University of New Mexico

Graduate Student Handbook

Health Education Program
Department of Health, Exercise and Sports Sciences

Master of Science

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cperry2@unm.edu
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Health Education Program
Department of Health, Exercise & Sports Sciences
University of New Mexico

Master of Science – Graduate Handbook

Conferred Degree: Master of Science in Health Education
Concentration: Community Health Education

Philosophy and Purpose of the Master of Science

The health education program at the University of New Mexico provides education, mentoring and training opportunities for those interested in pursuing and advancing their career in community health education and promotion. The health education program strives to ensure a rigorous course of study that prepares graduates to address the public health problems of the 21st century.

Public health principles are woven into the curriculum thematically such as statistical reasoning in public health; social, cultural, behavioral and bio-determinants of health and health behavior; designing, implementing, managing, evaluating social and behavioral interventions and policies to improve community and population health; and, health systems and equity.

The health education graduate curriculum is designed to develop and enhance students’ understanding of the areas of knowledge basic to community health education and acquire skills and experience through course requirements, supervised fieldwork, and collaborative research projects with faculty. The course of study leading to the Master of Science in health education prepares graduates to assume public health education positions in schools, communities, public health agencies, in health care and worksite settings, Indian Health Services, and within the Navajo Nation, Jicarilla, Mescalero and Pueblo Health care systems.

Mission

The mission of the Health Education Program at the University of New Mexico is to develop and promote sustainable public health solutions for populations in New Mexico and beyond, through the professional preparation of health education specialists, collaboration with community organizations, research/evaluation, policymaking and advocacy.
Graduate Faculty and Staff

Full-time

Duryea, Elias - PhD., University of Nebraska. Graduate Courses: Epidemiology; Measurement & Evaluation; Research Design, Health Behavior.
   Email: duryea@unm.edu

Avila, Magdalena - Dr PH., University of California-Berkeley. Graduate Courses: Multicultural Health Education; Advanced Community Health Research.
   Email: avilam@unm.edu

Belone, Lorenda – PhD., MPH., University of New Mexico. Graduate Courses: Research Design; Epidemiology.
   Email: Ljoe@salud.unm.edu

Perry, Christina – PhD., University of New Mexico. Graduate Courses: Program Planning and Evaluation; Project Management and Grant Writing; Field Experience.
   Email: cperry2@unm.edu

Saavedra, Elba – PhD., University of New Mexico. Graduate Courses: Health Care and Patient Advocacy; Project Management and Grant Writing.
   Email: elsaave@unm.edu

HESS Office Staff

Graduate student records coordinator:
   Monica Lopez, Administrative Assistant
   Health, Exercise and Sports Sciences
   MSC 04 2610, JC 1150
   1 University of New Mexico
   Albuquerque, NM 87131-0001
   Office: 505.277.5151
   Fax: 505.277.6227
   Email: mlopez@unm.edu

For general questions:
   Margie Chavez, Administrative Assistant
   Office: 505.277.5151
   Email: mac9@unm.edu
Master of Science Degree Requirements in Health Education

The M.S. is comprised of a total of 36 graduate credit hours. With review and approval of the faculty, a student may transfer from other institutions or apply from UNM up to 18 credit hours of previous graduate course work. No more than 50% of coursework can be with one professor.

Competencies
The Health Education Program faculty provides an undergraduate and graduate course of study that follows the Competency-Based Framework for Health Education Specialists- 2011, endorsed by the National Commission for Health Education Credentialing, Inc. (NCHEC), the Society for Public Health Education (SOPHE) and the American Association for Health Education (AAHE). Students gain proficiency in seven broad competency areas:

1. Assess Needs, Assets and Capacities for Health Education
2. Plan Health Education
3. Implement Health Education
4. Conduct Evaluation and Research Related to Health Education
5. Administer and Manage Health Education
6. Serve as a Health Education Resource Person
7. Communicate and Advocate for Health and Health Education

*Note: Students are required to review the goals and core competencies for the M.S. degree in Health Education at the end of this document. The student learning outcomes for Health Education courses and the comprehensive exam are structured around these core competencies.

Program Degree Requirements
Graduate level health education core:

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Cr</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EdPsy511</td>
<td>3</td>
<td>Educational Statistics or equivalent</td>
</tr>
<tr>
<td>HED 506</td>
<td>3</td>
<td>Health Behavior Theory</td>
</tr>
<tr>
<td>HED 507</td>
<td>3</td>
<td>Research Design</td>
</tr>
<tr>
<td>HED 511</td>
<td>3</td>
<td>Project Management and Grant Writing</td>
</tr>
<tr>
<td>HED 571</td>
<td>3</td>
<td>Advanced Community Health Research</td>
</tr>
<tr>
<td>HED 572</td>
<td>3</td>
<td>Program Planning in Health Education</td>
</tr>
<tr>
<td>HED 574</td>
<td>3</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>HED 576</td>
<td>3</td>
<td>Measurement and Evaluation</td>
</tr>
<tr>
<td>HED 582</td>
<td>3</td>
<td>Advanced Multicultural Health Research</td>
</tr>
<tr>
<td>HED 595</td>
<td>3</td>
<td>Field Experience</td>
</tr>
<tr>
<td>Option 1</td>
<td>6</td>
<td>Thesis (no electives required)</td>
</tr>
<tr>
<td>Option 2</td>
<td>6</td>
<td>6 credit hours of electives and passing of comprehensive exams</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>
**Suggested Course Sequence for the MS degree in Community Health Education**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Semester/Time offered</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPSY 511 Introduction to Educational Statistics</td>
<td>3</td>
<td>Fall/Spring</td>
<td></td>
</tr>
<tr>
<td>HED 571 Advanced Community Health</td>
<td>3</td>
<td>Fall/R 4-6:30</td>
<td></td>
</tr>
<tr>
<td>HED 507 Research Design</td>
<td>3</td>
<td>Fall &amp; Sum/W 4-6:30</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 506 Health Behavior Theory</td>
<td>3</td>
<td>Spring/W 4-6:30</td>
<td></td>
</tr>
<tr>
<td>HED 574 Epidemiology</td>
<td>3</td>
<td>Spring/M-4-6:30</td>
<td>HED 507 or EdPsy 505 recommended or co-requisite</td>
</tr>
<tr>
<td>Elective 1 (*Option 2 students)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 572 Program Planning</td>
<td>3</td>
<td>Fall/T-4-6:30</td>
<td>HED 506; HED 574 recommended</td>
</tr>
<tr>
<td>HED 576 Program Evaluation</td>
<td>3</td>
<td>Fall/M-4-6:30</td>
<td>HED 507 or EdPsy 505 recommended or co-requisite</td>
</tr>
<tr>
<td>HED 582 Health Promotion in Multicultural Settings</td>
<td>3</td>
<td>Fall/W-7-9:30</td>
<td></td>
</tr>
<tr>
<td>Thesis (*Option 1 students)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 511 Project Management &amp; Grant Writing</td>
<td>3</td>
<td>Spring/T-4-6:30</td>
<td></td>
</tr>
<tr>
<td>HED 595 Field Experience</td>
<td>3</td>
<td>Fall/Spring Arranged</td>
<td>Must complete 09 hours of HED coursework</td>
</tr>
<tr>
<td>Elective 2 (*Option 2 students)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis (*Option 1 students)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Program Options:*

