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ACKNOWLEDGEMENTS
This manual came together due to the research and resources provided by the NMSU Department of
Public Health Sciences administrators, faculty, staff, and students. In addition, concepts and ideas
developed by the University of Northern Colorado were utilized to frame this handbook.

THE DEPARTMENT, THE MPH DEGREE, AND THE PEOPLE

Introduction
The Department of Public Health Sciences (http://publichealth.nmsu.edu) offers the Master of Public
Health degree (MPH) in community health education, designed to prepare public health professionals in
the breadth of public health practice while also including in-depth preparation in community health
education. The mission of the MPH program is to provide academic excellence in educating health
professionals who will provide competent leadership, innovation, and technical expertise at local, state,
national, and international levels, and in particular with border health problems in rural communities
along the U.S.-Mexico border. The degree program prepares public health professionals to function in a
variety of settings, including health programs at the local, state, and federal government levels; profit
and nonprofit organizations and agencies; worksite settings; and educational institutions.

The faculty of the MPH program has expertise in public health and community health education as well
as many diverse specialty areas. Classes are offered in the traditional classroom format, during the
week, at the main campus in Las Cruces. The Department has developed an on-line version of the
existing main campus MPH program. All students are expected to complete courses in sequence so that
prerequisite knowledge and skills are developed before taking advanced courses. Opportunities for
research and internships are available so students can apply knowledge and skills acquired in all classes.

The purpose of this handbook is to provide information essential to your success in the program. Please
review the information and refer to it periodically throughout the program as it includes important
program policies and procedures. This information is supplemental to that which exists for the Graduate
School and University regulations specified in the New Mexico State University catalog. This information
is available on-line at www.nmsu.edu.

Health Educator – Standard Occupation Classification
The Bureau of Labor Statistics (BLS) defines health educators (21-1091) as those who promote, maintain,
and improve individual and community health by assisting individuals and communities to adopt healthy
behaviors. Health educators collect and analyze data to identify community needs prior to planning,
implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies
and environments. Health educators may also serve as a resource to assist individuals, other
professionals, or the community, and may administer fiscal resources for health education programs.

1 http://www.bls.gov/soc/soc_f1j1.htm

MPH Program Overview
The Department of Public Health Sciences offers a degree program leading to a Master of Public Health (MPH) in Community Health Education. This graduate program began in the fall of 1996, was initially accredited in 2000, and in 2003 received full accreditation by the Council on Education for Public Health (CEPH) through December 31, 2010. NMSU is a member of the Council of Accredited MPH Programs (CAMP), and is a recognized Peace Corps Fellows/USA program.

The NMSU MPH Program is a member of the Western Interstate Commission for Higher Education (WICHE) Western Regional Graduate Program (WRGP) student exchange program.

The MPH program is provided in a face-to-face setting at the main campus in Las Cruces. The Department has developed an on-line version of the existing main campus MPH program that began with an entering class of 20 students in the Fall of 2008. The on-line format is for people unable to attend classes on main campus, due to living far from the main campus in Las Cruces, work commitments, and other responsibilities.

US/Mexico Border Emphasis
NMSU is located approximately 50 miles from the international border between El Paso, Texas and Juarez, Chihuahua, Mexico. This border spans 2,000 miles, from San Diego, CA to Brownsville, TX, comprised of 6 Mexican states and 4 US states. The population of the area is presently 12 million and is expected to double by 2025. NMSU’s proximity to the border shapes and directs many of the research and service activities undertaken by the university and the MPH program relating to border health.
Joint MSW/MPH Program

In 2006 the Joint Master of Public Health in Community Health Education and Master of Social Work degree was established in the College of Health and Social Services. Each year, there are about 12-15 students pursuing the joint degrees. Students enrolled in the joint MSW/MPH degree program will proceed through the course work, adhering to a recommended sequencing of courses. Specific information is available at http://publichealth.nmsu.edu/wp-content/uploads/2011/08/mphmswprogram.pdf.

The following serve as some of the benefits from this joint degree program:

1) The values and ethics of both programs are similar, and both programs have an emphasis on social justice.
2) The programs complement each other: public health focuses on populations of people and is highly analytical; social work focuses on individual, groups, and communities within the social environment and provides both qualitative and quantitative research classes.
3) Both programs heavily emphasize cross-cultural content in classes.
4) The MPH requires 160 clock hours of field experience for the entire program with supervision by an MPH or a Certified Health Education Specialist in an agency relevant to public health. The MSW field program has numerous placements that fit these criteria.
5) Completion of the MPH makes students eligible to take the Certified Health Education Specialist exam; Completion of the MSW makes students eligible for the MSW exams. Both add to graduates’ employability.

In the United States there are 21 schools of social work that have joint MSW/MPH degrees. Most analogous to NMSU is San Diego State University with approximately 30 students enrolled in the joint degree program and a location on the border with Mexico. The degree is becoming increasingly popular. Many students find this combined degree appealing, particularly if they are interested in public health and community outreach. Students from other countries and students who have served in the Peace Corps find that this degree furthers their careers in international service.

Minors

The Department offers two minors which are available to graduate students:

- Gerontology
- US-Mexico Border Health

Students may also seek a minor in another department if it complements their professional and personal goals, e.g., Anthropology, Communications, Psychology, etc. For the on-line MPH students, this may be more restrictive as the availability of on-line graduate courses is more limited than face-to-face options provided on main campus.

Research

This rich research and service environment has helped and enhanced NMSU to become a Carnegie I Research Institution, with total external research expenditures exceeding $150 million (2006). NMSU has the distinction of being a US Department of Education-designated Minority Institution, Hispanic Serving Institution, and a NASA Space Grant University.
Within the Department, faculty are involved in research spanning a wide range of public health issues.

**Department Mission**

Our department's mission is "to preserve and enhance the health of the public and prevent illness and injury through education, research and service programs." The Department of Public Health Sciences was established in 1979.

Today's society demands timely attention to complex public health issues. Now more than ever, public health professionals recognize that solutions to society's problems involve the promotion of optimal health and the prevention of disease and disability. Community health education is a direct route to preventing many public health problems.

The Department of Public Health Sciences at NMSU prepares health and human science professionals to plan, implement, and evaluate community health education programs in public or private sectors.

**MPH Program Mission**

The mission of the MPH program is “to provide academic, professional, and service excellence in preparing community health education professionals who will demonstrate competent leadership, innovation, and technical expertise at local, state, national and international levels, in particular with border health problems in communities along the U.S./Mexico border.”

**MPH Program Goals & Objectives**

1. **GOAL:** To prepare community health educators who have knowledge of community health and public health, health promotion and disease prevention
   
   A. **OBJECTIVE:** Community health educators will demonstrate knowledge of the basic foundations of public health in the areas of biostatistics, epidemiology, health administration, and environmental health, as well as in the psycho-social aspects of community health, and how each area contributes to the health education program planning and/or evaluation process
   
   B. **OBJECTIVE:** Community health educators will demonstrate knowledge of the field of public health and the professional role of community health educators

2. **GOAL:** To prepare community health educators for health education responsibilities in program planning, development, implementation, and evaluation.
   
