



COLLEGE *of* POPULATION HEALTH

Master of Public Health Program

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MASTER OF PUBLIC HEALTH

Student Handbook

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Introduction

Welcome to the Master of Public Health (MPH) Program in the College of Population Health (COPH) at the University of New Mexico Health Sciences Center (UNM HSC).

The purpose of this handbook is to provide you with the information you will need during your degree process. While many of your questions will be answered in this handbook, each student is unique and we realize many questions and issues could arise that are not covered here. Please feel free to contact the education support coordinator, your faculty advisor or the COPH Director of Graduate Programs (Director) for additional assistance.

Program Background

The MPH Program began in the Fall Semester of 1994 within the School of Medicine. In July of 2017, the MPH Program moved to the College of Population Health. The MPH Program currently accepts a new class of students that are admitted each fall semester.

Office Location

Administrative Office

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MPH Program Mission

Mission

The mission of the MPH Program in the COPH at the UNM HSC is to provide leadership in graduate and community-based education and research grounded in social justice to improve the health of the diverse populations in New Mexico and the Southwest.

The MPH Program is committed to the idea that diversity and inclusion benefit everyone by offering a rich variety of experiences, backgrounds, perspectives, and ideas that improve and reflect the wonderful diversity of our population.

Introducing the Master of Public Health Program Faculty

Will Athas, PhD

Dr. Athas is a Research Assistant Professor with the College of Population Health. He received a PhD in epidemiology from the Johns Hopkins University School of Public Health in 1988. Following his postdoctoral training at Johns Hopkins, he joined the New Mexico Department of Health (NMDOH) where he served as an environmental and cancer epidemiologist. He then joined the UNM Master of Public Health Program. Dr. Athas conducts applied research on health surveillance methods focusing on health disparities and the use of geographic information systems (GIS) for public health research and practice. He is currently working with the NMDOH to develop a statewide geodatabase to conduct spatial analysis of health and health-related outcomes in neighborhoods and communities throughout New Mexico. Dr. Athas teaches several courses within the College of Population Health, including Environmental and Occupational Health (both undergraduate and graduate level), Cancer Epidemiology and Public Health Methods for GIS.

Lisa Cacari-Stone, PhD, MA, MS

Dr. Cacari Stone, PhD, is an Associate Professor with the College of Population Health and Assistant Director with the RWJF Center for Health Policy at the University of New Mexico. She also directs the Community Engagement Core at the New Mexico Health Disparities Research Center and has been appointed to the Expert Research Panel of the U.S.-Mexico Border Health Commission. Dr. Cacari Stone received her PhD from Brandeis University, completed her postdoctoral research at the Harvard T.H. Chan School of Public Health, and served as a postdoctoral policy fellow with the late Senator Edward Kennedy. She has been a recipient of the WK Kellogg Fellowship in Health Policy and served on the National Advisory Board to the WK Kellogg Scholars in Health Disparities Research. Her research interests encompass the determinants of health on the macro level (immigration policy and health reform), the community level (impact of neighborhood context and migration on substance use), and the interpersonal level (the role of *promotores de salud* in bridging patient and provider communication for chronic disease management among Latinos). She collaborates with multidisciplinary research teams using community-based participatory policy research and mixed-methods approaches to advance health equity and social justice. Dr. Cacari Stone's research has been supported by over a dozen organizations including the National Institute of Health, the National Institute of Minority Health and Health Disparities, the Robert Wood Johnson Foundation, the Research Program on Migration and Health (PIMSA), the New Mexico State Legislature, the Health Resources and Services Administration, the Pan American Health Organization and the U.S.-Mexico Border Health Commission. Dr. Cacari Stone prepares students to bridge theory and research in developing real-world solutions to promote health and social justice. She teaches Health Policy, Politics and Social Equity, which prepares students to conduct evidence-informed policy making and engage with stakeholders at a statewide public health legislative forum. Service learning is the feature of the U.S.-Mexico Border Migration and Latino Health course that exposes students to the social, political and economic conditions of students in the border region.

Lily Ann Dow, PhD, MPA

Dr. Dow is Emeritus Faculty with the College of Population Health. She received her PhD and MPA from UNM. She began her faculty career with the university in 2002. Her research and education interests include program evaluation, community health interventions, minority health, adolescent health and the integration of public health and medicine. Dr. Dow teaches Public Health Practicum, which enables students to practice their acquired knowledge and skills in a real, life setting. Students have conducted their practicum experiences in local, tribal, national and international venues. The opportunities are designed to enrich the students' experiences as well as encourage outreach and public health workforce connections.

Alexis Handal, PhD, MPH

Dr. Handal is an Associate Professor with the College of Population Health. She earned a BA in biochemistry and molecular, cellular and developmental biology from the University of Colorado in Boulder. She earned an MPH in epidemiology-international health and a PhD in epidemiological sciences from the University of Michigan, where she was a Rackham Merit Fellow and a doctoral fellow at the Center for Research on Ethnicity, Culture and Health. Handal, a Fulbright scholar, has also received fellowships from: The Division of Epidemiology, Statistics and Prevention Research at the National Institute for Child Health and Human Development in Bethesda, Md.; the Robert Wood Johnson Foundation Center for Health Policy; and the New Mexico Center for the Advancement of Research, Engagement and Science on Health Disparities. Dr. Handal's research spans environmental epidemiology, reproductive epidemiology, and child health and development among Latinos and indigenous populations in the U.S. and Latin America. Her research approach uses a health equity lens examining how occupational stress, toxic exposures and difficult social environments relate to maternal health and child development

Celia Iriart, PhD, MPH

Dr. Celia Iriart is an Associate Professor with the College of Population Health. She received her PhD in collective health (aka public health) from the School of Medicine, University of Campinas, Brazil, her MPH from the School of Medicine, University of Buenos Aires, Argentina, and her BS from the National University of Mar del Plata, Argentina. Internationally known for her expertise in policy analysis of health sector reforms, she also studies stakeholders' strategies in medical practice, cost control and quality of health care throughout the world. Dr. Iriart's studies have been published in notable, peer-reviewed journals. She teaches Health Care Systems (both undergraduate and graduate level) which focuses on historical and current events regarding the U.S. industry. She also teaches Advanced Topics on Health Sector and Globalization, which covers central concepts in social factors and health care.

Andy Rowland, PhD

Dr. Rowland is an Associate Professor with the College of Population Health. He received a BA in health and society from the University of Pennsylvania in 1976, a MA in sociology from the University of California, Santa Cruz in 1986, and a PhD in epidemiology from the University of North Carolina, Chapel Hill in 1992. He completed his postdoctoral training at the National Institute of Environmental Health Sciences (NIEHS) in 1994, and worked as a member of the Reproductive Epidemiology Branch at NIEHS before joining UNM in 2001. Dr. Rowland has studied the epidemiology of attention deficit (hyperactivity) disorder (ADHD) since 1998. His

research covers the prevalence and risk factors of ADHD and how exposures during pregnancy and early life might increase the risk of ADHD. Rowland has worked with colleagues on researching the risk of Parkinson's and other neurologic diseases among the Navajo population and developing methods to more effectively screen women during pregnancy for postpartum depression. He has also researched concussion rates among student athletes, and worked on creating a Parkinson's disease registry in New Mexico. Dr. Rowland is implementing a project on the early programming of the stress response in children and the subsequent risk of developing psychopathology. Dr. Rowland teaches Epidemiology Data Analysis, Perinatal Epidemiology, and Developmental Epidemiology in the MPH program, as well as an undergraduate Introduction to Population Health class.

