

TEXAS TECH UNIVERISTY
HEALTH SCIENCES CENTER
Graduate School of Biomedical Sciences
MPH Program

Guidelines and Requirements for Graduate Students
Master in Public Health Program

I. Program of Study

The Department of Public Health offers a Master of Public Health degree. At the time of admission into the MPH program, all students are subject to the requirements listed in the Texas Tech University Health Sciences Center Student Handbook (Code of Professional and Academic Conduct), the Graduate School of Biomedical Sciences Catalog, as well as the guidelines given below. Students in the MPH program will receive a general MPH and choose electives based on their interests and respective career paths. The degree requires completion of a minimum of 45 credit hours in compliance with the accrediting body for MPH programs. Students are expected to complete the program in two years depending upon a student's course selection and should take no more than five years to complete.

II. MPH Program

A. Prerequisites and Application Process for Admission

Prerequisites and Application process for admissions listed below are for both the face-to face and online programs.

See the GSBS website for a complete list of admission requirements:

<http://www.ttuhscc.edu/gsbs/academics/admissions.aspx>

1. A bachelor's degree or the equivalent from an accredited college or university.
2. The applicant's undergraduate record including grade point average (based on 4.0 system) will be considered as part of the overall application.
3. Each student must take the Graduate Record Examination (General Test).
4. Two letters of recommendation, which must be from former faculty or administrators who are familiar with the scholastic abilities of the applicant. In the case of an applicant who is coming to us from a practice setting, one of the letters may be from an employer.
5. A statement of purpose describing why the student is interested in the MPH degree.
6. A personal interview may be requested.

B. Program Mandates

All students are required to take all ten core curriculum courses, 3 credit hours of Applied Practice Experience, 3 credit hours of Integrated Learning Experience, and 9 hours of electives. In the case of a student with a degree in one of the core areas, and

after approval by the appropriate faculty, the student will be allowed to take an advanced course in place of the core.

C. Graduate Student Checklist (Appendix 1)

D. Sequence of Events Upon Entering the Program

1. Orientation — All students will attend an orientation session before classes begin.
2. Course work — Students should complete all core courses within the first year and a half of the program. An exception would be part-time students, who may take more time to complete the coursework
3. Degree Plan — Students must complete and submit a degree plan after they have completed the core courses.
4. Applied Practice Experience — Ideally, the applied practice experience will be completed during the summer between year one and year two of the program. In the case of part-time students, the practicum may be completed at a later date, after the prerequisites classes are completed.
5. Integrated Learning Experience — The integrated learning experience may be a public health project (with a written report), a systematic review of the literature, a policy analysis, a research thesis, integrated learning examination or a capstone course.
6. Program Curriculum

FIRST YEAR CURRICULUM (Full Time)

FALL SEMESTER: Students will take three core courses and one required course. (Part-time students will work with their advisor to develop a course plan)

GSPH 5313 — Introduction to Public Health (CORE) – This introductory course will explore the history of public health, the successes and challenges faced by public health practitioners over the years, and the current trends in public health in the United States. Students will learn the core competencies of public health and the essential functions of public health, and how public health is practiced in the United States.

GSPH 5304 — Introduction to Social and Behavioral Sciences (CORE) – This course focuses on the behavioral sciences and their influence on public health. As a core course, this is an overview. We will briefly cover many aspects of the behavioral sciences, including individual, community, organizational, and social impacts on health. We will focus on the ecological model of health and discuss social determinants of health.

GSPH 5411 — Introduction to Biostatistics (CORE) – This core course will introduce students to basic Biostatistics as used in public health practice. Students will learn to describe, measure, and analyze public health problems. Prerequisite: Leveling Exam.

GSPH 5230 — Scientific Writing and Communication in Public Health (REQUIRED) – This two – credit hour course applies an active, participatory approach to help public health and health care professionals learn how to better communicate more effectively both in written communications and oral presentations. Students will work in small groups to critique and peer review each other’s written assignments as well as practice oral presentations. Free-form in class discussions enable class members to learn from one another’s experiences. The course focuses on writing and presenting to different audiences, including other public health or health care professionals, stakeholders, and the general public.

SPRING SEMESTER: Students will take core courses. An elective may be added as desired.