   A. **OBJECTIVE:** Community health educators will demonstrate the ability to apply community needs assessment information (both primary and secondary data) in planning appropriate health education interventions.
   
   B. **OBJECTIVE:** Community health educators will demonstrate knowledge of various models of behavior change, including community organization and empowerment strategies, in planning health education programs to promote community health.
   
   C. **OBJECTIVE:** Community health educators will design and conduct program evaluation and research studies, to apply quantitative and qualitative methods, and computer-based data-processing skills.
   
   D. **OBJECTIVE:** Community health educators will complete a community agency-based field experience that will include planning, implementing, and evaluating intervention programs.

3. **GOAL:** To prepare community health educators to plan and deliver health education programs that reflect cultural sensitivity and which best address health needs among populations living along the US-Mexico border.
A. OBJECTIVE: Community health educators will apply knowledge related to the important role cultural beliefs and practices play in a population’s health practices in developing culturally appropriate, relevant, and sensitive health education programs.

4. GOAL: To prepare community health educators to apply appropriate research principles and methods in health education, administer health education programs, and advance the profession of community health education.
   A. OBJECTIVE: Community health educators will conduct thorough reviews of literature, use appropriate qualitative and quantitative research methods, and apply research to health education practice.
   B. OBJECTIVE: Community health educators will obtain acceptance and support for health education programs, develop and manage fiscal and human resources, and exercise organizational leadership skills in administering health education programs.
   C. OBJECTIVE: Community health educators will critically analyze current and future needs in health education, develop an awareness of the various associations within the profession, create a plan for personal growth in the profession, subscribe to and be able to relate the importance of a code of ethics to professional practice.

5. GOAL: To engage graduate students and faculty in the department in community based activities through education, research and service.
   A. OBJECTIVE: To incorporate community based activities in the program curriculum.
   B. OBJECTIVE: Establish collaboration between students and faculty and community agencies as consultants and in scholarly and evaluative research.
   C. OBJECTIVE: Establish collaboration between students and faculty and community agencies in community service activities.

6. GOAL: To provide expertise in the resolution of international, national, state, and local issues related to the provision of health promotion and illness prevention services, especially among under-served populations.
   A. OBJECTIVE: To actively engage students and faculty in research in the area of provision of health promotion and illness prevention services, especially among under-served populations.
   B. OBJECTIVE: Engage students and faculty, in collaboration with community groups, in the analysis of policies related to the provision of health promotion and illness prevention services in under-served populations.

The MPH Faculty

Anup Amatya, PhD (Assistant Professor) earned his doctoral degree in biostatistics from the University of Illinois Chicago.

Jeffery E. Brandon, Ph.D., C.H.E.S. (Professor Emeritus) received his doctoral degree from Southern Illinois and has a specialty in border health issues, community health education, health-related behavior change, problem-based learning, and rehabilitation.

Susan Forster-Cox, Ph.D., C.H.E.S. (Associate Professor) received her doctoral degree from the University of New Mexico and has a specialty in health education, health promotion, tribal health, and non-profit organizations.
Mark J. Kittleson, PhD, FAAHB, FAAHE (Professor and Department Head) received his doctoral degree from the University of Akron. He has over 35 years in higher education, including a twenty-two year stint at Southern Illinois University.

Charles T. Kozel, Ph.D., C.H.E.S. (Associate Professor) received his doctoral degree from the University of New Mexico and has a specialty in community health education, health policy analysis, and administration.

Cynthia Kratzke, Ph.D., C.H.E.S. (Assistant Professor) received her doctoral degree from Old Dominion University and has a specialty in community health education, health disparities, and cancer.

Rebecca Palacios, Ph.D. (Assistant Professor) received her doctoral degree from the University of Texas at El Paso and has a specialty in stress, disease outcomes, and program evaluation.

Satya P. Rao, Ph.D. C.H.E.S. (Associate Professor) received her doctoral degree from Texas Women’s University and has a specialty in domestic violence, HIV/AIDS, addictions, and community health education.

James Robinson III, Ed.D. FAAHE (Professor) received his doctoral degree from the University of Northern Colorado and has a specialty in health education.

Susan Wilson, Ph.D. (Associate Professor) received her doctoral degree from Southern Methodist University and has a specialty in health policy and administration, anthropology and public health, rural health, international health, and health disparities.

Michael Young, Ph.D. (Professor) received his doctoral degree from Texas A & M and has a specialty in health education.

Department Secretary

Bertha Perez (Secretary III) assists the faculty, staff, and students with a range of services.

Program advisement / Faculty office hours

Program advisement: Students are assigned an advisor when they are accepted into the MPH program. It is the student’s responsibility to meet with their advisor and discuss their course plans for each semester, field experience plans, plus any challenges or concerns they have with the program, classes, etc.

A student can request a change in advisor. Students should provide a reason before the request is considered and a form is completed and processed. The form to Request a Change of Advisor is located at http://publichealth.nmsu.edu/wp-content/uploads/2011/09/REQUEST-FOR-CHANGE-OF-ADVISOR1.doc

Faculty office hours: Each faculty member establishes his/her own office hours each semester. Students are responsible for communicating with faculty/advisors and establishing times to meet, as needed.
Meetings & the Department List-serve
At the beginning of each fall semester, an MPH Student Orientation is held on or near the main campus in Las Cruces to provide you with an opportunity to meet the faculty, gain an overview of the program, learn how to register for classes in sequence, and meet other MPH students. An email is sent to each student detailing the date and time for the orientation meeting.

The Department list-serve is a common and very good way in which information is shared among faculty, students, and staff. To get on the list-serve, if you are not already on it, send an email to Sue Forster-Cox (sforster@nmsu.edu) and provide your NMSU email and full name.

AS AN MPH STUDENT, YOUR ROLES AND RESPONSIBILITIES

Student Expectations
Students are expected to adhere to the highest level of professional and personal ethics at all times, in their personal demeanor, conduct, performance, plus their written and oral works. Please refer to the MPH Student Code of Conduct, towards the end of this document.

Student Behavioral Standards: All students are expected to honor and respect faculty, staff, guest speakers, and other students in the program. If a student has concerns about a particular assignment, grade, or anything else related to their academic program, they are asked to make an appointment and meet with the faculty member or student.

Plagiarism is a severe issue and students will be held to the highest standards. The NSMU Library has an excellent site addressing plagiarism; students are encouraged to visit the site and use it as a reference. http://lib.nmsu.edu/plagiarism/

Student Performance Standards:
Graduate students are expected to attend and actively involve themselves in all class sessions. Students should become proficient in and use the American Psychological Association (APA), the latest edition, when formatting their written work. This is the recognized formatting style for the field of public health. Students are encouraged to purchase the APA manual. Students are to carefully proof all assignments, checking for grammatical errors, punctuation and other errors, before submitting assignments.