Victoria Sánchez, DrPH

Dr. Sánchez is an Associate Professor with the College of Population Health. She earned her MPH at the University of California at Berkeley in 1984, and received a doctorate in Public Health in Health Behavior and Health Education at the University of North Carolina at Chapel Hill in 1999. Her research and practice experiences are largely community-based and grounded in direct experience with public health agencies and university research projects in New Mexico, Texas, California and North Carolina. Sánchez has a long-standing interest in understanding health behaviors within the broader contexts of family, cultural, community and societal norms. Her research interests span from substance abuse prevention to qualitative methodologies to understand community change. Dr. Sánchez directs the community health concentration track and teaches social and behavioral sciences courses for the MPH program. She teaches the Theory and Practice Seminar, Public Health Program Planning and the Summer Institute in Community-Based Participatory Research for Health: Indigenous and Critical Methodologies.

Francisco Soto Mas, PhD, MPH

Dr. Soto Mas is an Associate Professor with the College of Population Health. He is accredited to practice general medicine throughout the European Union, earned his MD in family medicine from the University of Granada (Spain) School of Medicine in 1984. He then received his MPH from the University of Arizona in 1994. In 2002, he received his PhD in health, physical education and recreation from UNM. Additional training he completed in 1988 covers sports medicine at the University of Seville in Spain. He also received training in nutrition from the University of Granada in 1991. Dr. Soto Mas is committed to contributing to addressing Latino health problems. Areas of expertise include chronic disease prevention and control, bioterrorism, health communication, health literacy and occupational health and injury. He has extensive experience with both quantitative and qualitative studies, and designs observational and intervention projects, directs cross-sectional and randomized control studies, develops and implements community-based interventions, and conducts multilevel evaluations.

Dr. Soto Mas teaches a variety of graduate public health courses, such as Social and Behavioral Aspects of Public Health, School Health Education Practice, Health Behavior Theory, Program Planning, Program Evaluation, and Research Methods. He has also designed and taught courses that address the pressing demand to meet the health and social needs of diverse populations including Health Disparities, Health Communication & Literacy, Language and Literacy in Latino Health, and Intervention Research with Marginalized Populations.

S. Noell Stone, MPH

S. Noell Stone, MPH is a Senior Research Scientist and Lecturer with the College of Population Health. Ms. Stone completed her undergraduate degree in Spanish literature at Mount Holyoke College, earned a Master of Public Health degree in epidemiology with distinction from UNM and pursued post-graduate studies in cancer epidemiology at the London School of Hygiene and Tropical Medicine. She began her work at UNM in 1994 working with asthma management in pediatric minority patients, substance use, patient-clinician communication and evaluation studies. Ms. Stone has worked in applied epidemiology for over twenty years. She currently serves as principal investigator for the Hispanic Family Asthma Outcomes Network funded by the Colorado Foundation for Public Health and the Environment and the Patient Centered Outcomes Research Institute. Her interests include data standardization for race, ethnicity and tribal information in health systems and addressing the appropriate and ethical use of these categories when working with communities. She teaches the public health seminar course, works with residents from Family Medicine on their scholarly projects, is on the leadership team for the Maternal Child Health Graduate Certificate in Public Health (MCH), and develops on-line course content for the Region Six Public Health Training Center in partnership with Tulane University.

Kristine Tollestrup, PhD, MPH

Dr. Tollestrup is a Professor and the Director of Graduate Programs with the College of Population Health. She received her doctoral degree in behavioral ecology from the University of California, Berkeley, and completed a postdoctoral fellowship in behavioral ecology at the University of Chicago. She then completed her master of public health degree in epidemiology at the University of Washington. She worked with the Washington state and New Mexico departments of health before joining UNM as a founding member of the Master of Public Health program faculty. Dr. Tollestrup has more than 30 years of experience as an epidemiologist. Her research interest areas are waterborne disease epidemiology and maternal child health epidemiology. She has overseen the evaluation of several community-based intervention projects on diabetes and teen pregnancy prevention. Her research is on improving educational attainment in teen mothers using peer mentors trained in motivational interviewing, as well as on the effects of policies on encouraging teen parents to remain in school. Dr. Tollestrup's scholarly educational activities focus on developing approaches to teaching practical epidemiologic skills and quantitative methods for undergraduate and graduate students, public health practitioners and physicians/providers in medical settings.

Nina Wallerstein, DrPH,

Dr. Wallerstein is a Professor with the College of Population Health. She has been with UNM since 1989. She received her MPH and DrPH from the School of Public Health at the University of California in Berkeley. She founded the UNM Master of Public Health program in 1994, and served as its director until 2007. For more than 30 years, Dr. Wallerstein has collaborated with colleagues and conducted community-based participatory research that focuses on strengthening community wellness and improving health equity across diverse communities. She has collaborated with New Mexico tribal communities on: The Healthy Native Community Fellowship, a national Native American leadership program that promotes community wellness; the Family Listening Program, an intergenerational, culturally-centered intervention to reduce substance abuse and encourage family wellness; and RezRIDERS, an extreme-sports program

for Native American youth. She is now working on developing a toolkit and training for strengthening partnerships that work to reduce health inequities and improve health outcomes in Native American communities. She teaches Principles of Public Health, and teaches for and coordinates the annual UNM summer Community-Based Participatory Research Institute: Critical and Indigenous Methodologies. Dr. Wallerstein has produced a train-the-trainer curriculum called Empowerment, Participatory Research and Health Promotion. The training is available in Spanish, Portuguese and English.

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General Information

What is Public Health?

Public Health is the science of protecting and improving the health of communities through education, promotion of healthy lifestyles, and research for disease and injury prevention. Public health professionals analyze the effect on health of genetics, personal choice and the environment in order to develop programs that protect the health of your family and community.

Overall, public health is concerned with protecting the health of entire populations. These populations can be as small as a local neighborhood, or as big as an entire country.

Public health professionals try to prevent problems from happening or re-occurring through implementing educational programs, developing policies, administering services, *regulating health systems and some health professions*, and conducting research, in contrast to clinical professionals, such as doctors and nurses, who focus primarily on treating individuals after they become sick or injured. It is also a field that is concerned with limiting health disparities and a large part of public health is the fight for health care equity, quality, and accessibility.

The field of public health is highly varied and encompasses many academic disciplines. However, public health is mainly composed of the following core areas:

- Behavioral Science/Health Education
- Biostatistics
- Emergency Medical Services
- Environmental Health
- Epidemiology
- Health Services Administration/Management
- International/Global Health
- Maternal and Child Health
- Nutrition
- Public Health Laboratory Practice
- Public Health Policy
- Public Health Practice

Classroom Locations

The majority of classes are held in the Domenici Center on the Health Sciences Center campus.

Computer labs are held in the electronic classrooms located in Medical Building 2 and in the Health Sciences Library & Informatics Center.

COPH Student Lounge

All admitted MPH students are given access to the Student Lounge located in Room 171 of the Family Medicine Building. The lounge provides a space where students can study, have meetings, or just have a quiet place of their own. Access to the lounge is during normal business hours, 8:00am -5:00pm Monday-Friday.