GSPH 5307 — Introduction to Epidemiology (CORE) – This core course will introduce students to basic Epidemiology as used in Public Health practice. Students will learn to describe, measure, and analyze public health problems. They will practice outbreak investigations and learn about epidemiologic research designs.

GSPH 5309 — Basic Environmental Health Sciences (CORE) - This course is an overview of the major areas of environmental health and provides students with an understanding of hazards in the environment, the effects of environmental contaminants on health, and various approaches to address major environmental health problems. Areas of emphasis are environmental epidemiology, toxicology, agents of environmental disease and policy and regulation.

GSPH 5310 — Management and Policy Sciences (CORE) - The Management and Policy Sciences class presents competencies surrounding leadership development, health service delivery, and health policy formulation. The main focus will be on the issues in the U.S. health care system, but some global systems will be explored. The course will include application of principles of program planning, development, budgeting, management and evaluation. An historical overview of seminal policy events in U.S. history is explored through competing stakeholder dynamics.

GSPH 5334 — Community Based Research Methods (CORE) - In this course we will explore community based research methods in Public Health, including Community Based Participatory Research (CBPR). We will discuss the history and principles of community based research, the ethics of this type of research and methods to involve communities in our research.

SUMMER SEMESTER: Students should complete the applied practice experience in the summer semester when possible. Students can choose to take at least one elective course in the summer.

GSPH 5319 — Applied Practice Experience (REQUIRED) - The purpose of this course is to allow students to apply the knowledge and skills they are learning to public health problems within a mentored learning experience. Guided by the instructor, students will identify career goals and work interests that can be met

within an appropriate public health agency or related entity. The student will develop a plan, milestones, timeline and metrics that will be used to evaluate their practical experience. Prerequisites: GSPH 5304, GSPH 5307, GSPH 5309, GSPH 5310, GSPH 5313, GSPH 5411.

SECOND YEAR CURRICULUM (Full Time)

During the second year, students will take the remaining core and required courses; and complete electives. The Integrated Learning Experience will be completed in year two. For part time students, and those students completing a research thesis, more time may be needed to complete the program.

FALL AND SPRING SEMESTERS:

GSPH 5229 — Issues in Rural Health (REQUIRED) - This course will explore the issues in rural health, including lack of access to care, substance abuse, mental health, farm safety, and unintentional injury.

GSBS 5101 — Responsible Conduct of Research (CORE) - Required for all students in GSBS programs, this course will address the regulatory and ethical environment of today's biomedical research as well as such topics as authorship and data management. The class format is lecture and class discussion.

GSPH 5399 — Integrated Learning Experience (REQUIRED) - The Integrated Learning Experience requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. The student will choose between four alternative integrated learning experiences. The first option is the research thesis. The second option is a public health project. The third option is an integrated learning exam. The fourth option is a capstone course. Prerequisites: GSPH 5304, GSPH 5307, GSPH 5309, GSPH 5310, GSPH 5313, GSPH 5411.

7. Major Advisor and Advisory Committee – Each student will be assigned a faculty advisor upon admission to the program. The advisor will meet with the student after every fall and spring semester to discuss any issues, to review performance and to help with selection of courses for the following semester.
8. Assessment of Graduate Student Progress (Appendix 1 and 2) – The Graduate Student Checklist and the Evaluation of Student Progress forms are the major tools for assessing Graduate Student Progress through the degree program. It is the student's responsibility to ensure that all appropriate forms are signed and filed with the Graduate Program Coordinator according to deadlines. The Graduate Student Checklist form and the Evaluation of Student Progress form will be reviewed at the end of each semester by the Faculty Advisor.
9. Grades – The grades used in the Department of Public Health are: A, B, C, and F and all grades are used in computing grade point averages. Instructors may NOT choose to add a plus or a minus to the grade. Public Health faculty have the option

to use pass-fail grades (P and F) for individually arranged courses and certain other courses.

10. Transfer Credit - There is no automatic transfer of credit from another university toward a graduate degree within the Department of Public Health. In general, all such work is subject to review and approval by the faculty member teaching the course and by the faculty advisor. No work completed with a grade of less than B will be considered. A grade of B is defined by the numerical range 80-89. All students must submit an official transcript and syllabus for each course. The request to substitute a course should be submitted to the graduate advisor in the first semester after matriculation. If approved by the graduate program committee, the request will be forwarded to the GSBS Office for final approval. Graduate credit is not granted for courses taken by correspondence. As much as 9 semester hours can be accepted.
11. Completion of the degree program - Students are required to submit their choice of integrated learning experience to their advisor by the following dates:
August 1st for completing integrated learning experience in the spring or summer semester.
April 1st for completing integrated learning experience in the fall.

