas S, Redelfs A, Rosenthal EL, Burgos X, **Duarte MO**. (2016). Promotoras Can Facilitate Use of Recreational Community Resources: The Mi Corazón Mi Comunidad Cohort Study. *Health Promot Pract.* 2016 May 17(3):343-352.

PROGRAM DIRECTOR

Christina Sobin, PhD., Professor

Contact Information: HSSN Rm 401, (915) 747-8309, casobin@utep.edu



Recent Publications:

Flores-Montoya MG, Colin B, Vines C, **Sobin C**. (2019) Early chronic low-level lead exposure reduced C-C chemokine receptor 7 in hippocampal microglia. *Toxicology Letters*, 314: 106-116.

Dominguez S, Flores Montoya G, **Sobin C**. (2018) Early chronic exposure to low-level lead alters total hippocampal microglia in pre-adolescent mice. *Toxicology Letters*, 302:75-82.

Alvarez J, Del Rio M, Mayorga T, Dominguez S, Flores Montoya G, **Sobin C**. (2018) A Comparison of Child Blood Lead Levels in Urban and Rural Children Ages 5 to 12 Living in the Border Region of El Paso, Texas. *Archives of Environmental Contamination and Toxicology*, 75(4):503-511.

Del Rio M, Alvarez J, Mayorga T, Dominguez S, **Sobin C**. (2017) A comparison of arsenic exposure in young children and home water arsenic in two rural West Texas communities. *BMC Public Health*. 2017;17(1):850-854.

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 Concha, PhD, MPH, Assistant Professor

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Recent Publications:

- Concha JB,** (2018). Approaches to enhancing patient-centered communication in caring for Hispanic/Latino patients with diabetes. *Journal of Clinical Outcomes Management, 25*(3).
- Mezuk B, Thornton W, Sealy-Jefferson S, Montgomery J, Smith J, Lexima E, Mejia Ruiz MH, **Concha JB.** (2018) Successfully managing diabetes in a community setting: Evidence from the YMCA of Greater Richmond Diabetes Control Program. *Diabetes Edu, 44*(4):383-394.
- Mezuk B, Ratliff S, **Concha JB,** Abdou C, Lee H, Jackson J, Rafferty J. (2017) Stress, self-regulation, and context: Evidence from the Health and Retirements Survey. *SSM; 3*:455-463.
- Concha JB,** Mezuk B. Neighborhoods and diabetes risk: Person and place or Person in place. Letter to the Editor. *JAMA Internal Medicine* 2015;175(12):2000.

Shafik Dharamsi, PhD, Professor and Dean, College of Health Sciences

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Recent Publications:

- Ventres W, Kravitz JD, **Dharamsi S**. PEARLS+: Connecting Societal Forces, Social Determinants, and Health Outcomes. *Acad Med*. 2018 Jan; 93(1):143.
- Vidler M, De Silva D, **Dharamsi S**, Magee L, Munguambe K. Women's Perceptions of the Hypertensive Disorders of Pregnancy in Nigeria, Mozambique, Pakistan, and India: A Qualitative Evidence Synthesis of Primary Data From the Community-Level Interventions for Pre-Eclampsia (CLIP) Feasibility Study. *International J Qualitative Methods*. 2017;16 (1).
- Ventres V, Dharamsi S, Ferrer R. From social determinants to social interdependency: Theory, reflection, and engagement. *Social Medicine*. 2016; 11 (2):66-71.
- Vidler M, Ramadurg U, Charantimath U, Katageri G, Karadiguddi C, Sawchuck D, Qureshi R, **Dharamsi S**, Joshi A, von Dadelszen P, Derman R, Bellad M, Goudar S, Mallapur A, and the Community Level Interventions for Pre-eclampsia (CLIP) India Feasibility Working Group. Utilization of maternal health care services and their determinants in Karnataka State, India. *Reproductive Health*. 2016;13 (Suppl 1):37.

Delfina Dominguez, PhD, MT (ASCP), Professor

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Recent Publications:

- Fuentes, M.D., Gutierrez, S., Sahagun, D., Gomez, J., Mendoza, J., Ellis, C., Bauer, S., Blattner, J., Lee, W-Y., Alvarez, M., and **D. C. Domínguez**. (2019). Assessment of antibiotic levels, multi-drug resistant bacteria and genetic biomarkers in waters of the Rio Grande River between U.S.-Mexico Border. *Journal of Health and Pollution*, 9 (23):190912.
- Domínguez, D. C.** and Meza-Rodriguez, S. (2019). Development of antimicrobial resistance: future challenges. In *Pharmaceuticals and Personal Care Products: Waste management and Treatment Technologies*, Edited by MN Prasad, M. Vithange and Kapley. Elsevier, USA.
- Dou, M, Macias, N., Shen, F., DienBard, J, **Domínguez, D.C.** and XJ, Li (2019). Rapid and accurate diagnosis of the respiratory disease pertussis on a point of care biochip. *EClinical Medicine, The Lancet*, 8:72-77.
- Kalhature, R. S., Bolla, P., **Domínguez, D.C.** Dahal, A., Boddu, S.H.S., and Renukuntla, J. (2018). FSE-Ag complex NS: preparation and evaluation of antibacterial activity. *IET Nanobiotechnology*, 12:836-840.