The student lounge contains computer and office equipment and all students are urged to safeguard that equipment by ensuring that the doors are locked when they leave the premises. There are two computers available in the student lounge. The computers are equipped with current software such as Windows, Microsoft Office and STATA. Students also have access to the internet and e-mail using the computers.

E-mail

Students must have an active e-mail account, through either UNM or another e-mail system, and ensure that the correct preferred e-mail address is updated in LoboWeb. Pertinent information regarding the COPH and MPH Program is sent to students using their e-mail addresses including upcoming events, information on jobs, your status, requests for additional information, assistantships, financial aid and other items. Please make sure you share your preferred e-mail address with the MPH education support coordinator. All students are urged to check their emails regularly.

Financial Aid Information

Assistantships

During the course of the year, assistantship contracts are available to qualified MPH students through faculty research and educational assistantships. Notices regarding assistantship opportunities are forwarded to students through email and posted on the MPH bulletin boards.

Scholarships

Scholarship opportunities are forwarded to students via e-mail. It is important to check the Graduate Studies website for additional scholarship opportunities.

Completion of the Degree

Now that you have been admitted to the program, please take a moment to familiarize yourself with the following information.

MPH Core Competencies

The MPH Program requires all graduates to demonstrate specific knowledge and skills related to public health practice. The program is guided by a set of core competencies, in addition to concentration-specific competencies (see specific concentration for the additional competencies). The core competencies address a unique set of applied knowledge, skills and other attributes across the broad disciplines within the program, including biostatistics, epidemiology, environmental health sciences, health services administration and social and behavioral sciences. The core competencies for the MPH degree are outlined below.

After completion of the degree, the graduate should be able to:

- apply ethical principles to professional practice when acting in any capacity as a public health professional;
- identify the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies, health care service providers and community organizations);
- apply the socioecological framework to identify health problem at the population level and develop interventions;
- apply critical thinking to analyze and develop interventions based on public health sciences, including behavioral, environmental and social sciences, biostatistics and epidemiology;
- access, evaluate and communicate accurate demographic, statistical, programmatic, policy and other scientific information in relevant modalities with professionals, community members and policy makers;
- interact sensitively, effectively and professionally with persons from diverse demographic, cultural, socioeconomic, educational and professional backgrounds and lifestyles preferences;

- demonstrate leadership skills to promote public health initiatives for improving the health status of populations when acting at the local, state, national and international levels; and
- describe the basic principles of participatory approaches to public health research and practice.

Credits Required

The Master of Public Health degree is a 42-credit hour program leading to an MPH degree with one of three concentrations, Community Health, Epidemiology and Health Systems Services and Policy. If you are unsure of your credit status, please contact the education support coordinator, your faculty advisor or the director.

Transfer Credits

Students can transfer up to 17 approved credits into the MPH program. Students are required to complete the required MPH core curriculum and meet the 42 credit hours. To request transfer credit, the following is required:

- If you are requesting course transfer from another educational institution, it is required to request a review of the course to see if it is applicable to the MPH degree at UNM. The request is made to the director, accompanied by a syllabus for the course taken at the educational institution. The director will provide a written decision explaining the action taken and a copy is placed in your student file. The decision will not be made unless the course syllabus is provided.
- There is no immediate transfer of courses done at the time of admission. All approved transfer credits will be included on the student Program of Study (POS) at the time it is submitted. Once the POS is approved by the director, it is forwarded to the Graduate Studies office for review and final approval.
- An official transcript from the educational institution showing the credits being transferred must be sent to the MPH education support coordinator.

NOTE: Students may not transfer any course that has been used to meet the requirements of another degree program. The same course *may not be used* to meet the requirements of two separate degrees.

Time Frame for Degree Completion

Students are given a seven-year period to complete all requirements of the MPH degree. If a student is attending on a full-time basis, it is possible to complete the degree in a 2-year period of time (including two summer semesters). Those students who are attending part-time should be prepared to accelerate their studies at some point in time in order to meet the seven-year requirement. All incoming students are required to take a sequence of courses in their first fall and spring semesters. At a minimum, students must enroll in four credit hours during their first fall semester. The required courses include: PH 501 Principles of Public Health (3 credits) and PH 511 Writing for Public Health Professionals (1 credit). If you have already completed Principles of Public Health, you must enroll in another course in addition to PH 511 during the fall semester in order to have the four required credits. During the following spring semester, you are required to take at least five credit hours. You must enroll in Theory and Practice Seminar (PH 508) for two-credits and one other three-credit course. If you are unable to fulfill this requirement, please contact your faculty advisor as soon as possible in the fall semester.

Please note that the student's seven-year period begins the semester in which they take their first graduate level course applicable to the degree, *whether they are an admitted student or not*. If you have taken courses prior to being admitted, please keep this in mind when determining the seven-year period.

Time Off from the Program

It may be necessary for students to take time from the program due to personal, financial, or other reasons. A student who is unable to continue his/her graduate studies due to extenuating circumstances, must request a leave of absence in advance. The written request, together with a memo of support from the chairperson or designee of the graduate unit is forwarded to the Dean in the Graduate Studies office who will make the final decision. A leave of absence is determined on a semester-by-semester basis and is generally limited to a maximum of one calendar year. The time approved for a Leave of Absence is not counted in the time limit to complete the degree, as long as the student is not enrolled in any course at UNM. To request a leave of absence, follow the Instructions below:

Formal Leave of Absence

- Meet with your MPH faculty advisor or the director to explain your situation.
- Write a formal letter addressed to the Dean of Graduate Studies (GS) requesting the leave of absence, include when you plan to resume your studies. The letter is forwarded to the director for review. If the director agrees to the student request, a memo of support will be submitted to GS along with your written request. Both the request and the support memo will be placed in your student file.

Informal Leave of Absence

- Students are allowed to take a leave of absence without submitting a formal leave of absence request. A student who is admitted and completes at least one semester of graduate studies in the program is allowed three consecutive semesters, including summer, without taking classes and without submitting a formal request. **Please keep in mind the seven-year rule for completing the program.** Taking time off requires that you submit a request for extension. An absence of more than three semesters, including summer sessions, will result in you being automatically dropped from the program. In this case, you must reapply to UNM.

Reapplication

If a student has not been enrolled for three consecutive semesters, they are automatically dis-enrolled from the UNM. In order to register for courses, you must reapply to the UNM and the MPH Program.

- You must submit your reapplication in the normal time frame allowed for new registration. Please refer to the latest UNM schedule for the filing deadlines.
- If you do not meet the time requirements for reapplication, your application will not be approved until the following semester. You may be readmitted to the program during any semester.
- If you do not meet the time requirements and your admission is delayed for a semester, you may continue to take courses under the non-degree process.
- If you meet all requirements above, approval is automatic at the program level.

Request for Extension

If a student is unable to complete their degree in the required period of time, he/she may petition Graduate Studies for an extension of time. To do so, the student must do the following:

- Submit a program of study to the MPH education support coordinator two semesters prior to the seven-year period. This must be on file and show your course work and anticipated graduation.
- Write a memorandum addressed to Graduate Studies stating the reason for not being able to complete the program within the seven-year requirement. Please be specific and brief.
- Submit the memorandum to the MPH education support coordinator. The director will approve this request and submit it to GS along with a memorandum of support for the student.

- A decision from GS is returned to the student and the MPH Program. A copy is also retained in the student folder.

