



# Master of Public Health Student Program Manual

2024-2025 Academic Year

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## Abbreviations

AE	Admission by Exception
APE	Applied Practice Experience
APHA	American Public Health Association
ASPPH	Association of Schools and Programs of Public Health
BIOS	Biostatistics
BSOM	Brody School of Medicine
CDC	Centers for Disease Control and Prevention
CEPH	Council on Education for Public Health
CHHB	Community Health & Health Behavior
CPH	Certified in Public Health
DPH	Department of Public Health
ECU	East Carolina University
ENC	Eastern North Carolina
EPI	Epidemiology
ERHD	Ethnic Health and Rural Health Disparities
HPAL	Health Policy, Administration, and Leadership
ILE	Integrative Learning Experience
MPH	Master of Public Health
NBPHE	National Board of Public Health Examiners
PHFP	Public Health Foundations and Practice
SH	Semester Hours
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SOPHAS	Schools of Public Health Application Status
USMLE®	United States Medical Licensing Exam®

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## 1. Executive Summary

The distance education Master of Public Health (MPH) program within the [Brody School of Medicine's](#) (BSOM) [Department of Public Health](#) (DPH) at [East Carolina University](#) (ECU), is accredited by the [Council on Education for Public Health](#) (CEPH). This program manual is designed to guide prospective and current students through the processes of application, selection of a concentration-specific curriculum, and the completion of degree requirements. The MPH degree requires the successful completion of 45 semester hours (SH), which are distributed as follows: 24 SH of foundational coursework and 15 SH allocated to concentration and elective courses, culminating in 6 SH of application courses—the Applied Practice Experience (APE) and the Integrated Learning Experience (ILE).

In addition to outlining the MPH program's philosophy, policies, and procedures, this manual supplements the policies, procedures, and requirements of the [ECU Graduate School](#). Although this manual provides essential information, students are responsible for thoroughly acquainting themselves with the [ECU Graduate Catalog](#). In cases of policy conflict, the ECU Graduate School policies will take precedence over those outlined in the MPH manual. Students are expected to adhere to the version of the Graduate Catalog in effect at the time of their matriculation. The DPH reserves the right to revise, add, or remove provisions within this manual as necessary.

## 2. Background and Mission

In 1974, the North Carolina General Assembly appropriated the funds to establish a four-year medical school at ECU to increase the supply of primary care physicians to serve the state, to improve the health status of citizens in eastern North Carolina (ENC), and to enhance the access of minority and disadvantaged students to a medical education. The BSOM is nationally recognized for success in pursuit of its mission. In 2003, the MPH program was established in the BSOM Department of Family Medicine. In 2008, the MPH program was moved to the newly established Department of Public Health.

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### Our Mission

To promote health equity and well-being of communities through innovative education, research and service.

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To achieve our mission, the MPH program is guided by the following goals:

- Provide accessible, stakeholder-informed learning opportunities
- Conduct applied and impactful research
- Serve communities through collaboration
- Advance the health of rural populations
- Develop professionals who adapt to meet current challenges

### 3. About the MPH Program

The MPH program was established in 2003 in response to the persistently poor health indicators in Eastern North Carolina (ENC). The 29-county region of ENC has consistently exhibited higher age-adjusted, all-cause mortality rates compared to the other 71 counties in North Carolina. The program was created with the primary objective of training a public health workforce equipped to serve health departments, healthcare agencies, and hospitals, with a particular focus on rural communities.

To advocate for and enhance our communities' health, the program emphasizes students' community engagement, service, and active learning. Moreover, the curriculum is grounded in practice-based teaching, competency-based learning, and evidence-based principles.

Students may progress through the program on either a part-time or full-time basis. Each student is assigned a faculty advisor, who supports students in tailoring their educational path to align with their individual career goals.

#### 3.1. Concentrations

MPH students will select from one of three concentration curriculums:

1. [Community Health & Health Behavior](#) (CHHB),
2. [Epidemiology](#) (EPI), and
3. [Health Policy, Administration, and Leadership](#) (HPAL).

#### 3.2. Graduate Certificates

In addition, MPH students may apply to complete requirements for the following DPH certificate (Cert) programs:

- [Biostatistics](#) (BIOS),
- [Ethnic Health and Rural Health Disparities](#) (ERHD), and
- [Public Health Foundations and Practice](#) (PHFP).

### 3.3. Dual Degrees

MD students may also apply for a dual MPH degree. Typically, these students take MPH coursework during summer vacations, a leave of absence between the second and third year of medical school, and distance education. Specifically, the leave of absence will be granted to medical students accepted into the MPH program who have completed Step I of the United States Medical Licensing Exam® (USMLE) and are in good standing in medical school.

MPH degree requirements for medical students are identical to the requirements of other MPH students. Medical students should be able to complete requirements for both degrees in five years.

### 3.4. Administration and Organization

For general questions, MPH students may contact the DPH Office Manager, Ms. Brittany Cash ([cashbr16@ecu.edu](mailto:cashbr16@ecu.edu)), or the chair’s administrator, Mr. David Liverman ([livermanda23@ecu.edu](mailto:livermanda23@ecu.edu)). For more detailed inquiries, contact the appropriate MPH program leadership listed in Table 1.