- Option 1: Thesis (30 core hrs & 6 hrs of Thesis=36 hours)  
- Option 2: Non-thesis, (30 core hrs, 6 credit hours of electives & passing of comprehensive exam=36 hours)  

**TOTAL CREDIT HOURS**  
36

*Times listed are based on the 2013 class schedule*

**HED Recommended Course Electives**

- HED 560 Perspectives in Health Education –Dr. Avila - (Summer)
- HED 561 Healthcare Systems and Patient Advocacy-Dr. Saavedra-(Spring)
- PH 560 Summer Institute: CBPR for Health-Dr. Belone - (Summer)
- HED 577 Advanced Stress Management-TBA-(Spring)

Revised: July 28, 2014 (Christina Perry, PhD)
Field Experience

The program of studies for students in the undergraduate and graduate degree programs in Community Health Education culminates in an applied Field Experience course. Field Experience requirements are designed to enable students to gain insight on how a degree in community health education can be applied to practice-based careers, outside academia. Field Experiences are developed so that students synthesize and integrate knowledge acquired in course work and other learning experiences and apply theory and principles in a situation that approximates some aspect of professional practice. The primary goal is to provide students with ‘real-world’ exposures and opportunities for hands-on experiences that are otherwise missing from the academic curriculum.

Graduate students in community health education are required to enroll in Field Experience in their fourth semester of graduate studies. Students are required to prioritize three competency-based areas of interest from a list of nineteen, which is used to match a professional placement. Graduate students are required to complete 150 hours of field placement. Field placement is determined by the competency-level of the student and an agreement between the student, Field Site Coordinator and the UNM Field Coordinator or in some cases academic advisor. Specific guidelines for field experience can be found in the appendix of this document.

Health Education Field Experience placement sites include but are not limited to the State of New Mexico Department of Health, its many satellite sites; University of New Mexico Health Sciences Center; UNM-Hospital; Lovelace Medical Care System; Presbyterian Health Care System; City of Albuquerque Municipal Sites (i.e. Community Centers); Community Based Organizations (i.e. YDI, Lung Association, Heart Association, People Living with Cancer, Breast Cancer Resource Center, Pathways Project, ARCA, YMCA); School-based Health Centers; Bernalillo County Office of Environmental Health; Kirkland Air Force Base-Health Education/Medical Clinic and faculty research field sites.

Option 1: Thesis Guidelines

The thesis option is intended for students interested in learning about and conducting research. The thesis consists of preparing a research proposal, a proposal hearing, carrying out the research, and a final defense meeting. The Institutional Review Board (IRB) at the University of New Mexico is authorized by the U.S. Department of Health and Human Services to review, approve and certify all research involving human subjects conducted by, for or with the University of New Mexico faculty and students. Students who plan to utilize human subjects for research purposes must obtain written approval from the appropriate IRB prior to initiating their projects. The UNM Main Campus IRB website contains detailed information, requirements, and application forms. The IRB application is an online system, so visit the IRB website for details.

The thesis is supervised, judged and evaluated by three committee members. The Office of Graduate Studies must approve all members of student committees prior to appointment to the committee. Completing the Committee Service Approval form and submitting it, together with curriculum vitae when appropriate, to the Office of Graduate Studies, request approval. The Committee Service Approval form should be submitted to Monica Lopez who will forward it to OGS a minimum of two weeks before the student’s committee is announced.

The categories of faculty approvals for service on student committees (with the approval of the unit faculty and the Office of Graduate Studies) can be found at http://catalog.unm.edu//catalogs/2011-2012/graduate-program.html
The final defense of the thesis includes an oral exam that satisfies the Office of Graduate Studies' comprehensive examination requirement. Guidelines for writing a thesis can be found on the OGS website and from the students committee Chair/Advisor.

### Option 2: Comprehensive Examination

Option 2 students are required to apply and sit for a written comprehensive exam in order to complete their program of study.

*Eligibility for Sitting for Exam.* Students will meet with their advisors near the end of their coursework to determine when they will be permitted to sit for the examination. Generally, the comprehensive exam will be taken in the student’s last semester of coursework. *Notification of intent to sit for the exam should be communicated to the academic advisor the semester prior to taking the exam.* Application for the exam (the Permission To Take Comprehensive Exam form) should be submitted to the academic advisor at the beginning of the semester the student intends to take the exam. Advisors must sign this form and students must bring this form to Monica Lopez in the HESS main office for processing. To sit for the exam, all core coursework must have been successfully completed. There should be no more than 6 hours of coursework remaining prior to taking the exam and with grades of B or better in all courses.

*Selection of the Exam Committee.* A comprehensive examination committee must consist of a minimum of three members approved by the Office of Graduate Studies. The HED program requires that at least two of the committee members be full-time Health Education faculty. The third member can be outside the program but official approval is required. More information on member requirements can be found at ([http://catalog.unm.edu/catalogs/2011-2012/graduate-program.html](http://catalog.unm.edu/catalogs/2011-2012/graduate-program.html)).