The Writing Center on the NSMU main campus in the Clara Belle building, 1st floor, is a resource available to all students. Contact them at 575-646-5297 to make an appointment to have your work reviewed/critiqued.
Student Outcomes

The Seven Areas of Responsibility & Competency for a Certified Health Education Specialist are as follows:

Area I: Assess Individual and Community Needs for Health Education
- Competency A: Access existing health-related data
- Competency B: Collect health-related data
- Competency C: Distinguish between behaviors that foster and hinder well-being
- Competency D: Determine factors that influence learning
- Competency E: Identify factors that foster or hinder the process of health education
- Competency F: Infer needs for health education from obtained data

Area II: Plan Health Education Strategies, Interventions, and Programs
- Competency A: Involve people and organizations in program planning
- Competency B: Incorporate data analysis and principles of community organization
- Competency C: Formulate appropriate and measurable program objectives
- Competency D: Develop a logical scope and sequence plan for health education practice
- Competency E: Design strategies, interventions, and programs consistent with specified objectives
- Competency F: Select appropriate strategies to meet objectives
- Competency G: Assess factors that affect implementation

Area III: Implement Health Education Strategies, Interventions, and Programs
- Competency A: Initiate a plan of action
- Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs
- Competency C: Use a variety of methods to implement strategies, interventions, and programs
- Competency D: Conduct training programs

Area IV: Conduct Evaluation and Research Related to Health Education
- Competency A: Develop plans for evaluation and research
- Competency B: Review research and evaluation procedures
- Competency C: Design data collection instruments
- Competency D: Carry out evaluation and research plans
- Competency E: Interpret results from evaluation and research
- Competency F: Infer implications from findings for future health-related activities

Area V: Administer Health Education Strategies, Interventions, and Programs
- Competency A: Exercise organizational leadership
- Competency B: Secure fiscal resources
- Competency C: Manage human resources
- Competency D: Obtain acceptance and support for programs

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Area VI: Serve as a Health Education Resource Person
   Competency A: Use health-related information resources
   Competency B: Respond to requests for health information
   Competency C: Select resource materials for dissemination
   Competency D: Establish consultative relationships

Area VII: Communicate and Advocate for Health and Health Education
   Competency A: Analyze and respond to current and future needs in health education
   Competency B: Apply a variety of communication methods and techniques
   Competency C: Promote the health education profession individually and collectively
   Competency D: Influence health policy to promote health

A matrix of MPH courses and MPH program competencies is located at the end of this manual.

**MPH course requirements**

The following courses are required of all MPH students. Recommended course sequencing and course offering tables are located on-line at [http://publichealth.nmsu.edu/wp-content/uploads/2011/07/sequence-20121.pdf](http://publichealth.nmsu.edu/wp-content/uploads/2011/07/sequence-20121.pdf)

**I. Public Health Core Courses (18 credits)**
MPH 500, Orientation to Public Health (3)
MPH 510, Community and Psychosocial Aspects of Public Health (3)
MPH 520, Biostatistical Applications in Public Health (3)
MPH 530, Epidemiological Approaches to Disease Control and Prevention (3)
MPH 540, Public Health Services Design and Operation (3)
MPH 550, Environmental Public Health Issues (3)

**II. Community Health Education Core Courses (15 credits)**
MPH 570, Foundations of Public Health Education (3)
MPH 572, Techniques of Health Communication/Education (3)
MPH 573, Community Organization in Public Health (3)
MPH 574, Health Program Planning, Evaluation, and Research (3)
MPH 579, Research and Resources in Community Health (3)

**III. Cultural Foundation Course (3 credits)**
Select one course from the cultural foundation series numbered MPH 560-MPH 569

**IV. Additional Requirements (4 credits)**
MPH 596, Field Experience (3)
MPH 597, Graduate Public Health Seminar (1)

**V. Thesis and Non-thesis Options**
Choose one of the following options in consultation with your graduate adviser.

**Thesis Option**
MPH 599, Master’s Thesis 4-6
Non-thesis Option

Elective 3
Elective 3
Elective 3

Note: Elective courses may include other MPH courses or 500-level courses from other departments.

The thesis option requires a total of 44-46 credit hours, while the non-thesis option requires 49 credit hours. Final examination for the non-thesis option includes both oral and written questions pertaining to the student’s graduate course work. Final examination for the thesis option consists of an oral defense of the thesis and related course work.

Course expectations

Please refer to the current NMSU Graduate Catalog for more details and current policies.

Graduate students are expected to apply themselves intensively to the study of the material covered by the courses in which they are enrolled. Accordingly, a high level of performance is required. The student must maintain a grade point average of at least 3.0 in all graduate courses taken as a graduate student at NMSU. Courses transferred from the undeclared program at NMSU or from other institutions will be included in determining grade-point averages.

C, D, and F Grades: Although C grades earned at New Mexico State University may be counted toward the requirements for an advanced degree, this is not considered acceptable graduate-level performance. Courses in which a student earns only a D or F may never be counted toward a graduate degree, although such grades are calculated in determining the grade-point average. Therefore, any grades of D or F must be compensated for by the necessary hours of A if the student is to have the 3.0 grade-point average required before awarding of the degree.

Transfer of credits:

Graduate students may transfer from a previous institution to NMSU. For master's students, at least 50% of a student's master's degree must be completed at NMSU, but the remaining 50% may be transferred from graduate level courses taken at another university. Transfer courses are at the department's discretion, and not all departments will allow a graduate student to transfer in 50% of their program. Please refer to the current NMSU Graduate Catalog for more details and current policies.

Students should seek to transfer credits from a previous institution, for other graduate work completed, as soon as possible. The coursework must not be older than seven years at the time of your graduation. Students need to complete the Transfer of Credit form, available on-line from the NMSU Graduate School – Forms Section.

Independent Study (MPH 590):

Students interested in pursuing a specific topic or issue for credit may elect to take MPH 590, Independent Study for 1-6 credits. Individual studies must have prior approval of department head. Students identify a faculty member with whom they wish to conduct the Independent Study, establish a

**Field Experience**

The field experience is a required and integral part of the Master of Public Health (MPH) degree program in the NMSU Department of Public Health Sciences; this includes students completing the degree face-to-face, on-line, and those seeking the dual degrees of Master of Public Health and Master of Social Work. A field experience allows you, the student, the opportunity to apply classroom learning to real-world problems and solutions. Placements are made according to your career goals and location preferences. The field experience should occur after the second semester as an MPH student. Students are encouraged to seek creative field experience placements that allow you to apply skills acquired in the classroom setting, assist a group or community with a public health/education issue, and promote personal and professional growth. Sites may be at local, regional, national, or international organizations or facilities. Students are to work with their advisor and the field experience coordinator in the selection of a placement.


**Comprehensive Examination (the “Final Examination”)**

Students who pursue the non-thesis option of the MPH program are required to complete a comprehensive (final) examination in their last semester in the program. The exam is both written and oral in format. Thesis students must complete an oral defense of their thesis.

At the time of the comprehensive (final) examination, a graduate student must have an NMSU cumulative graduate grade-point average of at least 3.0 and must be enrolled in their final semester.

The following checklist guides students through this phase of their MPH degree:

**MPH Comprehensive (Final) Exam Checklist**

The following serves as a guide for people undertaking their comprehensive (final) exam process.