Integrated Learning Experience Options:

Students must have at least an overall 3.0 GPA and no grades below a “C” on any course on their degree plan in order to be eligible to take the integrated learning experience. Students blocked for any reason by the Health Science Center will not be allowed to take the integrated learning experience.

A) Thesis Option:

The MPH program requires a minimum of 45 units of study, 3 of these units will be the Integrated Learning Experience. If the student chooses the Thesis option, a committee of at least 3 faculty must be formed. These faculty members should have research interests in common with the student, or should be willing to help the student with the chosen research topic. Research involving human subjects or the QIRB must be submitted to the IRB through iRIS and approved before research can begin; this includes secondary data analysis projects. The student will complete a thesis proposal which will be reviewed by the committee and approved before the research begins.

Students selecting a systematic review or a policy analysis for their thesis should form a committee of at least 3 faculty with expertise in the area of interest. The faculty will guide the student through the research process.

Final Oral Report - Once the committee has signed off on the thesis, the student should schedule an oral presentation. All faculty and students will be invited to the presentation of the student’s research. Students should arrange to have the time and date of the presentation finalized at least three weeks in

advance, and the presentation announcement template submitted to GSBS two weeks in advance. Students should refer to the GSBS Academic Calendar and Graduation Deadlines for additional information.

B) Non-Thesis Option (Project):

Students who wish to complete a project rather than a research thesis should form a committee of at least two faculty who are interested in the proposed project and willing to work with the student. These faculty members will review with the student the grading rubric before the student begins work on the project. The student must submit to the committee the goals and objectives of the project before beginning work on the project, and the committee must sign off on these goals and objectives.

Final Written Report: While students that select the Non-Thesis Option are not required to write and orally present a research thesis, the program does require submission of a final written report of the outcome of the project.

Final Oral Report: Once the committee has signed off on the project, the student should schedule an oral presentation. All faculty and students will be invited to the presentation of the student's research. Students should arrange to have the time and date of the presentation finalized at least three weeks in advance, and the presentation announcement template submitted to GSBS two weeks in advance. Students should refer to the GSBS Academic Calendar and Graduation Deadlines for additional information.

C) Integrated Learning Experience Examination

The goal of the integrated learning experience exam is to integrate knowledge of the core disciplines in public health. The exam will employ either a case study or a current issue in public health to test a student's abilities. The exam will be a take home, open book, open note exam. Students will have one week to complete the exam.

D) Capstone Course

The goal of the capstone course will be to encourage students to reflect on competencies they have acquired during their academic program using an evidence-based public health framework that integrates their knowledge gained through courses and experiences at SPH, allowing each student to understand both the overall public health problem-solving approach and the contributions of each discipline to that approach. There must be a minimum of five (5) students enrolled for the course during the semester for the course to make. Should a student enroll in the capstone course and it does not make the student will than work with their advisor and select another option for the integrated learning experience.

In the event a student fails an integrated learning experience option, the student will reregister in integrated learning experience in the next available semester.

Intent to Graduate

Intent to Graduate – A student planning to graduate must file in the GSBS office the [Statement of Intent to Graduate](#) at the beginning of the semester of intended graduation. Students should check the GSBS website for graduation deadlines at: <http://www.ttuhsu.edu/gsbs/current/>.

Continuation in the MPH Program

III. Expectations For Continuation in the MPH program and Appeals Following Dismissal

The MPH program will follow all GSBS policies and procedures. Additional details on the following are available in the GSBS catalog: <http://www.ttuhsu.edu/gsbs/>

A. Continuation in the Program

Every student enrolled is required to maintain a high level of performance and to comply fully with policies of TTUHSC, GSBS and the MPH Program. The Graduate School of Biomedical Sciences reserves the right to place on probation or to dismiss any graduate student who does not maintain satisfactory academic standing or who fails to conform to the regulations.