Gabriel Ibarra-Mejia, M.D., Ph.D., Assistant Professor

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Recent Publications:

- Sopajareeya, C., Sopajaree, S., Sopajaree, C., **Ibarra-Mejia, G.** (2018) Prevalence and risk factors of low back pain among school teachers in Uttaradit and Phitsanulok provinces. *Nursing Journal*, 44(4), 76-87.
- Gomez-Bull, G.K., Vargas-Salgado, M., Maynez-Guaderrama, A.I., **Ibarra-Mejia, G.** (2018) Impact of age in psychological contract on employees of restaurant sector in the north of Mexico. *Revista Internacional Administracion & Finanzas*, The Institute for Business and Finance Research, 11(4). 11-19.
- Hernandez-Ochoa, T.A., Gomez-Bull, K.G., **Ibarra-Mejia, G.**, Vargas-Salgado, M.M., Maynez-Guaderrama, A.I. (2018) Implementación de poka-yoke en herramental para disminución de PPMS en estacion de ensamble. *CULCyT*, 15(64), 57-63.
- Pena-Esmeralda, L.E., Gomez-Bull, K.G., Vargas-Salgado, M.M., **Ibarra-Mejia, G.**, Maynez-Guaderrama, A.I. (2018) Determination of range of motion for upper limbs in a sample of Mexican university students. *Revista Ciencias de la Salud*. Universidad del Rosario. 16. 64-74.

Julia Lechuga, Ph.D, Associate Professor

Contact Information: HSSN Rm 408, (915) 747-7221, julialec@utep.edu



Recent Publications:

- Galletly, C. L., **Lechuga, J.**, Glasman, L. R., DiFranceisco, W., Broaddus, M. R., Dickson-Gomez, J. B., McAuliffe, T. L., Vega, M., Legrand, S., Mena, C. A., Barlow, M. L., & Montenegro, J. I. (in press). HIV testing and mistaken beliefs about immigration laws. *Journal of Racial and Ethnic Health Disparities*.
- Dickson-Gomez, J., Tarima, S., Glasman, L., **Lechuga, J.**, & Bodnar, G. (in press). Intervention reach and sexual risk reduction of a multi-level, community-based HIV prevention intervention for crack users in San Salvador, El Salvador. *AIDS and Behavior*.
- Galbraith, K.V., **Lechuga, J.**, Jenerette, C.M., Moore, A.D., Palmer, M.H., Hamilton, J.B. (in press). African-American parents' and daughters' HPV vaccination acceptance: an inquiry grounded in culture. *Ethnicity & Health*.
- Lechuga, J.**, Galletly, C. L., Broaddus, M., Dickson-Gomez, J., Glasman, L., McAuliffe, T., Vega, M. Y., LeGrand, S., Mena, C. A., Barlow, M. L., Valera, E., & Montenegro, J. I. (2018). The development and psychometric properties of the Immigration Law Concerns Scale (ILCS) for HIV testing. *Journal of Immigrant and Minority Health*, 20, 1109-1117.

Oralia Loza, Ph.D., Associate Professor

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



Recent Publications:

- Loza, O.**, Hernandez, P., Calderon-Mora, J., Laks, S., Leiner, M., Reddy, S., Lara, P., Granados, H. (2018). Developing Trans-Affirming Health Services in an Underserved Area: An Intersectional Approach. *Transgender Health*, 3(1), 127–135.
- Loza, O.**, Alvarez, C.R., Peralta-Torres, D. (2018). Healthcare and Social Services Providers Who Serve Sexual and Gender Minorities in a U.S.-Mexico Border City, *Journal of Immigrant and Minority Health*, 20(6), 1537–1540.
- Loza, O.**, Castaneda, E., Diedrich, B. (2017). Substance Use by Immigrant Generation in a U.S.-Mexico Border City, *Journal of Immigrant and Minority Health*, 19(5), 1132-1139.
- Loza, O.**, Beltran, O., Mangadu, T. (2017). A Qualitative Exploratory Study on Gender Identity and the Health Risks and Barriers to Care for Transgender Women Living in a U.S.-Mexico Border City. *International Journal of Transgenderism (WPATH Journal)*, 18(1), 104-118.

Thenral Mangadu, MD, PhD, MPH, Associate Professor

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Recent Publications:

- Shedlin, M.G., Decena, C. U., **Mangadu, T.** & Martinez, A. (2009) Research participant recruitment in Hispanic communities: lessons learned. *Journal of Immigrant and Minority Health*.
- Forster-Cox, S. C., **Mangadu, T.**, Jacquez, B., & Fullerton, L. (2009) The environmental Health/Home Safety Project: A successful and practical US/Mexico Border Initiative. *Health Promotion Practice*.
- Forster-Cox, S. C., **Mangadu, T.** & Jacquez, B. (2007). The effectiveness of the promotora (community health worker) model of intervention for improving pesticide safety in the US/Mexico border homes. *Californian Journal of Health Promotion*, 5 (1), 62-75.

Cynthia Wittenburg, MS, Instructor and Practicum Coordinator

Contact Information: HSSN 411, (915) 747-7237, cwittenburg@utep.edu



Recent Presentations:

Increasing the Pipeline: Exito! Latino Cancer Research Leadership Training. American Public Health Association, November 15-19, 2014, New Orleans, LA

Using Patient Navigation/outreach to Boost Minority Clinical Trials NCI-ASCO Cancer Trial Accrual Symposium, Bethesda, Maryland, 2010.