1. Identify two Public Health Sciences faculty members and one non-Public Health Sciences faculty member, who serves as Dean’s Representative, to sit on your committee.
   a. All faculty must be graduate faculty members
   b. Verify they are Graduate Faculty Members at the following site: [http://gradschool.nmsu.edu/gradfac1.htm](http://gradschool.nmsu.edu/gradfac1.htm)
   c. If the student has a minor, the Dean’s Representative typically comes from that Department/School.

2. The comprehensive exam is composed of questions designed by the student’s committee. Two individuals in the areas of study plus the dean’s representative outside of the Department/program will be involved.
3. Determine who from the Public Health Sciences faculty you wish to have serve as committee chair and ask them if they will serve in that capacity.

4. Ask all three people if they may be willing to serve on your committee.
   a. Contacts can be made in person, by email or phone.

5. Proceed to establish a date for your comprehensive exam “defense”.
   a. This will be a 2 hour time block when all 4 people will meet to discuss your responses and conduct an oral examination.
   b. The student is responsible for proving some potential dates for the examination [usually done via email], obtaining concurrence from all members of the committee, and informing everyone of the chosen date/time.
   c. Students will then determine the room for the examination. Often they are completed in HSS 314, 214, or 102. It is the student’s responsibility to book the room through the Dean’s office, 646-3526.

6. At least 10 working days before the defense, it is the student’s responsibility to complete the following paperwork, obtain the necessary signatures and get the form to the Graduate School Office.
   b. Note – This form must reach the Graduate School at least 10 working days before the date of the exam. Otherwise, the Graduate School has the right to cancel the exam.

7. Typical time line is as follows:
   a. Student gets questions on X date by 5:00 p.m.
   b. Student returns written responses 7 days later to respective faculty member who provided the questions, by 5:00 p.m.
   c. At least 7 days later, the defense occurs.

8. It is recommended that the student clears his/her calendar the week he/she is to write their responses, as the process is time and energy consuming.

9. Once you have received your questions, proceed to answer them, as instructed and submit them to the respective faculty members by the time indicated, if not earlier.
   a. Back up your responses frequently during the week of writing to assure no disasters occur.
   b. Consider sending drafts to your email accounts on a regular basis during the day.

10. A few days before the defense, send an email to all members of the committee reminding them of the date, time, and location of the defense.
    a. Verify the room is still reserved for you.

11. The day of the defense:
    a. Dress professionally
    b. Arrive early
    c. Turn off cell phone
    d. Address all committee members as Dr.
No gum
f. Bring some water

Thesis Option
Students have the option of completing a thesis in their MPH program. The thesis option requires that a student complete 44 versus 49 credit hours for the non-thesis option. Students will take 4 thesis hours (MPH 599) as part of their 44 hours.

Students are urged to decide, as quickly as possible, if they wish to pursue the thesis option so they have ample time to develop their research plan, collect and analyze data, and complete the final written document, the thesis. Identification of a faculty member to serve as the faculty thesis advisor is a key step in the process that should be done as soon as possible.

Four Easy Steps to completing a thesis
The following list was developed by MPH faculty to assist our students who elect to pursue the thesis option. This is only a guide. Please consult your individual faculty thesis advisor.

STEP #1 (to be completed during your 1st semester of full-time study)
• identify a thesis topic
• identify a faculty advisor to serve as your thesis chair
• begin your review of the literature

STEP #2 (to be completed by the end of your 2nd semester of full-time study)
• develop a 2-page prospectus
• identify all members of your thesis committee
• have all committee members approve your prospectus
• complete your review of the literature

STEP #3 (to be completed by the end of your 3rd semester of full-time study)
• initiate all paperwork required for IRB approval of your research
• meet regularly with your committee
• complete the initial draft of chapters 1-3 of your thesis
• be sure to have your committee approve your data collection methods
• complete all data collection
• this is a great semester to enroll in MPH 579 if you have not done so already

STEP #4 (to be completed by the end of your 4th semester of full-time study)
• complete all data analysis
• complete all chapters of your thesis
• be sure to submit the final draft of your thesis to your committee at least one month prior to your scheduled defense date
• be sure to schedule your defense date in accordance with NMSU Graduate School deadlines
• do not forget to apply for graduation!
Graduate School Deadlines & Forms

Refer to the Graduate School website for Graduation deadlines, which are specific for each semester, to include dates for defending comprehensive exams and submitting a thesis. It is the student’s responsibility to know the different deadlines and complete the necessary paperwork and activities, in order to graduate.

All forms for the Graduate School are found at:

http://prospective.nmsu.edu/graduate/forms/index.html
Commonly used forms for MPH students include:

**Program of Study and Committee for Master's Students form**
Students are to complete the Program of Study and Committee for Master's Students, also known as the "Application for Admission to Candidacy" **after completing 12 hours of graduate credit**. The form is found at [http://prospective.nmsu.edu/graduate/forms/Program%20of%20Study_Masters.pdf](http://prospective.nmsu.edu/graduate/forms/Program%20of%20Study_Masters.pdf)

**Master’s final exam**
[http://prospective.nmsu.edu/graduate/forms/ExamForm_Masters.pdf](http://prospective.nmsu.edu/graduate/forms/ExamForm_Masters.pdf)

**Degree application:**
[https://www.nmsu.edu/~registra/degreeapp/](https://www.nmsu.edu/~registra/degreeapp/)

**Certified Health Education Specialist (CHES)**
When students complete the MPH program, they are eligible to sit for the Certified Health Education Specialist (CHES) exam. The exam is offered on the third Saturday, every April and October, at multiple testing sites around the nation. The earliest a person can sit for his/her CHES is at the exam date that would fall within 90 days of their graduation, e.g. May graduates can sit for the exam in April. The mission of the National Commission for Health Education Credentialing, Inc. (NCHEC) “is to improve the practice of health education, and serve the public and profession of health education by promoting professional development, strengthening professional preparation and practice, and certifying health education specialists.” (NCHEC, 2009).

Students are encouraged to prepare and sit for the exam. Obtaining one’s CHES is an indication of competency in the profession and one’s continued commitment to growth, through the continuing education required to maintain one’s CHES. For more information, visit the NCHEC site at: [http://www.nchec.org/](http://www.nchec.org/)

**GENERAL RESOURCES FOR GRADUATE STUDENTS**

**Resources and services available on campus**
There is a wide range of resources and support available to students on campus. Visit [http://currentstudents.nmsu.edu/](http://currentstudents.nmsu.edu/) to gain an overview of resources and links for:

- Health and Wellness
- Campus Media
- Computer and Web services
- Conduct and Policies
- Library Services
- Student Involvement
- Support Programs
Computer Labs – Times & Locations
Student Computing Services maintains more than 40 computer labs which are conveniently located throughout NMSU's main campus; trained lab assistants monitor nine of these labs. These labs are equipped with Macintosh and Windows PC systems and software.

For a comprehensive list of computer lab locations, lab hours and hardware and software available in each lab, visit http://ict.nmsu.edu/scs/labs/labs.html. To speak to a Lab Monitor, call (575) 646-2031.

CHES examination
Information is provided elsewhere in this manual about sitting for the CHES exam, as you near the end of your MPH degree program or after graduation.