Every student is expected to maintain a high level of commitment to professional development in a variety of areas. If any aspect of a student's professional development (for example completion of coursework, appropriate growth toward development of critical thinking skills or appropriate progress toward research or practice goals, etc.) is considered to be unsatisfactory by the MPH Program faculty committee, the student shall be so informed in writing, along with a description of the recommended corrective action and the period of time allowed for the corrective action to be taken. If the student fails to correct the deficiency, the committee may recommend dismissal of the student from the program.

If a student's graduate GPA for a particular semester falls below 3.0, the student will be placed on academic probation. The student must make a 3.0 GPA or better in the next semester in which he or she is enrolled. Failure to do so, or to maintain a 3.0 current GPA in each succeeding semester, may result in academic dismissal from GSBS. Regulations governing scholastic probation are based on semester grade-point averages and will be applied regardless of overall grade-point average.

A student's current GPA falling below a 3.0 on more than one occasion may result in academic dismissal from the program.

The minimum requirement for graduation is a cumulative GPA of 3.0 in all courses taken for graduate credit.

Students receiving a grade of F in a Core course will be required to repeat the course. Students receiving grades of F in two or more Core courses will be at risk of dismissal.

B. Appeals and Grievance Process

Student Appeals Policy. This policy applies to specific grievances arising from matters affecting students' academic standing and performance. Appeals may be made only when alleged prejudicial, arbitrary or capricious action is involved. The burden of proof of unfair influence or action rests with the student.

A student wishing to appeal a decision or action first should discuss the matter with the faculty member or members involved. If the student is not satisfied with the outcome of this effort, the student should contact the GSBS Program Director. This contact, like that with the faculty members, normally is informal, and the Program Director may take whatever action he or she deems advisable in attempting to resolve the issue. All parties involved should make every effort to resolve the issue without going beyond this level. The Program Director may consult with either the MPH Curriculum and Student Affairs Committee or an *ad hoc* committee of graduate faculty from the Program (when the appeal is of an action taken by the Graduate Committee or a substantial proportion of its elected members) for advice regarding his actions in an appeal. If the student still is not satisfied following these meetings and discussions, the student may make a formal appeal to the Dean for the Graduate School of Biomedical Sciences. The appeal shall be processed according to the rules of the Graduate School in effect at the time it is filed with the GSBS Dean.

Waivers for TTUHSC employees enrolled in the Masters of Public Health

TTUHSC provides the tuition assistance program for full-time benefits-eligible employees of the TTU System. Per OP 70.47 employees enrolled in the Masters of Public Health program should be aware that all fees assessed are not considered mandatory fees and may not be covered under the tuition assistance program. The Medical Services fee can be waived by employees submitting the medical services waiver form which can be found at: http://www.fiscal.ttuhsu.edu/busserv/bursar/collateral/wvr_med_svs.pdf The Recreation Center fee is not eligible for a waiver even if the employee is already a member at the Recreation Center. The Student Athletic and billing fees are also not eligible to be waived.

Appendix 2
Graduate Faculty of the MPH Program

Theresa Byrd, Dr.PH, MPH, RN (Associate Dean
and Department Chair)

Duke Appiah, PhD, MPH

Jeff Dennis, PhD, MA

Ralph Ferguson, PhD, MPA

Debra Flores, PhD, MA

Lisa Gittner, PhD, MS

Travis Hanson, Esq, JD, MS

Coleman Johnson, JD

Cynthia Jumper, MD, BSN, MPH

Samira Kamrudin MPH, PhD

Hafiz Khan, PhD.

Zuber Mulla, PhD, MSPH

Roland Patry, DrPH RPH

Patti Patterson, MD, MPH

Billy Philips, PhD, MPH, FACE

Courtney Queen PhD, MS

P. Hemachandra Reddy, PhD, MS

Debra Reed, PhD, LD, RD

Brie Sherwin, JD, PhD

Julie St. John DrPh, MPH, MA, CHWI

Kenneth Stewart, PhD

Appendix 3 Course Listing

GSPH Courses:

- 5229. Issues in Rural Health (2:2:0).** This course will explore the issues in rural health, including lack of access to care, substance abuse, mental health, farm safety, and unintentional injury. Prerequisites: GSPH 5304, GSPH 5307, GSPH 5411
- 5230. Scientific Writing and Communication in Public Health (2:2:0).** This two-credit hour course applies an active, participatory approach to help public health and health care professionals learn how to better communicate more effectively both in written, communications and oral presentations. Students will work in small groups to critique and peer review each other's written assignments as well as practice oral presentations. Free-form in-class discussions enable class members to learn from one another's experiences. The course focuses on writing and presenting to different audiences, including other public health or health care professionals, stakeholders, and the general public.
- 5304 Introduction to Social and Behavioral Sciences (3:3:0).** This course will focus on the behavioral sciences and their influence on public health. As a core course, this is an overview. We will briefly cover many aspects of the behavioral sciences, including individual, community, organizational, and social impacts on health. We will focus on the ecological model of health and discuss social determinants of health.
- 5306. Making Change at the Community Level (3:3:0).** In this course students are introduced to the application of health education and health promotion intervention theory and methods directed toward change in organizations, communities, and governments. Topics include organizational change, mass media, community organizations, diffusion of innovations, community development, social action, and political action. Students are provided opportunities to demonstrate knowledge and gain experience in applying theory, in designing interventions, and in developing programs of intervention to affect programs, policies, and environmental conditions.
- 5307. Introduction to Epidemiology (3:3:0).** This course will introduce students to basic Epidemiology as used in Public Health practice. Students will learn to describe, measure, and analyze public health problems. They will practice outbreak investigations and learn about epidemiologic research designs.
- 5308. Advanced Epidemiology Methods (3:3:0).** This three-semester hour course will review selected articles from the epidemiologic and biostatistical literature that are of historical importance. Prerequisites: GSPH 5307, GSPH 5312.
- 5309. Basic Environmental Health Sciences (3:3:0).** This course is an overview of the major areas of environmental health and provides students with an understanding of hazards in the environment, the effects of environmental contaminants on health, and various approaches to address major environmental health problems. Areas of emphasis are environmental epidemiology, toxicology, agents of environmental disease and policy and regulation.
- 5310. Management and Policy Sciences (3:3:0).** The Management and Policy Sciences class presents competencies surrounding leadership development, health service delivery, and health policy formulation. The main focus will be on the issues in the U.S. health care system, but some global systems will be explored. The course will include application of principles

of program planning, development, budgeting, management and evaluation. An historical overview of seminal policy events in U.S. history is explored through competing stakeholder dynamics.

5312. Intermediate Biostatistics (3:3:0). The objective of this course is to expand upon the basic concepts of statistical reasoning developed in GSPH 5411 (Introduction to Biostatistics) to selected applications of biostatistical analysis: simple and multiple linear regression, contingency table analysis, logistic regression, and analysis of variance. The course also includes introductions to survival analysis, repeated measures data, and nonparametric methods. Prerequisite: GSPH 5411 (or equivalent).

5313. Introduction to Public Health (3:3:0). This introductory course will explore the history of public health, the successes and challenges faced by public health practitioners over the years, and the current trends in public health in the United States. Students will learn the core competencies of public health and the essential functions of public health, and how public health is practiced in the United States.

5314. Planning and Development Health Promotion Interventions (3:3:0). This course will take the student through the process of intervention development, beginning with the assessment needed to understand determinants of health and behavior through the mapping of determinants, development of strategies and methods, and preparing for evaluation. Students will work in small groups on a complex public health problem and will develop an intervention to address that problem. Prerequisite: GSPH 5304 or GSPH 5305.

5319. Applied Practice Experience (3:3:0). The purpose of this course is to allow students to apply the knowledge and skills they are learning to public health problems within a mentored learning experience. Guided by the instructor, students will identify career goals and work interests that can be met within an appropriate public health agency or related entity. The student will develop a plan, milestones, timeline and metrics that will be used to evaluate their practical experience. Prerequisites: GSPH 5304, GSPH 5307, GSPH 5309, GSPH 5310, GSPH 5313, and GSPH 5313.

5321. Program Evaluation (3:3:0). Students will learn the basics of public health program evaluation. Combining the CDC Framework for Program Evaluation with theory-based evaluation principles, students will learn to engage stakeholders, describe public health programs, design evaluations, gather credible evidence, and justify conclusions to ensure maximum use of evaluation findings for program stakeholders and evidence-based public health programming. Prerequisites: GSPH 5304 or GSPH 5305, GSPH 5411.