*Application for Sitting for Exam.* Comprehensive examinations should be taken no later than two weeks before November 15 for Fall graduation and April 15 for Spring graduation. Any deviation from this must be approved by the academic advisor. Comprehensive exams are not administered during the summer months. A student who is not able to sit for the Spring semester exam, for whatever reason, will be required to take the exam at the next regularly scheduled exam time in the Fall semester. Once advisor approval is granted, eligible students will obtain the Permission to Take Comprehensive Examinations Application form. This form is provided at the end of this document or can be obtained from Monica Lopez, in the main office of HESS. Students are to deliver this form with their advisors signature to Monica Lopez. Only then will a student be eligible to schedule an exam date with Monica Lopez.

*Purpose of Exam.* The purpose of the comprehensive examination is for students to demonstrate their ability to synthesize the depth and breadth of knowledge gained in the Master of Science in Community Health Education program. The exam will focus on the concepts and skills learned during the student's program of study, as well as the application of research and related theory in Health Education.

*Content of Exam.* The Comprehensive Exam is intended to cumulatively evaluate student's comprehensive ability to apply both course theory and content. The standard format for the comprehensive examination is two four-hour sessions addressing coursework in the professional core (Advanced Community Health, Program Planning, Health Behavior Theory, Multicultural Health and Program Management) and the research core (Epidemiology, Research Design, Evaluation & Measurement) and possibly questions on related courses the student has taken which were previously approved on the Program of Studies (POS) by the faculty. Students are encouraged to consult with the instructor of each core course they
completed in order to prepare. The questions are generally designed to allow the student to
demonstrate their ability to synthesize, apply, and communicate competencies in Health
Education. A list of the specific program objectives is included at the end of this document.
While students may discuss general content of the exam questions with their advisors,
students will not be made aware of the exact question(s) prior to the examination. The
comprehensive exam is generally scheduled for an 8-hour time period, and is scheduled each
Fall and Spring semester.

Preparing for the Exam. The comprehensive exam is designed to test the graduate student's
breadth and depth of the content areas of study, i.e. Community Health Professional core and
Research core. Students must be able to:

a. Synthesize knowledge acquired within the program;
b. Ground the knowledge in scholarly literature;
  c. Apply the knowledge to contemporary programming; and,
  d. Effectively communicate that knowledge to appropriate audiences.

It is suggested that students review the objectives of all course outlines contained within their
course of study. Particular attention should be given to the content of assignments, exam
questions, and lecture/classroom materials and activities. Students are encouraged to create a
study group of peers to review the content of courses. Students should contact their committee
Chair and/or course faculty if there are any questions regarding how or what to study.

Exam Evaluation Procedure. The comprehensive exam will be read by the students’ program
committee, who may consult with any appropriate content faculty in evaluating responses.
Committee members will read the responses independent of each other.
In addition to assessing accuracy and thoroughness of content, committee members will
evaluate a students’ writing style. Each student must demonstrate the ability to produce
advanced organized thought and an ability to communicate ideas so that they are easily
understood (i.e. be able to write in a clear, concise, and grammatically accurate manner that is
representative of graduate level competency). Students must earn an overall "pass" on all
questions to successfully complete the comprehensive exam.

Exam Rating Scale. The following three categories are used to evaluate the comprehensive
exam. Each question will be rated, individually, on its quality, according to the following
criteria.

Pass: The response reflects an appropriate level of understanding of the content,
includes supporting detail, includes adequate references to the scholarly literature, and
the writing style reflects command of the standard, academic use of language.

Marginal/Questionable: The response is weak and does not reflect an adequate level of
understanding of the content. Supporting detail is lacking, and references to the
scholarly literature are minimal. The writing style is not professional and contains
grammatical and structural errors. Additionally, there is insufficient evidence of the
relationship between theory and practice. Rewrites and/or oral follow-up may be
required.

Fail/No Pass. The response does not reflect an adequate or appropriate level of
understanding of the content. References to the scholarly literature are weak or absent,
and it is clear the student's communication skills are inappropriate or lacking based on
expectations for academic and professional writing at the graduate level.

Notification of Results. Within 2-weeks of completing the exam, students will be informed of the
results by the student's Committee Chair.
Failure to Pass Exam. An examination or parts of an examination may be repeated only twice, and only at the discretion of student's program committee. When a student does not pass all or part of the Comprehensive Examination, the program committee chair will meet with the student to discuss one of the following plans:

**Plan 1:** If it is determined that the student has failed all aspects of the exam, the student will rewrite the entire examination at the next scheduled comprehensive exam period (Fall or Spring semester) and no later than one year. The content of the question(s) will be decided upon by the student's program committee.

**Plan 2:** If it is determined that the student has performed at a "Questionable" level, on all or some questions, the student may be asked to rewrite only the questions considered insufficient, after a waiting period - generally a minimum of 2 weeks after discussion of the results with the committee Chair. The content of the failed questions will be the same.

**Plan 3:** If it is determined there are relatively minor concerns with specific questions, the student may be allowed to orally clarify his/her responses to their committee Chair and/or program committee within 3 weeks of notification of the examination. The committee Chair and/or program committee will make a decision at the conclusion of the oral exam and notify the student, within 7 days, of the results.

**Note:** In the case that a student fails all, or part, of the exam and is required to rewrite: If student circumstances would prevent them from completing the re-write with less than 3 weeks remaining in the semester, the student must complete the re-write after the start of the subsequent Fall or Spring semester.

The Community Health Education Program Coordinator will be available to meet with the student, should the student have any questions or concerns about the exam or the exam process.
Admissions

Graduate applications are now submitted online at unm.edu/apply. All required documents and transcripts are submitted through the online application. The Office of Graduate Studies does not process admissions. Before you begin your online application please check the admissions requirements listed below. For information on admissions and admissions status contact graduate admissions at (505) 277-8900 or http://admissions.unm.edu/graduate/index.html.