Schedules and CRNs

Students will receive a MPH Program course schedule prior to the beginning of each semester via email. A semester schedule is also posted on the COPH website under courses and on LoboWeb. Some courses are restricted and permission of the instructor is required. After you have received approval to register for restricted courses from the instructor, the education support coordinator will do an override which will allow you to register for the course. You will be notified via email when this has been done.

Grading System

All graduate students in the MPH Program will be expected to maintain a 3.0 GPA. The following grading system is used:

A+	= 4.33
A	= 4.00
A-	= 3.67
B+	= 3.33
B	= 3.00
B-	= 2.67
C+	= 2.33
C	= 2.00

Graduate Students cannot be assigned a grade of D

F	= 0.00
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Students may include a total of 11 credits of C, C+ or CR on their program of studies whether those courses are in or out of their major course of study. If the student plans to use the courses toward their degree requirement, then they must keep the 11-hour restriction in mind.

Incompletes

A faculty member may choose to give a student an incomplete for a course. The student has 1 year to resolve the Incomplete, or it will default to an "F." It is highly recommended that all incompletes are cleared the following semester. It is the student's responsibility to keep track of their incompletes and complete the work. Exceptions may be considered for extenuating circumstances with approval of the instructor, director and the UNM faculty senate. Students are not allowed to graduate with an "I" on their student record.

Academic Probation

Students will be placed on academic probation if their cumulative GPA falls below 3.0. If the student's GPA falls below 3.0, Graduate Studies will notify the student that they have been placed on probation. The student is then given the opportunity to improve their grades during the next 12 credits taken. If the student does not improve their GPA, they will be dis-enrolled from UNM.

Students in a probationary status are not allowed to hold an assistantship or graduate while on probation.

Academic Integrity Policy

The University *Pathfinder* Policy on Academic Dishonesty can be found at the link below. One purpose of this policy is to clearly delineate mutual expectations of faculty and students and to more clearly define academic dishonesty. <http://pathfinder.unm.edu/>

The Pathfinder states:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

The Faculty Handbook states:

When a violation of the regulation occurs in connection with a course, seminar, or any other academic activity under the direction of a faculty member, that faculty member is authorized to take whatever action is deemed appropriate, but no penalty in excess of an "F" in the course and the involuntary withdrawal of the student from the class may be imposed. Whenever this penalty is imposed; the instructor may report the case in full detail in writing to the Dean of Students, who may impose additional sanctions or refer the matter to the Student Conduct Committee for a determination of whether additional sanctions are warranted.

MPH Expectations for Academic Integrity

- As a community of scholars, it is expected that the course work a student conducts and submits (or presents) will be that of the individual student, unless a student receives prior permission from the instructor to do otherwise. Submitting work as if it is an individual product when it is not is academic dishonesty.
- As a community of scholars, it is expected that students will cite and enclose in quotes any product copied, or materially taken, from others. It is expected that written submissions are those of the student unless otherwise clearly quoted and appropriately cited. Duplicating, in whole or in part, another's work product and submitting that work as if a student had produced it independently is academic dishonesty. Examples include, but are not limited to, duplicating in whole or in part: exams produced by others; paper(s) produced by others (on behalf of the student or not) and whether or not the paper(s) were previously submitted; non-original material obtained from web sites; and/or publications.
- In the absence of a contrary directive from the instructor, students may collaborate, assist, and help each other. Unless a faculty member specifically assigns a group project, all final class projects must be each student's own work and the assistance must be cited (e.g., as personal communication.) All students who knowingly participate in misrepresentation of a student's work will be academically dishonest.
- As a community of scholars, it is expected that faculty and staff will not hinder the academic progress of students in other classes by assisting one or more students in producing and/or submitting group and/or duplicated work as if it were produced independently (by the students when the faculty member can reasonably construe that the work will be evaluated as an individual product). Such behavior violates provisions of the *Faculty Handbook* and will be sanctioned as outlined in the handbook.
- As a community of scholars, it is expected that students will complete examinations without duplicating the exam answers of other students, using course materials or notes or otherwise gaining an unfair advantage over other students who are also taking the exam. Such behavior hinders the academic work of fellow students, claims credit for work done by the student, and is

academically dishonest. However, if the exam is expressly designated as open book or take home exam, the use of course materials or notes is allowed.

- As a community of scholars, it is expected that a student will be responsible and discuss re-submissions or research/project continuations with the faculty prior to submitting any potentially redundant work.
- As a community of scholars, it is expected that faculty will clearly state course and exam objectives. If the student believes clarity is lacking, it is the responsibility of the student to request clarification in a timely manner. Faculty should provide clarification in writing whenever possible to avoid misunderstanding(s).
- Faculty expect that students will be responsible and discuss re-submissions or research/project continuations with the faculty prior to submitting any potentially redundant work.
- As a community of scholars, it is expected that students maintain the highest standards of honesty and integrity in academic and professional matters. If a student fulfills university expectations of maintaining the highest standards of honesty and integrity in academic and professional matters, yet is having difficulty in a class, the student may expect faculty to consider available options that may assist the student, which may include, but are not limited to: deadline extensions, auditing, incomplete grades, or withdrawals.
- As a community of scholars, it is expected that if a faculty or staff member witnesses or learns of an instance of possible academic dishonesty, he/she should promptly report the incident to the instructor in charge of the class where the alleged academic dishonesty occurred.
- As a community of scholars, it is required that an incident of academic dishonesty will be dealt with as outlined in the *Pathfinder* and the *Faculty Handbook*.
- As a community of scholars, it is expected that Academic Freedom will be upheld as defined in the *Faculty Handbook*. <http://handbook.unm.edu/>

The MPH Program will utilize the following procedure when an instructor believes that a violation of academic dishonesty has occurred:

- The instructor shall discuss the alleged violation with the student as soon as possible and provide the student an opportunity to explain.
 - After this discussion, the instructor may impose an appropriate sanction within the scope of the academic activity, such as grade reduction and/or involuntary withdrawal from the course.
 - The instructor shall notify the student of the academic sanction.
 - The instructor should contact the COPH director of graduate programs and review the alleged violation, appropriate sanctions and any need to refer the case to the COPH Dean for disciplinary action beyond the faculty imposed sanction with the UNM Dean of Students.

Graduate Student Grievance Procedures

Graduate students are expected to abide by the university values and guidelines for professional practice, academic integrity, and responsible conduct of research; they are also protected by those same values and guidelines. Academic grievances include, but are not limited to, issues related to progress toward the degree, improper implementation of academic procedures, and unfair treatment. When at all possible, graduate students should attempt to resolve their complaints directly with the parties involved. If the complaint cannot be resolved at that level, the student may meet with department or college/school administrators (chair, dean, or dean's designate) or the Dean of Graduate Studies to discuss the concerns, clarify the rules and procedures that should be followed, and explore constructive means to resolve the problem. If a formal grievance is necessary, the graduate student should follow the procedures stipulated in the UNM *Pathfinder* and the UNM *Faculty Handbook*. If a grievance or

complaint involves alleged discrimination or sexual harassment, it must be directed to the Office of Equal Opportunity (OEO).

The *Pathfinder* states:

The UNM Student Grievance Procedure is intended to provide Procedures for the resolution of disputes of an academic nature between students and University faculty, as well as Procedures for handling student disciplinary matters. The following categories of disputes or disciplinary matters are provided for in the articles indicated. Any question about these Procedures should be directed to the Office of the Dean of Students.