Childhood Obesity in New Mexico Elementary Schools APHERD National Conference, Fort Worth, Texas, 2006.

Ms. Danielle A. Barron, Administrative Assistant

Contact Information: HSSN Rm 404, (915) 747-8214, dabarron2@utep.edu

1.4. RESOURCES CONTACT INFORMATION

Chair, Department of Public Health Sciences	Maria O. Duarte-Gardea; (915) 747-7252; moduarte@utep.edu
Director, MPH Program and Graduate Advisor	Christina Sobin; (915) 747-8309; casobin@utep.edu
Practicum Placement	Cynthia Wittenberg; (915) 747-7237; cwittenberg@utep.edu
Thesis/Graduate Project 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; www.libraryweb.utep.edu
Graduate admissions, applications	David Vizcaino; (915) 747-5491; dvizcaino@utep.edu
Application submission	David Vizcaino; (915) 747-5491; utep.edu/graduate/
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, & 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: http://finsvcs.utep.edu/StudentBusinessServices/FAQ.aspx
Registration & 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: http://academics.utep.edu/Default.aspx?tabid=12274
Medical & military withdrawal requests	Registration and Records Office; Registrar: Mr. Miguel Sifuentes, (915) 747-5544; registrar@utep.edu ; http://www.academics.utep.edu/Default.aspx?tabid=40826
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 & 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/financialaid/types-of-aid/Additional%20Aid%20for%20Graduate%20Students.html
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 ; http://studentaffairs.utep.edu/Default.aspx?tabid=11624
Technical Support for Email, Password, Computer Issues	Information Technology HELP Desk; (915) 747-HELP; http://admin.utep.edu/it
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) 532-1114; http://sa.utep.edu/childcare/
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 ; http://academics.utep.edu/Default.aspx?tabid=47508
Students for Public Health (SPH)	Student Organization Faculty Advisor: Dr. Oralia Loza; oloza@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/index.html
Job interview training	Mock Interview Program; (915) 747-5640; http://studentaffairs.utep.edu/Default.aspx?tabid=56099%20
How to write cover letters, resumes, mock interviews, dress for success	Sample career-related documents; (915) 747-5640; http://studentaffairs.utep.edu/Default.aspx?tabid=68748
Student Life	Student Engagement & 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 four 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

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 Victor³ 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°C refrigerator and -freezers (-20°C, -70°C, -140°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, Goldfish 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 A1C analyzer, Hemocue hemoglobin and glucose analyzers.

2. MASTER OF PUBLIC HEALTH (MPH) DEGREE PROGRAM

2.1. PROGRAM OVERVIEW

The MPH Program at UTEP prepares students for public health practice and leadership in public, non-profit, & private sectors. The program provides future public health professionals with the knowledge, analytical skills, technical skills, and leadership skills necessary to address current and emerging public and community health challenges, through 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 for prior academic work*
 - GRE or MCAT scores in accordance with UTEP graduate admissions requirements*
- International applicants: Must meet the minimum TOEFL score requirement set by the UTEP Graduate School (score of 79 or higher).
- Prior health-related experience (e.g., in health care, research, community development, health promotion/education) **and/or** commitment to public health.

Required materials for application to the MPH Program include:

- Application form
- Current academic CV or professional resume
- Official transcripts from all colleges/universities attended
- Official GRE General Test scores
- Three letters of recommendation from professional references such as current/former professors or employers (not coworkers, relatives, or friends). At a minimum, one of these must be from an academic reference (former professor, dean). Recommenders must be in a position to 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 statement clearly describing prior public health-related experience, specific reasons for pursuing the MPH, how the MPH program will serve the applicant's goals and aspirations, and the applicant's future career plans.

2.3. APPLICATION PROCEDURES

Admission to the MPH Program is competitive. Each year, many more apply than can be admitted. The Admissions Committee reads each application carefully. Serious applicants should 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 admission for 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 experience (6 credit hours). The remaining 12 credit hours are earned through a combination of course electives and completion of the research thesis or project thesis (“culminating experience”). Completion of the research thesis or project thesis is accomplished through enrollment in Thesis I and Thesis II, or Project Thesis I and Project 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. Leave of absence requests cannot exceed one year (two semesters total).

MPH Program Curriculum Course Listings

MPH Core Courses (15 hours)

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

Hispanic & Border Health Concentration Courses (9 hours)

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

Practicum Experience (6 hours)

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

Culminating Experience (6 hours)

- **Research Thesis I (PUBH 5398) and Research Thesis II (PUBH 5399)**
OR
- **Graduate Project I (PUBH 5395) and Graduate Project II (PUBH 5396)**

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 or changes from a thesis to a non-thesis option, must be handled at the department level and approved by the graduate advisor. All coursework completed at the graduate level is part of the graduate academic record/transcript, and all grades earned are part of the cumulative GPA. This applies to all courses completed at the graduate level even if the courses are not part of degree requirements. At the graduate level, courses cannot be repeated for GPA recalculation. **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 your 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; the research thesis and project thesis options; and in-depth consideration and discussion of MPH program competencies, which are the academic underpinning of all MPH course content. As a supplement to New 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, the Minority Health and Health Disparities International Research Training Program and other opportunities.