Employment opportunities on campus
Many MPH students, on main campus, are Graduate Assistants (GA) to faculty members in the Department, the College, and elsewhere across the University. This opportunity is not available to online students. Typically, this is a 10-20 hour/week position depending on student interest, availability of funds, etc. If interested in being considered as a GA, complete and submit the following form to the Department, by the due date indicated on the Department of Public Health Sciences website: http://publichealth.nmsu.edu/wp-content/uploads/2012/03/graduate-assistantship-application.doc

For students wanting to work on campus, aside from a GA position, contact the on-line Student Employment Services (SES) Ventana https://aggieapps.nmsu.edu:8088/ses/homepage/Homepage.do;jsessionid=SkD5M9ACMVXuWk+3ygaSW9seQ9K0EP+GOSsSdxoyqME=

Some basic information for graduate students working on campus:
- Must be degree-seeking, enrolled in a minimum of nine (9) graded graduate credit hours fall and spring semesters, and maintain at least a 3.00 cumulative grade-point average.
- To maintain employment eligibility from one semester to the next, a graduate student must have completed and passed nine graduate credits the previous semester.
- Employment is limited to a maximum of 20 hours per week during the fall and spring semesters.
- During summer, no classes are required, but if students take classes, they may take as many as four (4) credits per session and work up to 40 hours per week. More than four (4) credits limit them to 20 hours per week.

Students may seek employment off campus. Refer to local newspapers, the Las Cruces Sun-News, the Bulletin, and the El Paso Times, for want ads. Bulletin board postings, faculty, the Department list-serve, and other students are good sources of information about jobs.
Fellowship and grant information from the Graduate School
Refer to this site http://gradschool.nmsu.edu/fellowships/ to learn about grants and other resources for graduate students.

Master of Public Health Student Organization
This group meets throughout the school year for the purpose of networking, performing community service and socializing.

Professional public health organizations
A listing of local, regional, state and national public health organizations are listed later elsewhere in this manual. Most of the organizations offer discounted student memberships. Students can benefit from beginning to establish their public health network while in school, by joining the organizations, attending meetings, presenting papers or posters at conferences, etc.

Returned Peace Corps Volunteers Student Organization
This group, established in 2009 is for RPCVs across campus to network, perform community service and maintain international connections.

Scholarships, College of Health and Social Services
Refer to this site to learn of available scholarships available within the College:
http://chss.nmsu.edu/scholarships/

University Research Council (URC) Annual Research Fair
The fair is held every fall, on main campus. This is a format to showcase student and faculty research and projects. For more information, contact http://research.nmsu.edu/

Public health & health education organizations
Local
• Eta Sigma Gamma, Beta Omega (Department-based organization)
• Master of Public Health Student Organization (MPHSO) (Department-based organization)

Regional
• New Mexico Public Health Association (NMPHA) http://www.nmpha.org/
• Paso Del Norte Society for Public Health Education (Paso Del Norte SOPHE)
• Texas Public Health Association http://www.charityadvantage.com/texaspha/Home.asp

National
• American Public Health Association (APHA) www.APHA.org
• Society for Public Health Education (SOPHE) (national organization) http://www.sophe.org/
MPH Alumni Networking
The Department has a MPH Alumni Networking page at:
http://publichealth.nmsu.edu/alumni-2/

Code of Ethics for the Health Education Profession
The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people. The Code of Ethics provides a framework of shared values in which Health Education is practice. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work. Regardless of job title, professional affiliation, work setting, or population served, Health Educators abide by these guidelines when making professional decisions.

Article I: Responsibility to the Public
A Health Educator's ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.
Section 1: Health Educators support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.
Section 2: Health Educators encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.
Section 3: Health Educators accurately communicate the potential benefits and consequences of the services and programs with which they are associated.
Section 4: Health Educators accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.
Section 5: Health Educators are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.
Section 6: Health Educators protect the privacy and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.

Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.

Section 9: Health Educators provide services equitably to all people.

**Article II: Responsibility to the Profession**

Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interactions with others.

Section 3: Health Educators encourage and accept responsible critical discourse to protect and enhance the profession.

Section 4: Health Educators contribute to the development of the profession by sharing the processes and outcomes of their work.

Section 5: Health Educators are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements.

**Article III: Responsibility to Employers**

Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Section 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Section 3: Health Educators accurately represent potential service and program outcomes to employers.

Section 4: Health Educators anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators openly communicate to employers expectations of job-related assignments that conflict with their professional ethics.

Section 6: Health Educators maintain competence in their areas of professional practice.

**Article IV: Responsibility in the Delivery of Health Education**

Health Educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Section 1: Health Educators are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.
Section 2: Health Educators are informed of the latest advances in theory, research, and practice, and use strategies and methods that are grounded in and contribute to development of professional standards, theories, guidelines, statistics, and experience.

Section 3: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.

Section 4: Health Educators empower individuals to adopt healthy lifestyles through informed choice rather than by coercion or intimidation.

Section 5: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Article V: Responsibility in Research and Evaluation
Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1: Health Educators support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.

Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.

Section 3: Health Educators respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.

Section 6: Health Educators who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion.

Article VI: Responsibility in Professional Preparation
Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual=s academic performance, abilities, and potential contribution to the profession and the public's health.

Section 2: Health Educators strive to make the educational environment and culture conducive to the health of all involved, and free from sexual harassment and all forms of discrimination.

Section 3: Health Educators involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up-to-date, and timely; provide reasonable and timely feedback; state clear and reasonable expectations; and conduct fair assessments and evaluations of learners.

Section 4: Health Educators provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learners secure professional employment.
Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.

**MPH STUDENT CODE OF CONDUCT**

This departmental policy applies to all students pursuing any degree program, minor, or course offered by the Department of Public Health Sciences. This departmental policy is in addition to all relevant and related policies at New Mexico State University, including:

4. NMSU Student Judicial Affairs located on-line at http://success.nmsu.edu/judicial.html

Violations of this departmental policy will be reviewed by the Academic Department Head, and may involve a review and recommendation for action by others (e.g. a faculty review panel, a student review panel, etc.), at the discretion of the department head. Sanctions will depend on the severity of the violation, and can range from a written warning, to dismissal from the class, program, department, or university.

**Student Code Of Conduct, Department Of Public Health Sciences**

Each student is responsible for becoming familiar with the Department of Public Health Sciences Student Code of Conduct. If a student is unsure about the application or interpretation of the Student Code of Conduct, it is her or his responsibility to seek clarification from department administrators.

The Code of Conduct addresses the department’s expectations of students in five areas: discrimination, harassment, professional conduct, academic integrity, and acceptable use of electronic communication.

**Student Grievance:**

Each academic year a standing committee, consisting of three members of the graduate faculty and two graduate students, is appointed by the dean of Graduate School to handle grievance complaints including grade appeals. Any graduate who believes that he or she has been unjustly treated within the academic process may proceed as far as necessary in the following steps to resolve his or her grievance. In general, there are three levels at which a grievance can be addressed: a course instructor or advisor, a department head, or the dean of the Graduate School. If the initial grievance is with an instructor or advisor, the process begins at Step 1. If the initial grievance is with a departmental committee, the process begins at Step 3. In all instances, the process must begin at the lowest possible level.