5322. Epidemiology Research Methods (3:3:0). This three-semester hour course will focus on the key principles and methods of epidemiologic research at an intermediate level. Practical issues, such as applied logistic regression, will be discussed. Prerequisite: GSPH 5307.

5325. Health Care Payment Systems and Policy (3:3:0). In this course we will evaluate multiple dimensions of health care cost and payment, focusing on how payment systems influence provider organization, behavior and performance and how policy is developed.

5326. Emerging Theories for Public Health (3:3:0). We will discuss the scientific principles of theory surrounding the changing population health environment. In this class, students learn to view theoretical models as tools that can be applied to explain retrospective population health behavior, as well as, forecast future behavior change in human populations. Theoretical constructs, variables, and operationalized measures of theory are applied in the scientific analysis of both open and closed systems that allow for a contrast of for-profit,

non-profit, and government systems of healthcare. The class is conducted in a seminar format. No textbook is required. Journal articles are provided by the professor.

- 5327.Social Epidemiology/ Social Justice (3:3:0).** This class will use methods of social epidemiology and readings in the field to understand social justice issues and social determinants of health. Class discussion will center on social justice issues and possible solutions.
- 5328.Chronic Disease Epidemiology (3:3:0).** This course addresses the etiology, prevention, distribution, natural history, and treatment outcomes of chronic health conditions, and their impact on public health.
- 5330.Toxicology and Public Health (3:3:0).** This course is designed to cover the basic concepts of toxicology, including an examination of major classes of pollutants, mechanisms of toxicity and the relationship between human disease and exposure to environmental chemicals. This course also applies these concepts to effects on general and susceptible populations, risk communication and public health practice.
- 5331.Global Health Issues (3:3:0).** This course will explore issues of global health and the public health responses to those needs.
- 5332.Quality Improvement in Healthcare (3:3:0).** The purpose of this course is to explore the concept of Quality and the process of Quality Improvement across the Health Care continuum. We will discuss the history and evolution of quality, its terms, principles, theories, and practices. Students will review methods of improving quality, including but not limited to continuous Quality Improvement and Total Quality Management, and to the guidelines for implementing quality management and the continuous quality improvement processes. Students will also be asked to think creatively to design novel ways of improving quality.
- 5333.Qualitative Research Methods (3:3:0).** The course will include sessions on: introduction to qualitative research, research design, ethnography, conducting a literature search, qualitative interviewing, recruitment and sampling, mixed methods, focus groups, thematic qualitative data analysis, ethics, and the quality of qualitative research.
- 5334.Community Based Research Methods (3:3:0).** In this course we will explore community based research methods in Public Health, including Community Based Participatory Research (CBPR). We will discuss the history and principles of community based research, the ethics of this type of research and methods to involve communities in our research.
- 5335.Reproductive Epidemiology (3:3:0).** An introduction to maternal and child health (MCH) epidemiology. Readings from the textbook will be supplemented with several journal articles. Guest speakers from the discipline of MCH, obstetrics, and neonatology will deliver selected lectures. (Prerequisite: GSPH 5307)
- 5336.Digital Media in Public Health (3:3:0).** This class will explore the use of social and digital media as it is currently being used in the field of public health. Class will include discussions of innovative public health programming ideas, and evidence-based practices using social and digital media.
- 5399.Integrated Learning Experience (3:3:0).** The Integrated Learning Experience requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. The student will choose between four alternative integrated learning experiences. The first option is the research thesis. The second option is a public health

project. The third option is a comprehensive exam. The fourth option is a capstone course. Prerequisites: GSPH 5304, 5307, 5309, 5310, 5313, and 5411.

5411.Introduction to Biostatistics (4:3:1). This course will introduce students to basic biostatistics as used in public health practice. Students will learn to describe, measure, and analyze public health problems. Prerequisite: Leveling Exam

GIHC Courses:

5302.Seminar in Current Topics of Information (3:3:0). Prerequisite: Must be enrolled or accepted in a graduate program. Course varies each semester emphasizing information science topics and includes searching relevant scientific databases. (Writing Intensive).

GPHY Courses:

5302.Human Physiology (3:2:0). This introductory graduate course provides the student with a basic understanding of the organ systems of the human body, including the functions, regulation and interactions. No prerequisites are required.