Individual Graduate Advising Sessions (mandatory for all MPH students). The Graduate Advisor (usually the Program Director) works with each student to develop a plan of study (Degree Plan) based on the program requirements, and the student's career interests and goals. Prior to the start of each new semester and towards 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 selected, registration holds will be lifted, registration holds, 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 research topics and identify MPH faculty who could 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 research thesis or graduate project, 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 research thesis or graduate project, and many other program and service activities.**

2.8. SCHEDULED COURSES

The 42 graduate credit hour MPH Program is designed to be completed by full-time students in five semesters, (approximately 2 ½ years) including two fall semesters, two spring semesters, and one summer semester. The time to degree completion depends on how many courses a student takes, whether the student is required to complete leveling courses at the start of the program, and how quickly the student progresses on completion of the research thesis or graduate project. For this reason, part-time students will take longer to complete the program.

2.8. SCHEDULED COURSES (continued)

SCHEDULED COURSES LIST

YEAR 1

Fall Semester

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

Spring Semester

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

YEAR 2

Fall Semester

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

Spring Semester

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

Summer I and II Sessions (Summer “Semester”)

- Public Health Practicum (PUBH 5662)

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

- **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 a grade of B or better.
- **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 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.
- **PUBH 5321 Responding to Chronic and Infectious Diseases in Hispanic and Border Communities.** 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.** 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.

2.9. COURSE DESCRIPTIONS (continued)

- **PUBH 5352 Public Health Evaluation and Research.** Examination of the issues, problems, and techniques involved in the evaluation of public health programs and public health research.
- **PUBH 5353 Social and Behavioral Approaches in Public Health.** Core course examines the cultural, social, economic, psychological, and behavioral factors that influence health and illness. Critical evaluation of social and behavioral science principles, theories, techniques and research used for understanding and resolving public health problems. Emphasis on Hispanic, border, and other diverse multicultural communities.
- **PUBH 5357 Selected Topics in Public Health.** 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.** 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 completion of Project Thesis. Prerequisite: PUBH 5395 and Departmental 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”) in order to graduate. 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 her/him. UTEP’s unique location provides students with diverse learning experiences at a variety of practicum sites. MPH practicum students also serve as a public health resource for the community. A list of current and previous practicum placement sites is available online 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 requires involves the statistical analysis of data. The graduate project tends to be more oriented towards public health practice. It is up to the research mentor and the student to decide which whether the thesis or graduate research project is most appropriate. Only full-time tenured and tenure-track faculty are allowed to serve as the chairs of thesis or graduate research project.

Research Thesis. The research thesis is a finished manuscript submitted to meet degree requirements which reflects a comprehensive understanding of the candidate’s research project. The thesis is written under the direction of a supervising committee, consisting of at least two departmental representatives and one member from outside the department. All members of the supervising committee must be permanent or temporary members of the UTEP Graduate Faculty. 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 research thesis is subject to the approval of the committee and ultimately to the approval of the dean of the Graduate School. The researching and writing of the thesis involves 6 semester hours of credit. To earn the 6 credit hours, students must successfully complete the PUBH 5398 (Thesis I) and PUBH 5399 (Thesis II) sequence. Initial enrollment is in PUBH 5398. Thereafter, continuous enrollment in PUBH 5399 is required *during each semester in which thesis work is being done*. Provisional grades of P (in progress) are assigned for thesis courses until completion. In progress grades indicate student progress in a sequential course with a standard final grade assigned at the end of the sequence. In Progress grades remain on the student record until the thesis committee and Graduate School Dean approve the thesis. A standard grade will be issued by the instructor of record (thesis chair)

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

Graduate Project. The Graduate Project (PUBH 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 (**Appendix 12**) and a 1-page structured abstract (**Appendix 13**) for their thesis or graduate project, to the Graduate Advisor and their thesis/graduate project mentor (committee chair), no later than **16 calendar days** before the defense date. Before the defense, the Graduate Advisor will then forward the two documents to the College of Health Sciences to publicize through their list serve and other public venues.

2.12. MPH Program Advisory Board

The Advisory Board was established to help ensure that the MPH Program is academically relevant, achieves its education, research, and service goals, engages the regional public health community, and meets the current and future public health workforce needs of the Paso del Norte region. Members of the board are 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 2018-2019 Advisory Board Members, please see: <https://www.utep.edu/chs/phs/>

3. ACADEMIC POLICIES & PROCEDURES

3.1. STUDENT ACADEMIC PERFORMANCE

Grades. Graduate students in the MPH and public health certificate programs must maintain a minimum GPA of 3.0 in order to remain in good academic standing. Grades of "C" or below are not considered acceptable for graduate students. Students must receive a grade of B or higher in any course for which they are enrolled while they are graduate students in our program. A student obtaining a C grade in a MPH core or concentration course will need to retake that course and earn a grade of B or higher prior to enrolling in the Practicum course (PUBH 5662). **Students who receive a D, F or two C grades in their courses will be dismissed from the MPH program.** Academic credit is given by the Graduate School for A, B and C grades. Students cannot be cleared for graduation with letters of I or N on the final transcript or P if the course with the P grade is required for degree completion. Graduation candidates with an "Incomplete" grade on the final transcript will be awarded their degree the semester the Incomplete is removed from the final transcript which may be different from the intended semester of graduation.