Admission Requirements for Graduate Studies

Domestic students. Graduate student candidates must meet the following minimum criteria when applying for admission to the program. More information can be found on the graduate admissions website: http://admissions.unm.edu/graduate/index.html.

1. Must hold a bachelor’s degree from an accredited college or university in the United States or its equivalent in another country.
2. Some academic units at the University of New Mexico will admit students with a bachelor's degree directly into a doctoral program, though many admit only students who have earned a master's degree within the same or a different program at the University of New Mexico or at another accredited institution.
3. In general, applicants must present a cumulative grade point average of at least 3.0 (B) or its equivalent in their last two undergraduate years and in their major field or equivalent GPA in graduate coursework.
4. Must indicate all academic institutions they have previously attended on their applications. Failure to disclose any previous college attendance or any other misrepresentation of the record may result in disciplinary action, including revocation of admission to the University.
5. Ordinarily, the minimum undergraduate prerequisite is 12 semester hours of upper division course work (300-level courses or higher) in the major field to which the student is applying, or in cognate areas.
6. Domestic students with international coursework should follow the instructions in the section titled Submitting Academic Documents located on the website of graduate admissions.

International students. The eligibility requirements to the University of New Mexico, for international students can be found on the graduate admissions website www.unm.edu/admissions/guidelines/international.html under International Graduate Admissions Guidelines.

1. All master's degree applicants whose citizenship is not of the U.S. and/or whose native language is not English must submit results of either the International English Language Testing System (IELTS), the Test of English as a Foreign Language (TOEFL), the University of Cambridge Examinations Certificate of Proficiency in English (CPE), or Certificate of Advanced English (CAE).
2. International students whose native language is not English and are seeking graduate teaching assistantships, may also be required to submit an acceptable score on the Test of Spoken English (TSE). Applicants who have received a bachelor's or graduate degree from an accredited institution in the United States, English-speaking Canada, the United Kingdom, South Africa, Australia, or New Zealand are exempt from submitting IELTS, TOEFL, CPE, or CAE scores.

Admission Requirements for the MS Health Education Program
Consideration for admission into the health education graduate program is based on 6 key components of one’s application: (1) undergraduate/graduate GPA, (2) completion of the GRE (pending), (3) letter of intent, to include experience and congruence of career goals with the mission of the health education program (4) professional letters of reference, and (5) resume of professional experiences. All 6 elements are carefully considered to gain a well-rounded picture of the applicant.

Graduate student candidates must meet the following minimum criteria when applying for admission into the health education graduate program:

1. Has met application priority or final deadlines for the program: *April 1 for Summer and Fall semester acceptance, and November 1 for Spring semester acceptance.* Students who miss these deadlines may enroll in 9 hours of HED courses as ‘undeclared’ status until their application is accepted.
2. Has submitted (uploaded) a complete admissions packet that includes:
   a. 1 official transcript from all universities/colleges attended;
   b. 3 letters of reference, accompanied by reference forms. Printable forms are located online at: [http://www.unm.edu/~grad/forms/forms.html](http://www.unm.edu/~grad/forms/forms.html);
   c. a current professional resume
   d. a letter of intent;
      (for guidelines see: [http://ogs.unm.edu/resources/ogs-forms/index.html](http://ogs.unm.edu/resources/ogs-forms/index.html))
   e. a copy of GRE results (when required)

Once your admission e-file is complete and submitted, it will be reviewed by the program faculty. Students will be notified of admission status within 3 weeks after the reviewing of their admissions packet.

*Application packets can be obtained online at: [www.unm.edu/grad](http://www.unm.edu/grad) or by contacting:*

Monica Lopez, Administrative Assistant  
Health, Exercise and Sports Sciences  
MSC 04 2610, JC 1150  
1 University of New Mexico  
Albuquerque, NM 87131-0001  
Office: 505.277.5151  
Fax: 505.277.6227  
Email: mslopez@unm.edu

**Financial Aid**

If you are interested in financial aid information, please call the Financial Aid Office at 505-277-2041. Health Education graduate assistantship applications can be obtained at [http://www.coe.unm.edu/deparment/HESS](http://www.coe.unm.edu/deparment/HESS). For best consideration, applications for HED graduate assistantships should be submitted no later than April 1.

**Academic Advising**

Students will be assigned advisors upon admission to the program and will be informed of the name of their advisor prior to the start of the program. Students are assigned to specific faculty advisors (alphabetically by students last name) to achieve equitable distribution among the faculty. However, students are encouraged to seek advice from other faculty members with...
whom they feel most comfortable. It is strongly advised that students meet with an academic advisor prior to initial enrollment as well as each semester prior to registration.

**Graduation Forms and Deadlines**

*Program of Studies (POS)*
A graduate student must file a *Program of Studies* (POS) with the Office of Graduate Studies by: *October 1 for Spring graduation, March 1 for Summer graduation and July 1 for Fall graduation.* The Dean of Graduate Studies must approve the Program of Studies. The form may be obtained from the HESS office (Monica Lopez) or from the OGS Web page http://www.unm.edu/grad/forms/forms.html.

The POS form lists all the courses a student has completed to meet the degree requirements and all the courses that need to be complete in order to be awarded the Master of Science degree. *The POS must be completed and submitted to Ms. Monica Lopez, in the main office of HESS on or before the deadlines and after 12 hours of graduate coursework has been completed.* It is filled out in consultation with the student’s advisor and must be signed by the student and advisor before submitting it to Ms. Monica Lopez.

*Note:* Review and approval of the POS is required by OGS in order for the student to be eligible to take the master’s comprehensive exam required for graduation.

*Intent to Graduate*
The student must complete the *Intent to Graduate* form at the same time the POS is submitted. The intent to graduate form is available at the end of this document or from Monica Lopez. It must be submitted in the semester prior to the semester the student takes the MS Comprehensive exam and graduates.