This article sets forth the procedures which should be followed by a student who believes that he or she has been unfairly or improperly treated by a faculty member or academic program/department in connection with the academic process. For example, it applies to disputes over assignment of grades, decisions about program or degree requirements or eligibility, or claims that course requirements are unfair.

Any student grievances concerning decisions made by University personnel, outside the academic process, for which specific procedures are not established, shall be resolved between the student and the office or department involved. If no resolution is reached, the parties may appeal to the appropriate Dean or Director and then to the appropriate Vice President. Appeals should be filed in writing within one week of the decision.

The *Faculty Handbook* states:

The University of New Mexico promotes a working, learning, and social environment where all members of the UNM community, including but not limited to the Board of Regents, administrators, faculty, staff, students, and volunteers work together in a mutually respectful, psychologically-healthy environment. UNM strives to foster an environment that reflects courtesy, civility, and respectful communication because such an environment promotes learning, research, and productivity through relationships. Because a respectful campus environment is a necessary condition for success in teaching and learning, in research and scholarship, in patient care and public service, and in all other aspects of the University's mission and values, the University is committed to providing a respectful campus, free of bullying in all of its forms.

The MPH Program will utilize the following procedure for student grievances:

- The students should first try to resolve the grievance informally by discussing the grievance with the instructor as soon as possible.
- If the student and faculty member cannot reach an agreement, the student should discuss the grievance with the COPH director of graduate programs.
- If the grievance is still not resolved, the student should discuss the grievance with the COPH Dean.

Responsible Conduct of Research

Responsible conduct of research (RCR) is the process researchers and scholars follow to ensure that their work is original, honest, and well-intended. The outcomes can be trusted and may contribute to generalizable knowledge. Often RCR coincides with professional practices and regulatory compliance. All professional scientists and scholars are expected to conduct themselves with integrity, honesty, and in accordance with professional expectations. RCR is not just doing research, but doing it well. The Academic Integrity and Research Ethics (AIRE) program is available to help all researchers develop training plans. For more specific information, contact the office at 505-249-7906 at 400 Cornell Dr. NE, MSC03 2180, University of New Mexico, Albuquerque, NM 87131, or visit the Graduate Studies

website at: <http://grad.unm.edu/aire/> . See also the AIRE website for guidelines, news, and events related to research compliance and instruction. Graduate Studies conduct workshops throughout the year on RCR and issues relating to research ethics. Please check their calendars for updated information about these workshops.

Students with Special Needs

Students with newly or previously diagnosed disabilities who need accommodations for learning and/or testing will compile, submit, and maintain their documentation through the Accessibility Resources Center on Main Campus. Students who think that they may need such accommodations should first contact Dr. Cheri Koinis, PhD, who advises students and coordinates these services for the HSC. She is also the HSC ADA liaison for all HSC students and residents to the UNM Accessibility Resource Center. She will guide students through the process of acquiring services and suggesting relevant accommodation formats. Please contact her directly at 505-272-3898 or at ckoinis@salud.unm.edu.

Graduation Requirements

It is the student's responsibility to ensure that the general University requirements and due dates have been met for graduation. Students who plan to graduate should consult the UNM Graduate Studies webpage (<http://grad.unm.edu/home/>), meet with the MPH education support coordinator and/or faculty advisor if they have questions.

In order to graduate, the student must do the following:

- **Submit a Program of Study**

The student must complete the Program of Study form which is available from the Office of Graduate Study website. The student must complete the form, meet with their faculty advisor to ensure they have/will meet all requirements for graduation and obtain all required signatures. The form is then submitted to the education support coordinator in the MPH Program to be forwarded to Office of Graduate Studies. The form must be completely filled out with the following information by the deadlines listed below:

- The student must list all courses applicable to his/her degree including those courses to be taken in future semesters.
- The student must list all approved transfer courses from other institutions, with an official transcript for all transfer courses from the educational institution (if applicable).
- The student must also indicate on the form the anticipated graduation date.
- Graduate Studies will review and return the POS to the student with a signed copy to the MPH Program. A copy of the of the form will be kept in the student file.
- Deadlines to submit forms are October 1 for Fall, March 1 for Spring and July 1 for Summer.

- **Announcement of Master's Examination**

The Announcement of master's examinations is completed online by the student through the Graduate Studies website two weeks prior to the oral examination. The deadline to complete this form are November 15 for Fall, April 15 for Spring and July 15 for Summer or graduation will be delayed.

- **UNM Graduation Courtesy Policy**

University regulations require that the student must be enrolled and complete a minimum of one hour of graduate credit in the term he/she completes degree requirements. Should the student miss the graduation deadline but completes all degree requirements on or before the last day of that term, the student is not required to register for the next (graduation) term. The degree program must submit the student's name on the proposed graduation list for actual term of graduation.

Community Health Concentration

The concentration in Community Health (CH) will prepare students for leadership roles in population-based disease prevention and health promotion in public and private settings. The philosophical foundation of the concentration relies on a community capacity building, empowerment approach to promote social justice and equity in health. The concentration is designed for students with prior experience, education, or interest in community-focused public health practice or research that values diversity, self-reflection and critical analysis of evidence-based practice and practice-based public health approaches. Guided by the social ecological approach, the community health concentration emphasizes training in the basic core principles and skills of community needs and assets assessment, program planning, implementation and evaluation, and policy development and their application to a broad array of health and social issues in population and community-based public health disease prevention and health promotion. The purpose of this concentration is to provide students with the multi-disciplinary knowledge and skills necessary to plan, implement, and evaluate MPH Programs at multiple levels of the social-ecologic framework.

Community Health Concentration Competencies

After completion of this concentration, the graduate should be able to:

- apply appropriate practice-based approaches, theory and planning models and sound research methods for developing, implementing, managing, evaluating and disseminating community health Interventions;
- assess community and population needs and assets and readiness for change at the individual, interpersonal, community, institutional and policy levels in order to develop relevant public health interventions;
- integrate participatory approaches into research and practice to facilitate community engagement and self-determination; and
- identify and embrace community resources and strengths and act with cultural respect and humility.

Learning Objectives

MPH graduates completing the Community Health concentration should be able to:

- apply appropriate theory, research principles and methods for developing community health interventions programs;
- identify ethical issues and institutional review board requirements pertinent to community intervention research and practice in diverse populations;
- use public health data, such as vital statistics records, disease registries, other surveillance databases, census data, national surveys, and medical records;
- understand the role of community engagement and participation in community health intervention, evaluation, and/or research;
- understand the role of social, cultural, economic and institutional factors in individual, community and population health status and behavior, in order to facilitate the movement toward community self-determination and control of local public health practice;
- assess community and population needs and assets, and readiness for change at the individual, interpersonal, community, institutional and policy levels, in order to develop relevant public health interventions;
- apply state-of-the-art principles and plan logic models to create effective community health intervention programs;
- implement and manage community health intervention programs;

- evaluate the effectiveness of community health interventions;
- act as a prevention/intervention resource person for multiple levels of public health practice;
- communicate health and prevention/intervention needs, concerns and resources; and
- advance the field of public health promotion and disease and social problem prevention.

Requirements

The graduation requirements for students admitted in the fall 2017 semester and beyond are given below. Students admitted before fall 2017 can access the requirements online from UNM Catalog year in which student was admitted.