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

Probation. Graduate students in graduate programs must maintain a minimum 3.0 cumulative grade point average. Failure to meet the minimum cumulative GPA requirement will result in academic probation. If placed on academic probation, the cumulative GPA must be raised to a 3.0 for degree seeking students by the conclusion of the next nine semester hours of enrollment or the student may face permanent dismissal from the Graduate School. In addition, MPH students must maintain a CGPA of 3.0 in order to remain in good academic standing. Grades of "C" or below are not considered acceptable for graduate students. Students must receive a grade of B or higher in any course for which they are enrolled while they are graduate students in our program. A student obtaining a C grade in a MPH core or concentration course will need to retake that course and earn a grade of B or higher prior to enrolling in the Practicum course (PUBH 5662). **Students who receive a D, F or two C grades in their courses will be dismissed from the MPH program.**

3.2. PRE-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; 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 Masters and Doctoral programs. Only courses with a grade of "C" or higher can be transferred. Academic credit hours transfer but grade points earned at other institutions do not transfer.

3.4. TIME LIMITS FOR DEGREE COMPLETION

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. Transfer credits This includes any transfer work completed prior to admission to the program. Master's degree students who have not completed degree requirements within established time limits may request a one-time extension from the Graduate School through the Graduate Advisor. Work over six years old 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.

Research Thesis and Project Thesis Requirements. Theses are written using any publication style appropriate to the given discipline. Theses are subject to the approval of the supervising committee and ultimately to the approval of the Graduate School. *Students are expected to continuously enroll in thesis until work on the thesis is completed according to the following sequence and guidelines:*

- Initial enrollment in PUBH 5395 (Graduate Project I) or PUBH 5398 (Research Thesis I).
- Continual enrollment in PUBH 5396 (Graduate Project II) or PUBH 5399 (Research Thesis II) until completion of the thesis.

- Students may not enroll in PUBH 5395 and 5396, or 5398 and 5399 simultaneously (in other words, may enroll in only three hours of thesis in any given semester).
- Students must be enrolled in thesis during the semester that the thesis or dissertation is defended, the semester the thesis is completed, and the semester the student applies for graduation.

The 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. Until the thesis is complete, a "**P**" (*pending*) **grade is assigned. Final grades for all sections of thesis will be granted only after successful completion of the thesis defense, and submission of the final thesis document and all required forms to the Graduate School.** Once approved and submitted to the Graduate School, theses are regarded as publications and will be displayed and made available to the public.

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 & 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.
- **Delfina Dominguez, PhD, MT (ASCP):** infectious diseases; antimicrobial resistance; molecular diagnostic (joint appointment with UTEP Clinical Laboratory Sciences).
- **Maria O. Duarte-Gardea, PhD, RD, LD:** nutrition and chronic disease prevention, diabetes and cardiovascular disease prevention.
- **Gabriel Ibarra-Mejia, MD, PhD:** global environmental health risk assessment; 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.
- **Julia Lechuga, PhD:** investigating the cultural, contextual, and familial factors that influence the risk of infectious disease and adoption of preventative sexual and reproductive health behaviors in Latinos.
- **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:** HIV/AIDS prevention and control; substance use disorder prevention and treatment; mental health; immigrant and minority health disparities; global health; violence prevention; health program evaluation; cultural competence in health care.
- **Christina Sobin, PhD:** effects of early child lead exposure on neurocognitive development and motor function; genetic factors that increase vulnerability to lead exposure; neighborhood-based mitigation strategies for eradicating child lead exposure; developmental cognitive neuroscience.
- **Cynthia Wittenberg, MPH:** cancer survivorship; improving cancer survivor's quality of life.

5. GRADUATE CERTIFICATE IN PUBLIC HEALTH PROGRAM

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

Admission to the UTEP graduate Public Health Certificate Program is competitive. The admission requirements for the Public Health Certificate program are the same as those for the MPH program.

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

5.4. APPLICATION PROCESS

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

Application process for all applicants:

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

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

5.5. CERTIFICATE PROGRAM CURRICULUM

(15 graduate credit hours, all courses are 3 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 & 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. Oralía Loza. Students for Public Health (SPH) is the student organization for the Public Health Program. Membership in SPH provides a platform to expose students to community-based outreach, which allows students to network with non-profit organizations, governmental agencies, and state and national organizations. The activities provide professional development and string together the five core areas of public health: biostatistics, environmental health, epidemiology, health policy, and social and behavioral sciences. <https://www.facebook.com/utepsph>
SPH listserv: <http://listserv.utep.edu/mailman/listinfo/sph>

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

7.3. 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 & 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/memberships/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://studentaffairs.utep.edu/dos> and click on Student Conduct.