1. Under normal circumstances, the student should discuss the issue with the instructor/advisor.
2. If the student is unable to resolve the issue through consultation with the faculty member, the student must submit a written memorandum detailing the grievance to the course instructor or advisor within 10 calendar days of the beginning of the following full (i.e., fall or spring)
semester. The person to whom the memorandum is addressed must respond in writing within 10 calendar days to the student.

3. If the student is not satisfied with the response from Steps 1-2, he or she must submit a written appeal to the department head within ten working days of the initial decision. If the student is initiating the appeal at the departmental level, he or she must do so, in writing, within 10 calendar days of the beginning of the following full (i.e., fall or spring) semester. The department head must respond in writing within ten working days to the student, the instructor or advisor (if one is involved), and the dean of Graduate School.

4. If the student is not satisfied with the response from Steps 1-3, they must submit a written grade appeal letter to the academic dean’s office of the college where the course is taught. If it is a grievance against a faculty member, then the academic dean’s office where the course is taught would be that of the faculty member’s college. The student has 10 calendar days after receiving the decision of the department head. The associate dean of the given college has 10 days to collect the necessary documents to make a decision on the student’s appeal or grievance. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. The academic dean’s office where the course is taught may convene an ad hoc committee to investigate the case.

5. If after the fourth step the student or any of the other parties involved is still not satisfied with the response, he or she must present to the dean of the Graduate School within ten working days a formal letter that provides specific details regarding the nature of the grievance. Copies of all documents including course materials and grades must accompany the letter. In the letter, the student can request that their case be presented to the Graduate Student Appeals Board. After receiving a letter complaint (not an email), the dean or associate dean of the Graduate School will determine whether the complaint has merit. He or she will do so after reviewing the letters from the faculty member, the department head and the office of the academic dean as well as the materials from the student and all those involved in the case. If the graduate dean determines that the appeal does not have merit, he or she will inform the appellant and other parties, in writing, within ten working days of receiving the appeal. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. If the graduate dean decides that the appeal does have merit, he or she will convene the Graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.

6. After reviewing the recommendation of the Graduate Student Appeals Board, the dean of Graduate School will, within ten working days, inform all parties involved of his or her decision in writing.

7. The dean of the Graduate School may waive the normal time frame for grievances when either party presents compelling evidence justifying such a delay, but grievances must be launched within one year. Grade appeals involving charges of plagiarism must follow the process established on academic misconduct in the Student Code of Conduct. The web site is http://www.nmsu.edu/~vpsa/SCOC/index.html. Graduate School strongly encourages students to study and use the Plagiarism web site of the Library to learn of ways to avoid plagiarism: http://lib.nmsu.edu/plagiarism.
Discrimination:
The Department of Public Health Sciences does not discriminate or tolerate discrimination by or against members of the department community on the basis of race, color, national origin, gender, sexual orientation, religion, age, mental or physical disability, veteran status, marital status, or other protected characteristics in the admission to, access to, or treatment or employment in any of its programs or activities.

Harassment:
The Department of Public Health Sciences is committed to maintaining an environment that is free of unwelcome and disrespectful conduct and communication and in which department members feel safe and comfortable. As such, it is a violation of this policy for any Department of Public Health Sciences employee, instructor, or student to engage in harassing conduct or communication directed toward another employee, instructor, student, or any other person affiliated with the department. Unwelcome conduct, directed at others and based on other protected characteristics, such as race, sexual orientation, gender, religion, age, and other characteristics as set forth in the department’s nondiscrimination policy, violates both the harassment policy and the discrimination policy.

Professional Conduct:
As part of its commitment to integrity and respect in the community in which it operates, the Department of Public Health Sciences expects that its students will conduct themselves in a professional and respectful manner at all times, both when interacting within the department community and when representing the department at events outside the institution. In that regard, students will not at any time engage in unduly disruptive, threatening, unethical, disrespectful, or abusive conduct toward other members of the department community, including fellow students, instructors, and staff.

Academic Integrity:
The Department of Public Health Sciences considers academic integrity to be essential for each student’s intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the department depends on the academic integrity of each of its members. In the spirit of this free exchange, students and instructors of the Department of Public Health Sciences recognize the necessity and accept the responsibility for academic integrity. A student who enrolls in the department thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the university, college, or academic program, and, in turn, the instructor.

The department also recognizes that, in an educational community, the pressure to succeed can often be intense. Students who feel overwhelmed by their academic and personal obligations may be tempted to take shortcuts that may compromise their honesty and integrity. To help students derive the full benefit of the educational opportunity provided by the department, this section defines a violation of academic integrity and gives examples of actions that are considered dishonest. The department encourages students who may have questions or concerns about the definition and forms of academic integrity violations described herein to contact their course instructor or academic advisor.

A violation of academic integrity is any action or attempted action that may result in creating an unfair academic advantage for the student or an unfair academic advantage or disadvantage for any other member or members of the academic community.
Student work may be monitored for evidence of plagiarism, using an anti-plagiarism application, database, or service of the Department of Public Health Sciences’s choosing. Students grant to the Department of Public Health Sciences permission to review work submitted for the purpose of comment, criticism, and grading of the work; to distribute the work to other Department of Public Health Sciences students for educational purposes; to submit the work to the anti-plagiarism application, database, or service of the Department of Public Health Sciences’s choosing; to make and retain copies of the work; to image the work for computerized grading; and to archive certain work in a publicly accessible collection.

Academic integrity violations include the following:

**Plagiarism.** Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:
- Wholesale copying of passages from works of others into an assignment, paper, discussion board posting, or thesis or dissertation without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

**Students’ Use of Their Own Scholarly Work**
- During their studies at the Department of Public Health Sciences, students may find themselves writing for a second, third, or fourth time on the same topic; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.
- The Department of Public Health Sciences recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses. In general, students may use only small portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper to another. Any use of prior work is at the discretion of the instructor: students must receive prior approval from their instructor, who may request a copy of the previous work. Fair use laws must be respected for published documents.
- When using their own scholarly work in subsequent research, students should cite themselves as a primary author and their previous coursework as unpublished papers, as shown in the APA publication manual.

**Cheating.** Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. It includes using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question. For example:
- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to complete an assignment or portion of an assignment, including the use of a commercial term paper service.
- Submitting the same assignment for more than one course without the prior approval of all the instructors involved.
• Collaborating on an exam or assignment with any other person without prior approval from the course instructor.
• Taking an exam for another person or having someone take an exam for you.

**Providing False Information.** For example:
• Furnishing false information in the context of an academic assignment.
• Fabricating or altering information or data and presenting it as legitimate.
• Providing false or misleading information to an instructor or any other department staff member.

**Copyright Violation.** The Department of Public Health Sciences recognizes and respects intellectual property rights. As part of its mission to maintain the highest standards for ethical conduct, the department requires its employees, instructors, students, and other department community members to use copyrighted materials in a lawful manner.