The deadlines for the Department to receive the Intent to Graduate form is:

<table>
<thead>
<tr>
<th>Expected graduation</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall graduation</td>
<td>Before the end of Summer Semester</td>
</tr>
<tr>
<td>Spring graduation</td>
<td>Before the end of Fall Semester</td>
</tr>
<tr>
<td>Summer graduation</td>
<td>Before the end of Spring Semester</td>
</tr>
</tbody>
</table>

*Deadlines for Graduation degree requirements*
Graduation is dependent upon the completion of all degree requirements by *November 15 for the Fall graduation, April 15 for the Spring graduation, and July 15 for graduating in the Summer.* Master’s students must be enrolled for at least 1 (one) graduate credit either in thesis (HED 599) or Problems (HED591) – not to exceed 12 credit hours) or another graduate course for the semester (including the summer session) in which they complete their degree requirements.

*Semester Course Load and Degree Timeline*
In general, a graduate student enrolling for and completing a minimum of 9 graduate credit hours per semester is considered to be a full-time student at the University of New Mexico. However, if holding an assistantship, the minimum course load is 6 graduate credit hours per semester. Graduate students not holding an assistantship and taking 8 credit hours or less per semester are considered part-time students. All graduate students are encouraged to enroll in and complete at least 9 credit hours per semester in order to achieve their expected time-to-degree.
The University requires that all requirements for master’s degrees be completed within seven years prior to the granting of the degree. No course work applied to the degree requirements, including transfer work, may be more than seven years old at the time a master’s degree is conferred.
Checklists and Forms
MS Student Comprehensive Exam & Graduation Checklist

Student: Please read each of the items below carefully and begin checking them off starting 1 full semester PRECEDING the semester you plan to graduate.

___ Meet with Advisor after at least 12 credit hours have been completed, but before the last semester of coursework to discuss the Program of Studies (POS) (form available online at http://www.unm.edu/~grad/forms/forms.html).

___ Submit a completed and signed Program of Studies (POS) to Monica Lopez (277-5151) or mlopez@unm.edu in HESS department office by the deadlines below:
  - March 1 for Summer Graduation
  - July 1 for Fall Graduation
  - October 1 for Spring Graduation

___ The semester prior to planned graduation, at the time you submit the POS, see Monica Lopez in the main office to complete the “Notification of Intent to Graduate” form. This must be completed before the last day of the semester prior to your planned semester of graduation.

___ Meet with advisor several weeks prior to the proposed comprehensive exam to obtain “Permission to Take Comprehensive Exam” form. Discuss this form with your advisor to clarify procedures for the exam. (This step must be done at least 3 weeks prior to exam).

___ You must be enrolled in at least 1 credit hour in the semester you are taking comprehensive exams and in the semester of graduation. (Petition to OGS required for any exceptions).

___ Turn in the “Permission to Take Comprehensive Exam” form and officially schedule the comp exam with Monica Lopez in the main office (this should occur at least 3 weeks prior to exam to prevent problems and delays). You must have an OGS approved Program of Studies in your file to schedule the exam. Monica will prepare the “Announcement of Exam” form and forward to OGS for approval.

NOTE: OGS Deadlines for completion and evaluation of comprehensive exam are as follows:
  - November 15 for Fall graduation.
  - April 15 for Spring graduation
  - July 15 for Summer graduation (consult your HED advisor)
NOTIFICATION OF INTENT TO GRADUATE

[Incomplete grades not resolved by the last day of the semester may postpone your graduation]

DATE: ________________________________________________________________

TO: Graduation Coordinator, Health, Exercise & Sports Sciences

FROM: _________________________________________________________________
Printed Student Name ___________________________ Student Number ____________

This notification will not be accepted until an Application for Candidacy for doctoral students or a Program of Studies for Master’s students, has been submitted to the Dean of Graduate Studies. The Program of Studies for the Master’s degree must be submitted to the Dean of Graduate Studies by the 15th of the month the month before the end of the semester prior to the one in which a student intends to graduate.

My Program of Studies/Application for Candidacy has been submitted (check one) YES ☐ NO ☐

I expect to complete all necessary degree requirements in time to graduate at the end of ____________________________

GRADUATE UNIT: __________________________________________________________

HESS, Health, Exercise & Sports Sciences Semester Year

MASTER’S DEGREES (check degree & check plan) MS ☐
PLAN I ☐ II ☐

DOCTORAL DEGREES (check degree) PHD ☐

______________________________________________________________
Student Signature

Printed and signed name of Graduate Advisor/Chairperson

This Notification of Intent to Graduate must be submitted by the following DEADLINES:

Fall Graduation – Before the end of Summer Semester  Spring Graduation – Before the end of Fall Semester  Summer Graduation – Before the end of Spring Semester

Except for courses in which you are currently enrolled. ALL DEGREE REQUIREMENTS (including thesis & dissertation manuscripts, graduate exams and defenses) MUST BE COMPLETED and RELATED DOCUMENTATION RECEIVED BY OGS by the following DEADLINES:

Fall Graduation - Nov. 15  Spring Graduation – April 15  Summer Graduation – July 15

Intent to Graduate – page 2

Revised: July 28, 2014 (Christina Perry, PhD)
NAME: ____________________________________________________________

SS #                                                                                               

DEGREE TITLE: ___________________________________________________________________________________

EMAIL: __________________________________ Phone: __________________________________________

MAILING ADDRESS:                                                                                     
________________________________________________________________________________________

**THESIS/DISSERTATION TITLE:
__________________________________________________________________________

COMMITTEE CHAIR: ____________________________________________________________________________

**PREVIOUS DEGREES:

1. _________________________________________________________________________________________

2. _________________________________________________________________________________________

3. _________________________________________________________________________________________
   (Sample: BS-HEALTH ED – University of New Mexico – 1997)

**PLEASE NOTE:

THE TITLE OF YOUR THESIS/DISSertation, AS LISTED ON THIS FORM AND YOUR PREVIOUS DEGREES WILL APPEAR IN THE COMMENCEMENT PROGRAM. CORRECTIONS TO YOUR MANUSCRIPT TITLE WILL ONLY BE ALLOWED FOR DIPLOMA AND TRANSCRIPT, IF NECESSARY.

YOU MUST BE REGISTERED FOR THESIS/DISSertation HOURS IN THE SEMESTER IN WHICH YOU SUBMIT YOUR MANUSCRIPT TO THE OGS.