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

7.6. EQUAL EDUCATIONAL OPPORTUNITY

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

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

8. CAREER DEVELOPMENT (STUDENTS & ALUMNI)

8.1. UNIVERSITY CAREER CENTER RESOURCES.

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

8.2. GRADUATE SCHOOL CAREER & PROFESSIONAL DEVELOPMENT RESOURCES

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

8.3. MPH PROGRAM LIST SERVE

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

8.4. GRADUATE INTERNSHIP AND FELLOWSHIP OPPORTUNITY WEBSITES

- **Hispanic Association of Universities & 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. <http://www.chci.org/fellowships/page/chci-graduate-fellowship-program>

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

- **American Public Health Association Internships & Fellowships.**

<http://www.apha.org/about/careers/internships/>

- **SOPHE Health Education & Health Promotion Internship.** The Society for Public Health Education (SOPHE) provides leadership to the profession of health education and health promotion. This internship is for approximately 14 weeks and involves work on a variety of projects and tasks pertinent to SOPHE's mission.

http://www.sophe.org/Sophe/PDF/2011_InternshipDescription.pdf

- **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).**

<http://www.aphl.org/mycareer/fellowships/pages/default.aspx>

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

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

- **Population Council.** <http://www.popcouncil.org/what/professionalresources.asp>

■ **Pan American Health Organization (PAHO) Internships**

http://new.paho.org/hq/index.php?option=com_content&task=view&id=3211&Itemid=2413&lang=en

■ **World Health Organization (WHO) Fellowship Programme.**

(<http://www.who.int/hrh/education/fellowships/en/index.html>)

■ **World Bank Young Professionals Programme (Jobs)**

<http://siteresources.worldbank.org/EXTHRJOBS/Resources/1058432-1304013341703/index.html>

■ **World Bank Summer & 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) & US Minorities**

<http://web.worldbank.org/WBSITE/EXTERNAL/EXTHRJOBS/0,,contentMDK:20515898~menuPK:64262363~pagePK:64262408~piPK:64262191~theSitePK:1058433~isCURL:Y,00.html>

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

<http://iie.org/en/programs/iaf-grassroots-development-fellowship-program>

8.5. EMPLOYMENT OPPORTUNITIES WEBSITES

- **City of El Paso Department of Public Health**

<http://www.elpasotexas.gov/health/>

- **Texas State Department of Public Health Services**

<http://www.dshs.state.tx.us/>

- **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 & Employment Links.** Association of Schools and Programs of Public Health.

<http://www.aspph.org/jobs/>

- **ASTHO Job Bank.** Association of State and Territorial Health Officials (ASTHO) Job seekers can browse for jobs and anonymously post resumes. State health agencies and other public health organizations can post job openings.

http://www.jobtarget.com/home/index.cfm?site_id=10681

- **CDC Employment Information.** Centers for Disease Control and Prevention (CDC)

www.cdc.gov/employment/

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

- **Chronicle of Higher Education**

<http://chronicle.com>

- **United States Department of Agriculture (USDA)**

<http://www.ars.usda.gov/careers/>

- **DHHS Employment Opportunities.** Department of Health and Human Services.

www.hhs.gov/careers/

- **Environmental Protection Agency**

<http://epa.itsmycareer.com/>

- **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.
<http://www.asph.org/document.cfm?page=755>
- **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)
www.jobs.nih.gov/
- **NACCHO Job Listings.** National Association of County and City Health Officials.
www.naccho.org/careers/
- **Pan American Health Organization Careers.**
http://new.paho.org/hq/index.php?option=com_content&task=view&id=1357&Itemid=1211
- **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.
<http://cfusion.sph.emory.edu/PHEC/phec.cfm>
- **Public Health Fellowships.** Partners in Information Access for the Public Health Workforce (PIAPHW) - Links to selected public health fellowship opportunities from government agencies and professional and research organizations. <http://phpartners.org/jobs.html>
- **PublicHealthJobs.net** . ASPH Career Services Council.
<http://www.publichealthjobs.net/about/council.cfm>

APPENDIX 1

MPH PROGRAM FOUNDATIONAL COMPETENCIES

A. Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of 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 & 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 societal levels

C. Planning & 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 or implementation 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 multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
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
20. Describe the importance of cultural competence in communicating public health content

G. Inter-professional Practice

21. Perform effectively on inter-professional teams

H. Systems Thinking

22. Apply systems thinking tools to a public health issue

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

A. Evidence-based Approaches to Public Health

	PUBH 5305	PUBH 5302	PUBH 5304	PUBH 5353	PUBH 5307	PUBH 5352	PUBH 5321	PUBH 5322	PUBH 5662	PUBH 5397 PUBH 5398/99	PUBH 5357 PUBH 5358
1. Apply epidemiological methods to the breadth of 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 & 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 societal levels			R	R				P		X	X

C. Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect community health			R				P		X	X	X
8. Apply awareness of cultural values and practices to the design or implementation 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 & BORDER HEALTH CONCENTRATION COURSES		PRACTICE EXPERIENCE	THESIS/PROJECT EXPERIENCE	PUBLIC HEALTH ELECTIVES	
	PUBH 5305	PUBH 5302	PUBH 5304	PUBH 5353	PUBH 5307	PUBH 5352	PUBH 5321	PUBH 5322	PUBH 5662	PUBH 5397 PUBH 5398/99	PUBH 5357 PUBH 5358
D. Policy in Public Health											
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence			R		P				X	X	X
13. Propose strategies to identify stakeholders 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision			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	P	P		R	P				X	X	X
20. Describe the importance of cultural competence in communicating public health content				R				P	X	X	X
G. Inter-Professional Practice											
21. Perform effectively on inter-professional teams			R	R					P	X	X
H. Systems Thinking											
22. Apply systems thinking tools to a public health issue				P					X	X	X

**APPENDIX 2 (continued)
FOUNDATIONAL AND CONCENTRATION
COMPETENCIES MATRIX**

Concentration Competencies

STUDENT LEARNING EXPERIENCES

CORE COURSES

HISPANIC &
BORDER HEALTH
CONCENTRATION
COURSES

PRACTICE
EXPERIENCE

THESIS/PROJECT
EXPERIENCE

PUBLIC HEALTH
ELECTIVES

PUBH 5305

PUBH 5302

PUBH 5304

PUBH 5353

PUBH 5307

PUBH 5352

PUBH 5321

PUBH 5322

PUBH 5662

PUBH 5397
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.
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.