No employee, instructor, student, nor other department community member may reproduce any copyrighted work in print, video, or electronic form in violation of the law. The easiest way to avoid violating the law is by receiving the express written permission of the copyright holder. Copyright laws in the United States may protect works even if they are not registered with the U.S. Copyright Office and even if they do not carry the copyright symbol.

Copyrighted works include, but are not limited to, printed articles from publications, television and radio programs, videotapes, music performances, photographs, training materials, manuals, documentation, software programs, databases, World Wide Web pages, and CD-ROMs. In general, the laws that apply to printed materials are also applicable to visual and electronic media.

The Department of Public Health Sciences directs its employees, instructors, students, and other department community members to obtain appropriate permission from copyright holders directly, or their licensing representative, when reproduction or duplication exceeds fair use. The fair use doctrine allows limited exemptions to copyright infringement liability when copyrighted works are used for purposes such as comment, criticism, teaching, scholarship, or research, particularly when the use of the work is limited in amount and scope and is for noncommercial purposes.

**Misrepresentation of Credentials.** Statements made and documents supplied by Department of Public Health Sciences applicants and students must be complete and accurate. The department will not tolerate any misrepresentation by a student or applicant of past or current academic programs, degrees, or professional accomplishments. If unexplained discrepancies appear between statements or documents provided to Department of Public Health Sciences and information obtained otherwise, except in the case of misspellings and other such inadvertent errors, applicants may be rejected for admission and enrolled students may be dismissed.

**Theft or Damage of Property.** For example:
• Sabotaging or stealing another person’s assignment, paper, project, electronic hardware, or software.
• Obtaining improper access to, or electronically interfering with, the property of another person or the department via computer or other means.
• Obtaining a copy of an assignment or exam prior to its approved release by the instructor.
**Alteration of University Documents.** For example:
- Forging an instructor’s or department official’s signature on any document.
- Submitting an altered transcript of grades to or from another institution or employer.
- Putting your name on, or copying, another person’s paper or assignment.
- Altering a previously graded exam or assignment for purposes of a grade appeal or for gaining points in a grading process.

**Acceptable Use of Electronic Communication**
Electronic communication networks, the Internet, and any NMSU Electronic Systems are not to be used to cause harm, no matter how minor, to any individual, entity, or facility.

The following electronic communication activities are specifically prohibited:
- Harassing other users.
- Engaging in illegal activities.
- Contributing to unwelcome and/or unwarranted commercial pressure.
- Accessing and/or using accounts of others without their permission.
- Giving away or selling information about accounts to allow other non-owners to access or use accounts.
- Destroying or damaging equipment, software, or data belonging to others.
- Copying copyrighted materials without authorization.
- Disrupting service to other users or the system.
- Monitoring electronic communications without authorization.
- Disclosing passwords to others.
- Using illegally obtained software on the system.
- Copying, altering, or deleting someone else’s files without that person’s permission.
- Forging messages.
- Cracking passwords and systems.
- Sending harassing, unwelcome, or threatening messages.
- Sending unauthorized anonymous messages.
- Sending bulk unsolicited messages.
- Reading someone else’s files without permission.
- Contributing to system attacks, denial of services, and other malicious uses of the network and systems.
- Libeling or slandering any person.
- Invading another person’s privacy.

**MPH STUDENT TERMINATION POLICY**

**Termination from the Program**
The graduate faculty of the Department of Public Health Sciences has the responsibility to prepare students to function as competent and ethical public health professionals. In this regard, the graduate faculty also have the obligation to terminate a student from the MPH program at any time prior to completion of his/her program when the student fails to maintain minimum expected quality academic and professional standards in the classroom or in the field practicum.
Upon review by the graduate faculty a student will be terminated from the MPH program if one or more of the following occurs:

- Receives two “D’s” in the MPH professional core;
- Receives one “F” in the MPH professional core;
- Receives a grade of “D” or lower in the field experience;
- Earns below the minimum 3.0 cumulative grade point average at the end of two consecutive grading periods;
- Demonstrates inappropriate or disrespectful conduct toward faculty, staff, and/or student peers;
- Fails to demonstrate ethical conduct.

All students are routinely reviewed by Public Health Sciences graduate faculty after the first fall semester and every fall during their program. Any graduate faculty member may request a graduate faculty review of a student at any other time if circumstances warrant such a review. The request for special review must be in writing to the department head. The department head and graduate coordinator must approve the request before the review is scheduled with the graduate faculty. The graduate faculty review committee will consist of a minimum of three graduate faculty members, and is subject to approval by the department head.

Students will be notified, in writing, of termination following a graduate faculty vote to dismiss.

Petition for Reinstatement

Upon receipt of a termination notice, a student who believes there are extenuating circumstances that led to the noted deficiencies may submit a written request for reinstatement into the program. Requests must be made within ten working days after receipt of the department’s notice of termination. Once the department receives a reinstatement request, the following process will occur:

1. The student shall submit a written petition explaining the extenuating circumstances leading to the notice of termination;
2. The department head will constitute a Reinstatement Review Committee consisting of three MPH graduate faculty. The Reinstatement Committee will meet within five working days following receipt of the student’s written petition;
3. The committee shall deliberate in private and transmit its recommendations to the department head within five working days following the reinstatement meeting;
4. The department head shall consider the Reinstatement Review Committee’s recommendation and provide written notification to the student and the committee of his/her decision within three working days of receipt of the committee’s recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.
**MPH classes and program competencies**

To provide academic, professional, and service excellence in preparing community health education professionals who will demonstrate competent leadership, innovation, and technical expertise at local, state, national and international levels, in particular with border and rural health problems in communities along the U.S./Mexico border.

**Key:** Type 1, 2, or 3 for level of competency covered in course  ( 1 = introduction    2 = reinforcement     3 = application)

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<td>MPH 500 Intro P.H.</td>
<td>MPH 510 Psycho-Social Aspects</td>
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<td>MPH 520 Bio-stats</td>
<td>MPH 530 Epi</td>
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<td>MPH 550 Env Health</td>
<td>MPH 570 Foun P.H.</td>
<td>MPH 572 Health Comm</td>
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<td>MPH 573 Comm. Org</td>
<td>MPH 574 Prog Plan &amp; Eval</td>
<td>MPH 579 Research Design</td>
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<td>MPH 583 Field Exp</td>
<td>MPH 596 P.H. Seminar</td>
<td>MPH 597 P.H. Seminar</td>
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**Area 1. Assess Individual and Community Needs for Health Education**

1. **Identify diverse health related databases**
   - Access existing health-related data
   - Use appropriate data-gathering instruments
   - Conduct health-related needs assessments
   - Implement appropriate measures to assess capacity for improving health status

2. **Use computerized sources of health-related information**
   - Apply survey techniques to acquire health data
   - Identify behaviors that foster and hinder well-being
   - Identify diverse factors that influence health behaviors
   - Identify behaviors that tend to promote or comprise health
   - Advanced 1. Explain the role of experiences in shaping patterns of health behavior

3. **Determine the compatibility of data from different data sources**
   - Select valid sources of information about health needs and interests

4. **Conduct health-related needs assessments**
   - Advanced 1. Explain the role of experiences in shaping patterns of health behavior
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<td>MPH 579</td>
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### Advanced 1.