THIS INFORMATION IS BEING REQUESTED SO INFORMATION CAN BE SENT TO YOU REGARDING CONVOCATION, BUT IF YOU HAVE A “PRIVACY FLAG” SHOWING ON THE IDMA/SIS/BANNER SYSTEM, THE UNIVERSITY SECRETARY CANNOT INCLUDE YOUR NAME ON THE CONVOCATION PROGRAM. IF YOU WANT YOUR NAME INCLUDED IN THE PROGRAM, YOU MUST SEND THE OFFICE OF GRADUATE STUDIES A WRITTEN REQUEST, EXPLAINING THAT YOU HAVE A PRIVACY FLAG AND THAT YOU WANT YOUR NAME IN THE PROGRAM. PLEASE INCLUDE YOUR SOCIAL SECURITY NUMBER, YOUR PROGRAM NAME AND THE DEGREE BEING GIVEN.
NOTE: Student must meet with advisor to review these procedures and bring the *signed* form to the main department office in order to schedule the comprehensive exam. Office personnel will *not* schedule the exam without the form signed by both the student and faculty advisor.

Comprehensive Exam Procedures:

All Health Education students taking a comprehensive examination must sign up with Monica Lopez in the main office.

The examination will be taken on a computer located in Johnson Center Room 1155 B. It is the only computer that can be used for the comprehensive exams.

Comprehensive exams may *not* be held during interim periods (between semesters). The exam consists of 2 major parts: Questions on the Professional Core of courses (HED 506, 511, 571, 572, 582) and Research Core courses (HED 507, 574 & 576). Students can choose which core they wish to take first.

*The following should be reviewed by the faculty advisor and student:*

1. No books, notes, paper, hand held devices such as cell phones, smart phones, etc. can be brought into the comp exam room. (A note pad will be available in the room for student's to use for concept mapping or organizing thoughts if needed).

2. Exams begin at 8:00 a.m. and the student must finish by 5:00 p.m. Students *will not* be allowed to start early or stay late. The lunch break will be from 12-1 PM.

3. Master's exams are typically 8 hours in length (1 day).

4. Students will need to see Monica Lopez in main office to begin the exam.

5. The student will not be allowed to leave the room while answering a question, unless there is an emergency. Upon completion of each core question Monica will save the response on a flash drive before the student will receive the second core question. *Save your answers on the Desktop in a folder with your name on it.*

6. The student will be allowed to leave the room between questions to take a break or go to lunch.
7. Exams will be evaluated by the committee typically within 3 weeks. Student should contact their committee chair for results. Upon completion of the comprehensive exam, a letter will be mailed directly to the student’s home address with the result.

8. In the case of failure of one or more components of the exam student must meet with their advisor to discuss options.

9. Students who are caught in academic misconduct (i.e. cheating) are not allowed a second chance and will be expelled from their graduate program.

I have read and understand the above comprehensive exam policies and procedures and agree to abide by them.

Student Signature ___________________________ Printed Name ___________________________ Date __________

Committee Chair Signature ___________________________ Date __________
## Health Education Program Competencies

### Goal 1: Assess Needs, Assets, Capacity for Health Education

#### Competency 1.1 Plan Assessment Process

Sub-competencies:
1. Identify existing & needed resources to conduct assessments
2. Identify stakeholders to participate in the assessment practice
3. Apply theories & models to develop assessment strategies
4. Develop plans for data collection, analysis, & interpretation
5. Engage stakeholders to participate in the assessment process
6. Integrate research designs, methods, & instruments into assessment plan

#### Competency 1.2 Access Existing Information and Data Related to Health

Sub-competencies:
1. Identify sources of health data
2. Critique sources of health information using theory & evidence from the literature
3. Select valid sources of health information
4. Identify gaps in data using theories and assessment models
5. Establish collaborative relationships and agreements that facilitate access to data
6. Conduct searches of existing databases for specific health data

#### Competency 1.3 Collect Quantitative and/or Qualitative Data Related to Health

Sub-competencies:
1. Collect primary and/or secondary data
2. Integrate primary data with secondary data
3. Identify data collection instruments & methods
4. Develop data collection instruments & methods
5. Train personnel & stakeholders on data collection
6. Use data collection instruments & methods
7. Employ ethical standards when collecting data

#### Competency 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health

Sub-competencies:
1. Identify factors that influence health behaviors
2. Analyze factors that influence health behaviors
3. Identify factors that enhance or compromise health
4. Analyze factors that enhance or compromise health

#### Competency 1.5 Examine Factors That Influence the Learning Process

Sub-competencies:
1. Identify factors that foster or hinder the learning process
2. Analyze factors that foster or hinder the learning process
3. Identify factors that foster or hinder attitudes and beliefs
4. Analyze factors that foster or hinder attitudes and beliefs
5. Identify factors that foster or hinder skill building
6. Analyze factors that foster or hinder skill building

#### Competency 1.6: Examine Factors That Enhance or Compromise the Process of Health Education

Sub-competencies:
1. Determine extent of available health education programs, interventions, and policies
2. Assess the quality of available health education programs, interventions, and policies
3. Identify existing & potential partners for the provision of health education
4. Assess social, environmental, political conditions that may impact health ed.
5. Analyze the capacity for developing needed health education
6. Assess the need for resources to foster health education
Goal 1: Assess Needs, Assets, Capacity for Health Education-continued

**Competency 1.7: Infer Needs for Health Education Based on Assessment Findings**

Sub-competencies:
1. Analyze assessment findings
2. Synthesize assessment findings
3. Prioritize health education needs
4. Identify emerging health education needs
5. Report assessment findings

Goal 2: Plan Health Education

**Competency 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process**

Sub-competencies:
1. Incorporate principles of community organization
2. Identify priority populations and other stakeholders
3. Communicate need for health education to priority populations and other stakeholders
4. Develop collaborative efforts among priority populations and other stakeholders
5. Elicit input from priority populations and other stakeholders
6. Obtain commitments from priority populations and other stakeholders