		R					P	R	X	X	X
			R		R	P			X	X	X
	R	R							X	X	X
		R						P	X	X	X
			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 & Behavioral Approaches to Public Health
- PUBH 5307. Health Services Administration & Policy

CONCENTRATION COURSES:

- PUBH 5352. Public Health Evaluation & Research
- PUBH 5321. Responding to Chronic & Infectious Diseases in Hispanic & Border Communities
- PUBH 5322. Eliminating Health Disparities

PUBH 5662. Practicum in Public Health

- PUBH 5358. Independent Study in Public Health
- PUBH 5357. Special Topics in Public Health

- PUBH 5398. Thesis I
- PUBH 5399. Thesis II
- PUBH 5397. Graduate Research Project

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 Research Thesis and Graduate Project Evaluation WRITTEN DOCUMENT

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

I. 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 thorough 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 Administrative Assistant, Danielle Barron (HSSN rm 404;dabarron2@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 the breadth of 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 & 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 societal levels

C. Planning & 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 or implementation 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 multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
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
20. Describe the importance of cultural competence in communicating public health content

G. Inter-professional Practice

21. Perform effectively on inter-professional teams

H. Systems Thinking

22. Apply systems thinking tools to a public health issue

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 5

MPH Research Thesis and Graduate Project Evaluation ORAL PRESENTATION

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

II. 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 Administrative Assistant, Danielle Barron (HSSN rm 404;dabarron2@utep.edu) by the end of day of the defense.

Check each competency below that was demonstrated during the ORAL PRESENTATION:

FOUNDATIONAL COMPETENCIES

A. Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of 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 & 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 societal levels

C. Planning & 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 or implementation 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 multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
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
20. Describe the importance of cultural competence in communicating public health content

G. Inter-professional Practice

21. Perform effectively on inter-professional teams

H. Systems Thinking

22. Apply systems thinking tools to a public health issue

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 6

MPH PRACTICUM EXPERIENCE: ORAL PRESENTATION EVALUATION RUBRIC

Student Name: _____

Date: ____/____/____

Presentation Title: _____

Health Disparities Case Study: ORAL PRESENTATION

TOPIC SCORE

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

TOPIC (Weight)	Exceptional (range 9.0-10.0)	Acceptable (range 8.0-8.9)	Marginal (range 7.0-7.9)	Unacceptable (range 0.0-6.9)	Topic Score	Wt	Topic Points (topic score x wt)
Presentation Content (5.0)	Speaker provides an abundance of accurate information clearly related to assigned health disparities topic.	Provides sufficient information that relates to assigned health disparities topic.	There is a great deal of information that is clearly not related or only peripherally related to assigned health disparities topic.	The main thesis of the presentation is not clear; information is provided that does not relate to the assigned health disparities topic.	_____	x 5.0	_____
Presentation Organization (1.5)	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Listener can follow presentation only with effort. Some arguments are not clear. Organization seems haphazard.	Listener unable to follow presentation. Arguments are not clear. No evidence of organization in presentation.	_____	x 1.5	_____
Level of Presentation (1.5)	Level of presentation is appropriate for the audience. Presentation is paced for audience understanding. It is not a reading of a power point. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Much of the information is read. Presenter seems uncomfortable and can be heard only if listener is very attentive.	The entire presentation is too elementary or too sophisticated for audience. The information is read with limited or no eye contact with audience. Presenter is uncomfortable and cannot be heard by listener.	_____	x 1.5	_____
Contact with Audience and Handling of Questions (2.0)	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience comments, questions, and needs.	Misses some opportunities for interaction. Responds to questions inadequately.	Lack of interaction with audience. No questions are answered. No interpretation is made.	_____	x 2.0	_____
Total points for evaluation (sum of Topic Points in rightmost column; maximum of 100)					Total points =		



APPENDIX 7

**MPH PROGRAM
ANNUAL COURSE SCHEDULE
Concentration in Hispanic & 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 & Health Policy (PUBH 5307)	3	
Environmental Health (PUBH 5304)	3	Public Health Evaluation and Research (PUBH 5352)	3	

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]		

Total MPH Program hours= 42

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

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 (Research Thesis or Graduate Project)

- Provide final document to committee **at least 10 working days prior to defense**
- Appendix 4. MPH Thesis or Graduate Project Evaluation Score Sheet for Written Document
- Appendix 5. MPH Thesis or Graduate Project Evaluation Score Sheet for Oral Presentation
- Fill out Thesis Proposal Application (see below) before your defense and get signed by thesis/graduate project committee members