	Required Core Courses	
PH 501	Principles of Public Health	3
PH 502	Epidemiologic Methods I	3
PH 506	Environmental-Occupational Health	3
PH 508	Theory and Practice (Mandatory in second semester)	2
PH 511	Writing for Public Health Professionals (CR/NC)	1
PH 513	Public Health Seminar (CR/NC)	1
PH 538	Public Health Biostatistical Methods I	3
PH 552	Public Health Program Planning	3
	Subtotal	19
	Required Practicum Experience	
PH 598	Public Health Practicum (CR/NC)	2
	Subtotal	2
	Required Culminating Experience chosen from the following options:	
PH 595	Introduction to Public Health Integrative Experience	1
-and-		
PH 597	Public Health Integrative Experience	2
-or-		
PH 596	Professional Paper	3
-or-		
PH 599	Master's Thesis	6
	Subtotal	3-6
	Required Concentration Courses	
PH 510	Public Health and Health Care Management	3
PH 555	Public Health Evaluation Methods	3
	Subtotal	6
	Electives	
	Two of the following Community Health Concentration electives:	
PH 507	Health Care Systems	3
PH 533	Public Health Research Methods	3
PH 554	Health Policy, Politics and Social Equity	3
PH 558	Intervention Research with Marginalized Populations	3
PH 564	Public Health and Healthcare Communication	3
PH 575	Public Health Leadership and Facilitation	2
	Subtotal	5-6
	Other electives may be selected from the MPH Program, other NM colleges and departments with the approval of the faculty academic advisor.	
	Subtotal	5-6

Advising: Students seeking an MPH degree with a Community Health concentration usually have an advisor from the core faculty in this concentration.

Practicum Experience Requirements: The student and advisor must ensure that the practicum experience offers substantial community health intervention skill building. For example, the student must work at a community health organization on projects with health promotion and/or intervention, program planning, evaluation, community assessment, and/or health communication tasks and responsibilities.

MPH Integrative Experience Course and Master's Examination Guidelines: Concentration students opting to take the Public Health Integrative Experience course will take a final oral examination conducted by a 3-person Masters Examination Committee (MEC) chosen by the student. The chair of the MEC will be CH faculty or approved by the students advisor. See guidelines on the web.

Professional Paper Guidelines: The community health professional paper will focus on the skills related to the concentration around a specific, well documented, health topic or problem. The paper or project will consider the chosen health topic or problem from multiple levels of the socio-ecologic framework.

Epidemiology Concentration

The concentration in Epidemiology (EPI) will provide students with the knowledge and skills necessary to collect, analyze, and interpret epidemiologic data for the solution of public health problems. The concentration will prepare students for employment as a Master's level Epidemiologist or Research Scientist in various settings such as the New Mexico State Department of Health, the University of New Mexico, School of Medicine, and other public health research and service organizations.

Epidemiology Concentration Competencies

After completion of this concentration, the graduate should be able to:

- describe the strengths, limitations and issues such as bias, confounding and effect modification pertinent to the proper application and execution of various epidemiologic study designs;
- identify and be able to access sources of public health data, such as vital statistics records, disease registries, other surveillance databases, census data, national surveys and medical records;
- analyze and interpret epidemiologic measures of occurrence and association using basic statistical tests and models and summarize and present the findings; and
- integrate epidemiologic and biostatistical knowledge in the critical evaluation of public health literature, including the use of theories of causation and criteria for causal inference and identification of demographic, behavioral, social and environmental factors influencing population health.

Learning Objectives

MPH graduates completing the Epidemiology Concentration should be able to:

- describe theories of disease causation and criteria for causal inference that inform epidemiologic research;
- formulate testable hypotheses and research questions, addressing both individual- and population-level factors that can be assessed by epidemiologic studies;
- describe the strengths, limitations, and issues pertinent to the proper application and execution of various epidemiologic study designs;

- identify ethical issues and institutional review board requirements pertinent to epidemiologic research in diverse populations;
- demonstrate understanding of appropriate primary and secondary methods of data collection for measuring individual- and population-level exposures and health-related conditions in epidemiologic studies and surveillance systems;
- identify and be able to access sources of public health data, such as vital statistics records, disease registries, other surveillance databases, census data, national surveys, and medical records;
- generate and interpret descriptive statistics and graphics for summarizing and displaying epidemiologic data;
- and interpret epidemiologic data using basic statistical tests, measures of disease occurrence and association, and statistical models such as logistic and linear regression;
- use computer programs to manage, analyze, and present epidemiologic and public health data.
- explain and assess the roles of bias, confounding, and effect modification when conducting and interpreting epidemiologic studies;
- identify demographic, behavioral, social, genetic, and environmental factors that have an impact on disease distributions in populations;
- demonstrate understanding of the epidemiology and public health prevention and control measures of various adverse health outcomes; and
- integrate epidemiologic and biostatistical knowledge in the critical evaluation of public health literature.

Requirements

The graduation requirements for students admitted in the fall 2013 semester and beyond are given below. Students admitted before fall 2013 can select the requirements published in the UNM Catalogue from the year in which student was admitted and beyond.

	Required Core Courses	
PH 501	Principles of Public Health	3
PH 502	Epidemiologic Methods I	3
PH 506	Environmental-Occupational Health	3
PH 508	Theory and Practice (Mandatory in second semester)	2
PH 511	Writing for Public Health Professionals (CR/NC)	1
PH 513	Public Health Seminar (CR/NC)	1
PH 538	Public Health Biostatistical Methods I	3
PH 552	Public Health Program Planning	3
	Subtotal	19
	Required Practicum Experience	
PH 598	Public Health Practicum (CR/NC)	2
	Subtotal	2
	Required Culminating Experience chosen from the following options:	
PH 595	Introduction to Public Health Integrative Experience	1
-and-		
PH 597	Public Health Integrative Experience	2
-or-		
PH 596	Professional Paper	3
-or-		
PH 599	Master's Thesis	6
	Subtotal	3-6

	Required Concentration Courses	
PH 507	Health Care Systems	3
-or-		
PH 510	Public Health and Health Care Management	3
PH 520	Epidemiologic Methods II	3
PH 534	Epidemiology Data Analysis	3
PH 539	Public Health Biostatistical Methods II	3
	Subtotal	12
	Electives	
	Two of the following EPI Concentration electives:	
PH 524	Social Epidemiology	2
PH 528	Infectious Disease Epidemiology	2
PH 531	Perinatal Epidemiology	2
PH 532	Cancer Epidemiology	2
PH 533	Public Health Research Methods	2-3
STAT 574	Biostatistical Methods: Survival Analysis and Logistic Regression	3
	Subtotal	6
	Other electives may be selected from the MPH Health Program, other NM colleges and departments with approval of the faculty academic advisor.	

Advising: Students seeking an MPH degree with an Epidemiology Concentration usually have an advisor from the core faculty in this concentration.

Practicum Experience Requirements: The student and advisor must ensure that the practicum experience offers substantial epidemiology skill building. For example, the student must work on specific epidemiologic issues.

MPH Integrative Experience Course and Master's Examination Guidelines: concentration students opting to take the Public Health Integrative Experience Course will take a final oral examination conducted by a 3-person Masters Examination Committee (MEC) chosen by the student. The chair of the MEC will be EPI faculty or approved by the students advisor. See guidelines on the web.

Professional Paper Guidelines: The epidemiology Professional Paper will focus on the skills related to the concentration around a specific, well documented, health topic or problem. The professional paper committee must include two epidemiologists.