1. Assess learning literacy

2. Assess learning styles

E. Identify factors that foster or hinder the process of health education

1. Determine the extent of available health education services

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<th>Competency</th>
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<tbody>
<tr>
<td>1</td>
<td>Identify gaps and overlaps in the provision of collaborative health services</td>
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<td>2</td>
<td>Advanced 1. Assess the environmental and political climate regarding conditions that advance or inhibit program goals</td>
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F. Infer needs for health education from obtained data

1. Analyze needs assessment data

Advanced 1. Determine priorities for health education

Area 2. Plan Health education Strategies, Interventions, and Programs

A. Involve people and organizations in program planning

1. Identify populations for health education programs

2. Elicit input from those who will affect or be affected by the program

3. Obtain commitments from individuals who will be involved

4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests

Advanced 1. Involve participants in planning health education programs

B. Incorporate data analysis and principals of community organization

1. Use research results when planning programs

2. Apply principles of community organization when planning programs

3. Suggest approaches for integrating health education within existing health programs

4. Communicate need for the program to those who will be involved

Advanced 1. Incorporate results of needs assessment into the planning process

C. Formulate appropriate and measurable program objectives

1. Design developmentally appropriate interventions

Advanced 1.
1. Establish criteria for health education program objectives
2. Develop program objectives based upon identified needs
3. Appraise appropriateness of resources and materials relative to given objectives
4. Revise program objectives as necessitated by changing needs

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D. Develop a logical scope and sequence plan for health education practice
1. Determine the range of health information necessary for a given program of instruction
2. Select references relevant to health education issues or programs

Advanced 1.
1. Organize the subject areas compromising the scope of a program in logical sequence
2. Analyze the process for integrating health education into other programs

E. Design strategies, interventions, and programs consistent with specified objectives

Advanced 1.
1. Plan a sequence of learning opportunities that reinforce mastery of preceding objectives
2. Select strategies best suited to achieve objectives in a given setting

F. Select appropriate strategies to meet objectives
1. Analyze technologies, methods and media for their acceptability to diverse groups
2. Match health education services to proposed program activities

Advanced 1.
1. Plan training and instructional programs for diverse populations
2. Incorporate communication strategies into program planning

G. Assess factors that affect implementation
1. Determine the availability of information and resources needed to implement health education programs for a given audience
2. Identify barriers to the implementation of health education programs

Advanced 1
1. Analyze factors (e.g., learner characteristics, legal aspects, feasibility) that influence choices among implementation methods

35
2. Select implementation strategies based upon research results

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<tr>
<td>2. Pretest learners to determine baseline data relative to proposed program objectives</td>
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<tr>
<td>3. Deliver educational technology effectively</td>
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</table>

**Area 3. Implement Health Education Strategies, Interventions, and Programs**

**A. Initiate a plan of action**

1. Use community organization principles to facilitate change conducive to health

2. Pretest learners to determine baseline data relative to proposed program objectives

**B. Demonstrate a variety of skills in delivering strategies, interventions, and programs**

1. Use instructional technology effectively

2. Apply implementation strategies

Advanced 1

1. Select methods that best facilitate achievement of program objectives

2. Apply technologies that will contribute to program objectives

**C. Use a variety of methods to implement strategies, interventions, and programs**

1. Use the Code of Ethics in professional practice

2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery

3. Demonstrate skills needed to develop capacity for improving health status

4. Incorporate demographically and culturally sensitive techniques when promoting programs

5. Implement intervention strategies to facilitate health-related change

Advanced 1. Employ appropriate strategies when dealing with controversial health issues

**Area 4. Conduct Evaluation and Research Related to Health Education**

**A. Develop plans for evaluation procedures**

1. Synthesize information presented in the literature

2. Evaluate research designs, methods and findings presented in the literature
### Advanced

1. Develop an inventory of existing valid and reliable tests and survey instruments

2. Review research and evaluation procedures

   1. Evaluate data-gathering instruments and processes
   2. Develop methods to evaluate factors that influence shifts in health status

### Area 6. Serve as a Health Education Resource Person

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<tr>
<td><strong>A. Use health-related information resources</strong></td>
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<tr>
<td>1 Match information needs with the appropriate retrieval systems</td>
<td>2</td>
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<td>2 Select a data system commensurate with program needs</td>
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<td>3 Determine the relevance of various computerized health information resources</td>
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<td>4 Access health information resources</td>
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<tr>
<td>5 Employ electronic technology for retrieving references</td>
<td>2</td>
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<tr>
<td><strong>B. Respond to requests for health information</strong></td>
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<tr>
<td>1 Identify information sources needed to satisfy a request</td>
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<td>2 Refer requesters to valid sources of health information</td>
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<td><strong>C. Select resource materials for dissemination</strong></td>
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<tr>
<td>1 Evaluate applicability of resource materials for given audience</td>
<td>1</td>
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<tr>
<td>2 Apply various processes to acquire resource materials</td>
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<tr>
<td>3 Assemble educational material of value to the health of individuals and community groups</td>
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<td><strong>D. Establish consultative relationships</strong></td>
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<tr>
<td>1 Analyze parameters of effective consultative relationships</td>
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<tr>
<td>2 Analyze the role of the health educator as a liaison between program staff and outside groups and organizations</td>
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<tr>
<td>3 Act as a liaison among consumer groups, individuals and health care providers</td>
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<td>4 Apply networking skills to develop and maintain consultative relationships</td>
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<tr>
<td>5 Facilitate collaborative training efforts among health agencies and organizations</td>
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<td>Advanced 1. Describe consulting skills needed by health educators</td>
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### Area 7. Communicate and Advocate for Health and Health Education

| **A. Analyze and respond to current and future health ed. needs** | | | |

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37
1. Analyze factors that influence decision-makers

Advanced 1

1. Respond to challenges facing health education programs
2. Implement strategies for advocacy initiatives
3. Use evaluation data to advocate for health education programs

**B. Apply a variety of communication methods and techniques**

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<tbody>
<tr>
<td>1. Assess the appropriateness of language in health education messages</td>
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<td>2. Compare different methods of distributing educational materials</td>
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<td>3. Respond to public input regarding health education information</td>
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<td>4. Use culturally sensitive communication methods and techniques</td>
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<td>5. Use appropriate techniques for communicating health education information</td>
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<td>6. Use oral, electronic and written techniques for communicating health education information</td>
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<td>7. Demonstrate proficiency in communicating health information and health education needs</td>
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**C. Promote the health education profession individually and collectively**

1. Develop a personal plan for professional development

**D. Influence health policy to promote health**

1. Identify the significance and implications of health care providers’ messages to consumers

Advanced 1. Use research results to develop health policy
ACKNOWLEDGMENT OF READING THE MPH HANDBOOK

I, ________________________________, acknowledge that I have read the NMSU Master of Public Health Student Handbook. I understand that I will be held to the standards, rules, and policies addressed in the handbook.

____________________________________________________
Signature

___________________________________________________
Date

Print off, sign and submit this to the Department of Public Health Sciences via fax, mail or by hand, within 30 days of the beginning of your first semester in the MPH program.

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