Final Defense (Research Thesis or Graduate Project)

- Apply for IRB proposal review, if applicable
- Appendix 12 and 13. Provide announcement and structured abstract to MPH Program Director and to Thesis Committee Chair at least **16 calendar days** prior to defense
- Provide final document to committee at least 10 working days prior to defense
- Appendix 4. MPH Thesis or Graduate Project Evaluation form for Written Document
- Appendix 5. MPH Thesis or Graduate Project Evaluation form for Oral Presentation
- Fill out Thesis Defense/Completion Form (see below) before your defense and get signed by thesis/graduate project committee members

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

- Thesis Defense/Completion Form
- Application for Graduate Degree
- Graduation Final Degree Plan
- Draft of the Thesis Document (for formatting check)
- Final Version of the Thesis Document

APPENDIX 9

MPH Program, UTEP

Research Thesis Guidelines

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

Title Page

Abstract (250 word maximum)

Literature Review/Background and Significance (minimum 10 pages)

- Statement of the problem
- Review of past literature relevant to the problem
- Goals of the current project
- Study aims and hypotheses

Methods (length depending on topic)

- IRB or IACUC approval and ethics statement
- Study participants
- Sample size
- Study design
- Measures
- Procedures for Data Collection
- Statistical Analyses

Results (length depending on analytic strategy)

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

Discussion (minimum 10 pages)

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

References

APA formatted

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

Tables

Figures

Appendices

APPENDIX 10

MPH Program, UTEP

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. Length requirements for Introduction, Methods, Results, and Discussion sections must be a total of at least 15 pages. Each of the topics listed in the outline below must be addressed.

Title Page

Abstract (250 word maximum)

Introduction (suggested 4 – 5 pages)

- Describe the history and purpose of the agency for which the project was completed (cite relevant literature)
- Briefly state the problem to which the project relates and relevant literature
- Explain why was the project needed and the goal of the project
- State how the agency will use the project information

Methods (suggested 2 – 3 pages)

- State in detail the steps that you will follow to accomplish the project.
- Give the anticipated timeline for completion

Results: Critical analysis of the project completion process (suggested 4 – 5 pages)

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

Discussion (suggested 4 – 5 pages)

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

References

APA formatted

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

Appendix 1 (required)

Complete final written report submitted to agency.

Additional Appendices (optional)

APPENDIX 11

Thesis Outline

THESIS PROPOSAL OUTLINE

- I. Title
- II. Abstract
- III. Outline
- IV. Introduction
- V. Background and Significance
 - a. Outcome(s)
 - b. Factors of interest
 - c. Population
 - d. Location
- VI. Goals and Objectives
 - a. Major and Specific
- VII. Study Aims and Hypotheses
- VIII. Proposed Methods and Materials (*future tense*)
 - a. Sample Population (or Study Participants)
 - b. Sample Size
 - c. Study Design
 - d. Measures
 - e. Data Collection
 - f. Data or Statistical Analysis Plan
 - g. IRB Approval
- IX. Potential Limitations and Strengths
 - a. Methods
 - b. Analysis
- X. Expected Results
- XI. Strategic Frameworks
- XII. MPH Core Competencies
- XIII. References
- XIV. Appendix

THESIS DEFENSE OUTLINE

- I. Title
- II. Abstract
- III. Outline
- IV. Introduction
- V. Background and Significance
 - a. Outcome(s)
 - b. Factors of interest
 - c. Population
 - d. Location
- VI. Goals and Objectives
 - a. Major and Specific
- VII. Study Aims and Hypotheses
- VIII. Methods and Materials (*past tense*)
 - a. Study Participants (or Sample Population)
 - a. Sample Size
 - b. Study Design
 - c. Measures
 - d. Data Collection
 - e. Data or Statistical Analysis Plan
 - f. IRB Approval
- IX. Results
- X. Discussion
 - a. Strengths
 - b. Limitations
 - i. Methods
 - ii. Analysis
 - c. Public Health Implications
 - d. Recommendations
- XI. Strategic Frameworks
- XII. MPH Core Competencies
- XIII. References
- XIV. Appendix

For your actual MPH proposals, you will need to follow the UTEP guidelines provided at the UTEP Graduate School website and your advisor.
Strategic Frameworks - examples: Healthy People 2020, Healthy Border 2020, and Regional Strategic Health Framework 2012, A Healthy Paso del Norte 2016 Report

APPENDIX 12

Oral Defense Announcement Form

Department of Public Health Sciences

**College of Health Sciences
University of Texas at El Paso**

Public Thesis Defense Announcement

Master of Public Health

Student Name:

Thesis Title:

Date: Time:

Location:

Thesis Committee

Chair:

Member:

Member (outside):

APPENDIX 13

The Structured Abstract

At least 14 days prior to the public defense of the completed research thesis or completed graduate project, students are required to submit a 1-page structured abstract and the oral defense announcement form to the Program Director for dissemination.

The structured abstract should be no more than approximately 600 words single-spaced and must contain all of the following sections and information:

Title of Thesis or Graduate Research Project

Name of Student

- 1. Summary of background and significance**
- 2. Hypotheses**
- 3. Aims & Objectives**
- 4. Methods**
- 5. Results**
- 6. Conclusions**
- 7. Recommendations**