Health Systems, Services and Policy Concentration

The concentration in Health Systems, Services and Policy (HSSP) will provide students with the knowledge and skills necessary to analyze health systems, public health and health care services and programs, and related governmental and non-governmental policies. Students will develop the capacity to analyze and develop interventions and health policies at local, national and global levels. The goal of the concentration is to prepare students to work in health organizations and policy arenas to improve population health and decrease health inequities.

Health Systems, Services and Policy Concentration Competencies

After completion of this concentration, the graduate should be able to:

- describe and apply appropriate theory and research approaches and methods to the analysis of health systems, public health and health care services and programs and governmental and non-governmental policies;

- identify key social actors/stakeholders and the roles they play in national and international health systems and public health and health care services and programs and in developing national governmental and non-governmental policies;
- identify the most important problems affecting international and national health systems and public health and health care services and programs and policies;
- use public health data including as vital statistics, hospital discharge data, health care quality and expenditure data, disease registries, census data, national surveys and other surveillance data; and
- integrate qualitative and qualitative methods and policy analyses in the critical evaluation of public health literature related to public health systems, services and policies.

Learning Objectives

After completion of this concentration, the graduate should be able to:

- describe and apply appropriate theory and research approaches and methods to the analysis of health systems, public health and health care services and programs, and governmental and non-governmental policies;
- describe and apply appropriate theory and research approaches and methods to design interventions to develop new and to reform existing health systems, and public health and health care services and programs;
- describe and apply appropriate theory and research approaches and methods to develop governmental and institutional policies;
- identify key social actors/stakeholders and the roles they play in national and international health systems, and public health and health care services and programs and in developing national governmental and non-governmental policies;
- identify the most important problems affecting international and national health systems, and public health and health care services and programs;
- describe governmental and non-governmental policies and proposed solutions/reforms related to important health system problems;
- identify ethical issues and institutional review board requirements guiding research on health systems, and public health and health care services and programs;
- describe the appropriate primary and secondary data collection methods for analyzing and developing interventions for health systems, and public health and health care services and programs;
- describe the appropriate primary and secondary data collection methods for analyzing and developing governmental and non-governmental policies;
- use public health data including as vital statistics, hospital discharge data, health care quality and expenditure data, disease registries, census data, national surveys, and other surveillance data.
- generate and interpret descriptive statistics and graphics for summarizing and displaying quantitative data;
- generate and interpret qualitative data used to summarize policy documents, literature reviews, interviews, focus groups, and other primary and secondary data; and
- integrate epidemiological, biostatistical and policy analyses in the critical evaluation of public health literature related to public health systems, services and policies.

Requirements

The graduation requirements for students admitted in the fall 2013 semester and beyond are given below. Students admitted before fall 2013 can select the requirements published in the UNM Catalogue from the year in which student was admitted and beyond.

	Required Courses	
PH 501	Principles of Public Health	3
PH 502	Epidemiologic Methods I	3
PH 506	Environmental-Occupational Health	3
PH 508	Theory & Practice Seminar (Mandatory in second semester)	2
PH 511	Writing for the Public Health (CR/NC)	1
PH 513	Public Health Seminar (CR/NC)	1
PH 538	Public Health Biostatistical Methods I	3
PH 552	Public Health Program Planning	3
	Subtotal	19
	Required Practicum Experience	
PH 598	Public Health Practicum (CR/NC)	2
	Subtotal	2
	Required Culminating Experience chosen from the following options:	
PH 595	Introduction to Public Health Integrative Experience	1
-and-		
PH 597	Public Health Integrative Experience	2
-or-		
PH 596	Professional Paper	3
-or-		
PH 599	Master's Thesis	6
	Subtotal	3-6
	Required Concentration Courses	
PH 507	Health Care Systems	3
PH 520	Epidemiologic Methods II	3
PH 539	Biostatistics Methods II	3
PH 554	Health Policy, Politics, and Social Equity	3
	Subtotal	12
	Elective Courses	
PH 510	Public Health and Health Care Management	3
PH 534	Epidemiology Data Analysis	3
PH 555	Public Health Evaluation Methods	3
PH560	Special Topics in Public Health	3
PH 564	Public Health and Health Care Communication	3
PH 565	Public Health Leadership on Facilitation	3
PH 575	Public Health Leadership on Facilitation	1-2
PH 577	Public Health Leadership in Policy and advocacy	3
PH 579	New Mexico Border Health: US – Mexico Border Migration and Latino Health	3
PH 583	Advanced Topics in Health Sector and Globalization	3
CJ 550	Health Communication	3
PADM 500	Public Management and Policy	3
PADM 521	Institutional Development and Behavior	3
PADM 525	Human Resources Management in the Public Sector	3
PADM 544	Public Budgeting	3
	Other electives may be selected from the MPH Program, other NM colleges and departments with the approval of the faculty academic advisor.	
	Subtotal	6

Advising: Students seeking an MPH degree with a Health Systems, Services and Policy concentration usually have an advisor from the core faculty in this concentration.

Practicum Experience Requirements: The student and advisor must ensure that the practicum experience offers substantial a Health Systems, Services and Policy skill building. For example, the student must work on specific a Health Systems, Services and Policy issues.

MPH Integrative Experience Course and Master's Examination Guidelines: concentration students opting to take the Public Health Integrative Experience Course will take a final oral examination conducted by a 3-person Masters Examination Committee (MEC) chosen by the student. The chair of the MEC will be HSSP faculty or approved by the students advisor. See guidelines on the web.

Professional Paper Guidelines: The a Health Systems, Services and Policy Professional Paper will focus on the skills related to the concentration around a specific, well documented, health topic or problem. The professional paper committee must include two Health Systems, Services and Policy members.

Dual Degrees

The MPH Program offers dual degrees in collaboration with other UNM departments. See your adviser and director of graduate programs for further information.

- Doctor of Medicine/Master of Public Health (MD/MPH)
- Master of Arts in Public Health and Latin American Studies (MALAS/MPH)
- Individual dual degrees may be organized by students with any department. Students in dual degree programs must complete both degrees in the same semester. The students must prepare a written rationale for the dual degree and a chart outlining the requirements for both degrees and shared credits.

Independent Study

Requirements

Students in the MPH Program are eligible to sign up for independent study credits, which count toward the completion of their degree. Students must consult with and sign a contract with a faculty member who will provide mentorship during the independent study. If you have a special project you are working on and feel it relates to your degree and would like credit, you must contact the faculty member who will work with you.

Process

1. The student should contact the faculty member within the normal sign up period for classes in the semester during which the proposed Independent Study will take place. Initiating discussions the previous semester is **highly recommended**.
2. After the initial meeting with the faculty member, the student should use the contract following the requirements. The Independent Study Contract is a signed, negotiated agreement between the faculty member and the student which identifies the important conditions and terms under which the independent study is to be conducted. This contract includes:
 - the purpose of the independent study
 - the responsibilities of the faculty member and student including the schedule of meetings
 - the reading list and other content of the study
 - the number of credits

- the criteria for assigning grades
 - the products
 - the dates by which the products will be delivered to the faculty member
3. The faculty member must approve and sign the contract before the student can register for independent study credits.
 4. The student will take the signed contract to the education support coordinator of the MPH Program in order to receive the call number for registration.
 5. The student should complete this process within the sign up period for classes in the semester in which they will begin their independent study. (*The normal sign up period is generally the first two weeks of the semester.*)
 6. The final product of the independent study must be delivered to the faculty member *at least one week before the end of the semester in which the independent study takes place.*
 7. It is expected that in most cases an independent study will be completed within one semester. As with any other course, if the student anticipates that he will not be able to complete the contracted work, he/she **must negotiate a revised contract with the faculty member prior to the time grades are due** in order to receive an incomplete for the semester.