**Competency 2.2: Develop Goals and Objectives**

Sub-competencies:
1. Use assessment results to inform the planning process
2. Identify desired outcomes utilizing the needs assessment results
3. Select planning model(s) for health education
4. Develop goal statements
5. Formulate specific, measurable, attainable, realistic and time sensitive objectives
6. Assess resources needed to achieve objectives

**Competency 2.3 Select or Design Strategies and Interventions**

Sub-competencies:
1. Assess efficacy of various strategies to ensure consistency with objectives
2. Design theory-based strategies and interventions to achieve stated objectives
3. Select a variety of strategies and interventions to achieve stated objectives
4. Comply with legal and ethical principles in designing strategies and interventions
5. Apply principles of cultural competence in selecting and designing strategies and interventions

**Competency 2.4 Develop Scope and Sequence for the Delivery of Health Education**

Sub-competencies:
1. Determine the range of health education needed to achieve goals and objectives
2. Select resources required to implement health education
3. Use logic models to guide the planning
4. Organize health education into a logical sequence
5. Develop a timeline for the delivery of health education
6. Analyze the opportunity for integrating health education into other programs
7. Develop a process for integrating health education into other programs

**Competency 2.5: Address Factors That Affect Implementation**

Sub-competencies:
1. Identify factors that foster or hinder implementation
2. Analyze factors that foster and hinder implementation
3. Use finding of pilot to refine implementation plans as needed
4. Develop a conducive learning environment
Goal 3: Implement Health Education

**Competency 3.1: Implement a Plan of Action**

**SubCompetencies:**
1. Assess readiness for implementation
2. Collect baseline data
3. Use strategies to ensure cultural competence in implementing health education plans
4. Use a variety of strategies to deliver a plan of action
5. Promote plan of action
6. Apply theory, models of implementation
7. Launch plan of action

**Competency 3.2 Monitor Implementation of Health Education**

**SubCompetencies:**
1. Monitor progress in accordance with timeline
2. Assess progress in achieving objectives
3. Modify plan of action as needed
4. Monitor use of resources
5. Monitor compliance with legal and ethical principles

**Competency 3.3: Train Individuals Involved in Implementation of Health Education**

**SubCompetencies:**
1. Select training participants needed for implementation
2. Identify training needs
3. Develop training objectives
4. Create training using best practices
5. Demonstrate a wide range of training strategies
6. Deliver Training
7. Evaluate Training
8. Use evaluation findings to plan future training

Goal 4: Conduct Evaluation & Research Related to Health Education

**Competency 4.1 Develop Evaluation/Research Plan**

**SubCompetencies:**
1. Create purpose statement
2. Develop evaluation/research questions
3. Assess feasibility of conducting evaluation/research
4. Critique evaluation and research methods and findings found in the related literature
5. Synthesize information found in the literature
6. Assess the merits and limitations of qualitative and quantitative data collection for evaluation
7. Assess the merits and limitations of qualitative and quantitative data collection for research
8. Identify existing data collection instrumentation
9. Critique existing data collection instruments for evaluation
10. Critique existing data collection instruments for research
11. Create a logic model to guide the evaluation process
12. Develop data analysis for evaluation
13. Develop data analysis plan for evaluation
14. Apply ethical standards in developing the evaluation/research plan
| **Goal 4: Conduct Evaluation & Research Related to Health Education**-
| **continued** |
| **Competency 4.2 Design Instruments to Collect Data** |
| **Sub-competencies:** |
| 1. Identify usable questions from existing instruments |
| 2. Write new items to be used in data collection for evaluation |
| 3. Write new items to be used in data collection for research |
| 4. Establish validity of data collection instruments |
| 5. Establish reliability of data instruments |

**Competency 4.3 Collect and Analyze Evaluation/Research Data**

| **Sub-competencies:** |
| 1. Collect data based on the evaluation/research plan |
| 2. Monitor data collection and management |
| 3. Analyze data using descriptive statistics |
| 4. Analyze data using inferential and/or other advanced statistical methods |
| 5. Analyze data using qualitative methods |
| 6. Apply ethical standards in collecting and analyzing data |

**Competency 4.4 Interpret Results of the Evaluation/Research**

| **Sub-competencies:** |
| 1. Compare results to evaluation/research questions |
| 2. Compare results to other finds |
| 3. Propose possible explanations of findings |
| 4. Identify possible limitations of findings |
| 5. Develop recommendations based on results |

**Competency 4.5 Apply Findings From Evaluation/Research**

| **Sub-competencies:** |
| 1. Communicate findings to stakeholders |
| 2. Evaluate feasibility of implementing recommendations from evaluation |
| 3. Apply evaluation findings in policy analysis and program development |
| 4. Disseminate research findings through professional conference presentation |

| **Goal 5: Administer and Manage Health Education** |

**Competency 5.1 Manage Fiscal Resources**

| **Sub-competencies:** |
| 1. Identify fiscal and other resources |
| 2. Prepare requests/proposals to obtain fiscal resources |
| 3. Develop budgets to support health education efforts |
| 4. Manage program budgets |
| 5. Prepare budget reports |
| 6. Demonstrate ethical behavior in managing fiscal resources |

**Competency 5.2: Obtain Acceptance and Support for Programs**

| **Sub-competencies:** |
| 1. Use communication strategies to obtain program support |
| 2. Facilitate cooperation among stakeholders responsible for health ed. |
| 3. Prepare reports to obtain and/or maintain program support |
| 4. Synthesize data for purposes of reporting |
| 5. Provide support for those who deliver professional development opportunities |
| 6. Explain how program goals align with organizational structure, mission and goals |
### Goal 5: Administer and Manage Health Education-continued

#### Competency 5.3 Demonstrate Leadership

**Sub-competencies:**
1. Conduct strategic planning
2. Analyze an organization’s culture in relationship to health education goals
3. Promote collaboration among stakeholders
4. Develop strategies to reinforce or change organizational culture to achieve health education goals
5. Comply with existing laws and regulations
6. Adhere to ethical standards of the profession
7. Facilitate efforts to achieve organizational mission
8. Analyze the need for a systems approach to change
9. Facilitate needed changes to organizational cultures