LAW Courses:

6017.Public Health Law (3:3:0). This course provides an overview of fundamental public health law principles by looking at such topics as immunization, infectious disease, quarantine, newborn screening, organ transplantation, clinical drug trials, medical surveillance, correctional health, and international health interventions. Students will also explore the ethical, policy, economic, and human rights dimensions of these issues.

NS Courses:

5345.Nutrition and Sustainability of Global Food Supplies (3:3:0). Examination of sustainable nutrition practices and global food issues such as starvation and malnutrition.

5360.Advanced Community Nutrition (3:3:0). Prerequisite: Consent of instructor. Study of community nutrition needs resources, policies, programs, and applications of skills in health promotion.

Appendix 4
MPH Goals and Competencies

Student's Name: _____ **Date:** _____

EVALUATION OF STUDENT PROGRESS

GOAL STATEMENT

Describe your professional or career goals and specific knowledge and skills that you intend to acquire during your degree program. This statement should be reviewed each semester and updated as needed.

MPH COMPETENCIES

MPH students are expected to master competencies in their program. These competencies have been adapted from the ASPH competencies for each of the discipline areas included below. The competencies and sub-competencies that are listed have been formally adopted by TTUHSC GSBS. Thus, once these competencies are met, students should be prepared to successfully complete the optional credentialing examination. This document should be updated each semester to reflect the student's progress and brought by the student to evaluation meetings to guide the committee in formulating the student's degree plan.

Discipline-based competencies:

The competencies for each discipline are fully addressed in the divisional core course(s) that is (are) indicated after the unit title. For each discipline, mastery of competencies should be documented by listing the course or courses that addressed them. In some cases, other courses may also address one or more of the competencies; add those courses to the listing, if applicable.

Learning experiences:

In some cases, the student may have had learning experiences outside the classroom that address a competency. A textbox is provided under each competency so that these experiences may be documented in the student record.

Filling out the evaluation form:

This form contains the disciplinary competencies that you will be expected to master during your degree program. In addition, you are encouraged to add competencies that you wish to master in your practicum or other learning experiences.

In the right-hand column of the table, indicate the course or courses in which the competency was addressed. Some competencies may be addressed in one course only, while others may be addressed at a different level in another course.

For each competency, identify the course number(s) and indicate the extent to which you have met the competency by designating the appropriate level (listed below).

The competency levels are:

EX = exceeded
FM = fully met
PM = partially met
NM = not met

As you complete the core courses, you and your advisor will be able to judge your progress. In case you have completed the core course in an area, but have a “partially met” (PM) or “unmet” (NM) for any of the competencies, your advisor will assist you in identifying additional educational activities that will help you remediate the problem. These additional activities may take the form of another course, an independent study, or other learning experiences.

You should keep an electronic copy of this form so that you may refer to it during the semester and update the information in preparation for the meeting with your advisor at the end of the fall and spring semesters.

MPH CORE COMPETENCIES	COURSE NUMBER(S) AND LEVEL
Apply epidemiological methods to the breadth of settings and situations in public health practice	
Select quantitative and qualitative data collection methods appropriate for a given public health context	
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	
Interpret results of data analysis for public health research, policy or practice.	
Compare the organization, structure, and function of health care and public health system across national and international settings.	
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.	
Assess population needs, assets, and capacities that affect communities' health.	
Apply awareness of cultural values and practices to the design or implementation of public health programs.	
Design a population-based project, program, or intervention.	
Explain basic principles and tools of budget and resource management.	
Select methods to evaluate public health programs and policies.	
Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence.	
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health concerns.	
Advocate for political, social or economic policies and programs that will improve health in diverse populations.	
Evaluate policies for their impact on public health and health equity.	
Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.	
Apply negotiation and mediation skills to address organizational or community challenges.	
Select communication strategies for different audiences and sectors.	
Communicate audience-appropriate public health content, both in writing and through oral presentation.	
Describe the importance of cultural competence in communicating public health content.	
Perform effectively on inter-professional teams.	
Apply systems thinking tools to a public health issue.	
Characterize the unique challenges of the public health frontier including issues of diversity, scarcity, adversity, and need.	

Use innovation problem-solving to impact the public health frontier.	
Apply ethical principles to public health program planning, implementation and evaluation.	
Describe approaches for assessing, preventing and controlling environmental and occupational health hazards that pose risk to human health and safety.	
Describe rural community engagement using theory-informed models.	