The contract for Independent Study is available on the MPH Program website. It is the responsibility of the student to make sure this is completed in a timely manner and submitted in time to register for the semester.

Practicum

All students in the MPH Program must complete their practicum experience prior to graduation. The public health practicum will provide MPH students with the opportunity to experience public health in a real world setting. Students will be able to refine their professional public health skills, as well as test in practice concepts acquired through the academic program. Please see the MPH Practicum Handbook for specific information to complete the practicum.

Integrative Experience Requirements

Students selecting the IE culminating experience should complete the requirements for the final paper defined in the PH 595-597 course syllabi in consultation with the faculty member teaching the course. Students should identify a Master's Examination Committee Chair as soon as the paper topic is defined (not later than January 31st). The Committee Chair will work with the student to ensure that the paper is consistent with the Guidelines for the IE Final Paper and for the Master's Examination.

Professional Paper Requirements

To complete the MPH degree, one of the culminating experiences is the Professional Paper, which involves developing a technical manuscript based on an investigation (primary or secondary data) or a critical analysis of the literature. Please see the MPH web page for specific information to complete the Professional Paper.

Thesis Requirements

Before selecting this option, please check with your faculty advisor.

Master's Examination Guidelines

These guidelines apply to students selecting either: **PH 596 Professional Paper or PH 595-597 Public Health Integrative Experience (IE).**

The MPH oral examination fulfills the requirements of the University of New Mexico's "Master's Examination". It includes an oral presentation of the professional or IE paper followed by questions from the committee members and audience. The oral examination should be scheduled for a time when **all** major work and writing on the professional or IE paper are completed and the chair and committee members have reviewed the final draft of the manuscript.

Working with her/his committee, the student should arrange an appropriate time and place for the oral examination. **Two weeks prior to the oral examination, the student must provide each committee member with a clear, typed and electronic copy of the final draft of the professional or IE paper.** Preparation of the final typed copy of the professional or IE paper should be delayed until after the oral presentation since the committee members may, on the basis of the examination, require additional revisions. If the student does not submit the paper to the committee two weeks before the examination, then, it will be cancelled and rescheduled later in the semester or the following semester (see section on UNM Graduation Courtesy Policy). For the Master's Examination, the student should be prepared to answer questions from the committee and audience. These questions will be mainly related to the professional or IE paper contents, but the committee can also ask additional questions that are related to other MPH core or specific concentration competencies (See Appendix).

The student's Master's Examination Committee must be comprised of at least three (3) faculty, two (2) of whom must hold appointments as MPH primary faculty. Committee chairs must be primary faculty who hold appointments in the MPH Program (consult the MPH Program office). The student's faculty advisor may or may not serve as the chair or be part of the committee. Adjunct faculty, faculty from outside the MPH Program, and emeritus faculty may serve on the committee at the discretion of the student and in consultation with her/his chair. All members of the committee must be approved for graduate instruction and service on examination committees by UNM Graduate Studies. For students completing the professional paper, the Master's Examination Committee is the same as the Professional Paper Committee.

Professional Paper

Students selecting the Professional Paper (PH 596) culminating experience should follow the "Professional Paper Requirement Guidelines" in selecting their committee and developing the paper.

Integrative Experience

Students selecting the IE culminating experience should complete the requirements for the final paper defined in the PH 595-597 course syllabi in consultation with the faculty member teaching the course. Students should identify a Master's Examination Committee Chair as soon as the paper topic is defined (not later than January 31st). The Committee Chair will work with the student to ensure that the paper is consistent with the Guidelines for the IE Final Paper and for the Master's Examination.

Announcement of Master's Examination

When **all** major work and writing on the professional or IE paper manuscript are completed the oral examination should be scheduled. Working with her/his committee, the student should arrange an appropriate time and place for the presentation using the *Announcement of Examination* form. The Announcement of master's examinations is completed online by the student through the Graduate Studies website two weeks prior to the oral examination.

The MPH Program will announce the time and place of the oral presentation so that interested faculty and students may attend. The University requires, at a minimum, the attendance of all committee

members. If all of the master's examination committee members cannot attend, then, the oral presentation must be rescheduled.

The Master's Examination

The examination is a formal oral presentation of the professional or IE paper, summarizing the public health problem addressed, the research or scholarly questions asked, the methods used, and the findings. Discussion of the findings and implications for the practice of public health is also a major part of the presentation. The student should prepare a 30 to 40 minute (maximum) presentation using PowerPoint slides and be prepared to answer questions from the committee and audience. These questions will be mostly related to the professional or IE paper contents, but the committee can also ask additional questions that are related to other MPH core or specific concentration competencies. (See the list of the core and concentration competencies referred to in this handbook).

Grading

At the conclusion of the presentation, the committee will meet in private to discuss the student's presentation and written paper. The chair and all members of the Master's Examination Committee will complete the online *Report of Examination* form which states whether the student "passed," "conditionally passed" or "failed."

Pass

If a student receives a "pass," he/she may still have minor revisions to complete based on questions and recommendations provided during the oral exam. The final typed copy with revisions must be submitted by the end of semester to the Chair of the Committee.

Pass with Distinction

The committee may also award a "passed with distinction" which is based upon the examination. To pass with distinction, the professional or the IE paper **and** the student's oral exam must demonstrate **exemplary**: 1) written and oral presentation skills, 2) coverage of the student's professional paper topic, 3) grasp of the larger public health context of the topic, and 4) knowledge of the MPH core courses and student's concentration competencies.

Conditional Pass

If a student receives a "conditional pass," the committee chair notes the conditions that need to be met by the student on the examination form which is sent to Graduate Studies. These usually involve major revisions to the paper. There are two options for resolving the conditional pass: 1) a student who plans to graduate in the same semester as the exam must resolve the conditional pass by the posted deadline for submission of examination results (Nov. 15, April 15, July 15th), or 2) a student who delays graduation to the following semester must resolve the conditional pass by the examination deadlines for the following semester. In this second option, if a student completes the conditions noted by the committee and these are approved after the deadline for submission of examination results for the semester of the examination and before the last day of the semester, he/she will not need to pay for an additional credit to graduate in the following semester (see UNM Graduation Courtesy Policy below). If a student finishes the major revisions after the end date of the semester of the examination, they will need to pay an additional credit hour in the following semester. All conditional passes must be resolved by the examination deadlines for the semester following the semester of the examination. Once the conditions for the conditional pass are approved by the committee, the MPH Program office will submit a memo to Graduate Studies stating that the student has met the conditions and passed his/her exam.

Fail

If a student fails the examination, the MPH Program may recommend a second examination, which must be completed within one calendar year from the date of the first examination. The master's examination may be taken only twice. A second failure results in a student being terminated from the program.

Revisions of Professional/IE Paper Manuscript

The Master's Examination Committee may require revisions to the professional or IE paper manuscript before granting final approval. The chair of the committee will work with the student to explain the required revisions and will sign off on the final version when those changes have been satisfactorily addressed. The number of revisions likely to be required after the oral presentation will be reduced if the student has worked closely with all committee members throughout the research and writing process.