#### Competency 5.4 Manage Human Resources

**Sub-competencies:**
1. Develop volunteer opportunities
2. Demonstrate leadership skills in managing human resources
3. Apply human resource policies consistent with relevant laws and regulations
4. Evaluate qualifications of staff and volunteers needed for programs
5. Recruit volunteers and staff
6. Employ conflict resolution skills
7. Apply appropriate methods for team development
8. Model professional practices and ethical behavior
9. Develop strategies to enhance staff and volunteers’ career development
10. Implement strategies to enhance staff and volunteers’ career development
11. Analyze the need for a systems approach to change

#### Competency 5.5 Facilitate Partnerships in Support of Health Education

**Sub-competencies:**
1. Identify potential partner(s)
2. Assess capacity of potential partner(s) to meet program goals
3. Facilitate partner relationships
4. Elicit feedback from partners(s)
5. Evaluate feasibility of continuing partnership

### Goal 6: Serve As A Health Education Resource Person

#### Competency 6.1 Obtain and Disseminate Health-Related Information

**Sub-competencies:**
1. Assess information needs
2. Identify valid information resources
3. Critique resource materials for accuracy, relevance and timeliness
4. Convey health-related information to priority populations
5. Convey health-related information to key stakeholders

#### Competency 6.2 Provide Training

**Sub-competencies:**
1. Analyze requests for training
2. Prioritize requests for training
3. Identify priority population
4. Assess needs for training
5. Identify existing resource that meet training needs
6. Use learning theory to develop or adapt training programs
7. Develop training plan
8. Implement training sessions & programs
9. Use a variety of resources and strategies
10. Evaluate impact of training programs
## Goal 6: Serve As A Health Education Resource Person-continued

<table>
<thead>
<tr>
<th>Competency 6.3 Serve as a Health Education Consultant</th>
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<tbody>
<tr>
<td><strong>Sub-competencies:</strong></td>
</tr>
<tr>
<td>1. Assess needs for assistance</td>
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<tr>
<td>2. Prioritize requests for assistance</td>
</tr>
<tr>
<td>3. Define parameters of effective consultative relationships</td>
</tr>
<tr>
<td>4. Establish consultative relationships</td>
</tr>
<tr>
<td>5. Provide expert assistance</td>
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<tr>
<td>6. Facilitate collaborative efforts to achieve program goals</td>
</tr>
<tr>
<td>7. Evaluate the effectiveness of the expert assistance provided</td>
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<tr>
<td>8. Apply ethical principles in consultative relationships</td>
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</tbody>
</table>

## Goal 7: Communicate and Advocate for Health and Health Education

| Competency 7.1 Assess and Prioritize Health Information and Advocacy Needs |
|------------------------------------------------|---|
| **Sub-competencies:** |
| 1. Identify current and emerging issues that may influence health and health education  |
| 2. Access accurate resources related to identified issues  |
| 3. Analyze the impact of existing and proposed policies on health  |
| 4. Analyze factors that influence decision-makers  |

| Competency 7.2 Identify and Develop a Variety of Communication Strategies, Methods and Techniques |
|------------------------------------------------|---|
| **Sub-competencies:** |
| 1. Create messages using communication theories and models  |
| 2. Tailor messages to priority populations  |
| 3. Incorporate images to enhance messages  |
| 4. Select effective methods or channels for communicating to priority populations  |
| 5. Pilot test messages and delivery methods with priority populations  |
| 6. Revise messages based on pilot feedback  |

| Competency 7.3 Deliver Messages Using a Variety of Strategies, Methods and Techniques |
|------------------------------------------------|---|
| **Sub-competencies:** |
| 1. Use techniques that empower individuals and communities to improve their health  |
| 2. Employ technology to communicate to priority populations  |
| 3. Evaluate the delivery of communication strategies, methods and techniques  |

| Competency 7.4 Engage in Health Education Advocacy |
|------------------------------------------------|---|
| **Sub-competencies:** |
| 1. Engage stakeholders in advocacy  |
| 2. Develop an advocacy plan in compliance with local, state, and/or federal policies and procedures  |
| 3. Comply with organizational policies related to participating in advocacy  |
| 4. Communicate the impact of health and health education on organizational and socio-ecological factors  |
| 5. Use data to support advocacy messages  |
| 6. Implement advocacy plans  |
| 7. Incorporate media and technology in advocacy  |
| 8. Participate in advocacy  |
| 9. Lead advocacy initiatives  |
| 10. Evaluate advocacy efforts  |

| Competency 7.5 Influence Policy to Promote Health |
|------------------------------------------------|---|
| **Sub-competencies:** |
| 1. Use evaluation and research findings in policy analysis  |
| 2. Identify the significance and implications of health policy for individuals, groups and communities  |
| 3. Advocate for health-related policies, regulations, laws or rules  |
| 4. Use evidence-based research to develop policies to promote health  |
| 5. Employ policy and media advocacy techniques to influence decision-makers.  |
## Goal 7: Communicate and Advocate for Health and Health Education-continued

### Competency 7.6: Promote the Health Education Profession

<table>
<thead>
<tr>
<th>Sub-competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a personal plan for professional growth and service</td>
</tr>
<tr>
<td>2. Describe state-of-the-art health education practice</td>
</tr>
<tr>
<td>3. Explain the major responsibilities of the health education specialist in the practice of health education</td>
</tr>
<tr>
<td>4. Explain the role of health education associations in advancing the profession</td>
</tr>
<tr>
<td>5. Explain the benefits of participating in professional organizations</td>
</tr>
<tr>
<td>6. Facilitate professional growth of self and others</td>
</tr>
<tr>
<td>7. Explain the history of the health education profession and its current and future implications for professional practice</td>
</tr>
<tr>
<td>8. Explain the role of credentialing in the promotion of the health education profession</td>
</tr>
<tr>
<td>9. Engage in professional development activities</td>
</tr>
<tr>
<td>10. Serve as a mentor to others</td>
</tr>
<tr>
<td>11. Develop materials that contribute to the professional literature</td>
</tr>
<tr>
<td>12. Engage in service to advance the health education profession</td>
</tr>
</tbody>
</table>


*Prepared by Christina Perry, PhD, Health Education, Augus, 2012*