**Table 1. MPH Program Leadership**

Role	Name	Contact
Department Chair	<a href="#">Suzanne Lazorick, MD, MPH</a>	<a href="mailto:lazoricks@ecu.edu">lazoricks@ecu.edu</a>
MPH Program Director	<a href="#">Marla Hall, PhD, MCHES</a>	<a href="mailto:hallmar14@ecu.edu">hallmar14@ecu.edu</a>
<b>Concentration Coordinators</b>		
CHHB	<a href="#">Nancy Winterbauer, PhD, MS</a>	<a href="mailto:winterbauern@ecu.edu">winterbauern@ecu.edu</a>
EPI	<a href="#">C. Suzanne Lea, PhD, MPH</a>	<a href="mailto:leac@ecu.edu">leac@ecu.edu</a>
HPAL	<a href="#">Huabin Luo, PhD</a>	<a href="mailto:luoh@ecu.edu">luoh@ecu.edu</a>
<b>Certificate Coordinators</b>		
BIOS	<a href="#">Paul Vos, PhD</a>	<a href="mailto:vosp@ecu.edu">vosp@ecu.edu</a>
ERHD	<a href="#">Eric Bailey, PhD, MPH</a>	<a href="mailto:baileye@ecu.edu">baileye@ecu.edu</a>
PHFP	<a href="#">Lok Pokhrel, PhD, MSc, MS</a>	<a href="mailto:pokhrell18@ecu.edu">pokhrell18@ecu.edu</a>

In addition, each student is assigned a faculty advisor within their concentration to co-create a program plan in “Degree Works,” a curriculum tracking platform, during the initial advising session. Find lists of advisors by concentration in *Section 5. Concentration Curriculum*.

### 3.5. MPH Program Accreditation

Graduate education in public health emerged in the early 1900s, with formal accreditation beginning in the mid-1940s when the [American Public Health Association](#) (APHA), the nation's largest individual public health membership organization, recognized 10 schools of public health. In 1974, APHA, in collaboration with a national organization of deans, faculty, and students at accredited schools of public health - now known as the [Association of Schools and Programs of Public Health](#) (ASPPH) – established CEPH as the independent accrediting body for public health education.

Today, CEPH is recognized by the [United States Department of Education](#) as the accrediting body for public health programs, including those offered through distance education. CEPH accreditation assures that programs meet nationally established standards for quality and excellence. ECU's MPH program received its initial CEPH accreditation in 2005, signifying the curriculum's alignment with CEPH's standards of excellence. Accredited programs are required to undergo reaccreditation every seven years, and the ECU MPH program has successfully maintained its accreditation since 2005. The next program evaluation is scheduled for 2027.

Additionally, ECU's DPH is a member of the ASPPH, which supports its members through research, education, and practice, while also advocating for issues critical to public health. ASPPH enhances the visibility of its members to prospective students, offers professional development opportunities for public health practitioners, and fosters collaboration among schools and programs to address the most urgent public health challenges.



Receiving an MPH degree from a CEPH-accredited, ASPPH-affiliated program has three major practical implications for students:

1. Employment opportunities in certain sectors are restricted to graduates of CEPH-accredited institutions. For example, the [U.S. Public Health Service](#), some public health positions within the U.S. military, and various state and local government agencies require that candidates for MPH-level positions hold degrees from CEPH-accredited schools and programs. Additionally, other employers will prioritize job applicants who have graduated from CEPH-accredited institutions.
2. Certain fellowships are exclusively available to students enrolled in CEPH-accredited schools and programs that are also members of ASPPH.
3. Students graduating from a CEPH-accredited institution are eligible to sit for the [Certified in Public Health](#) (CPH) exam and obtain the CPH credential, which is administered by the [National Board of Public Health Examiners](#) (NBPHE). Notably, NBPHE operates independently of CEPH, and CEPH does not play a formal role in determining eligibility criteria or other rules.

### 3.5.1. MPH Program Foundational Competencies

Per the [2024 Accreditation Criteria](#), CEPH requires accredited MPH program faculty to validate each student’s ability to perform the 22 MPH Foundational Competencies (Criterion D2; see Table 2).

**Table 2. CEPH MPH Program Foundational Competencies**

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities’ health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
Leadership
16. Apply leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

<b>Communication</b>
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy
20. Describe the importance of cultural humility in communicating public health content
<b>Interprofessional Practice</b>
21. Integrate perspectives from other sectors and/or professions to promote and advance population health
<b>Systems Thinking</b>
22. Apply a systems thinking tool to visually represent a public health issue other than standard narrative

## 4. Foundational Curriculum

Faculty validate each student’s ability to perform the 22 CEPH foundational competencies through the 24 SH foundational curriculum (see Table 3), with each concentration requiring a different foundational research course. Also, two core courses do not have the “MPH” course prefix that is not “MPH.”

**Table 3. MPH Foundational Curriculum**

Core Course	SH	Course Name
BIOS 7021	3	Biostatistics for Health Professionals I
MPH 6000	3	Public Health Practice
MPH 6002	3	Ethics and Law in Public Health
MPH 6010 / EHST 6010	3	Fundamentals of Environment Health
MPH 6011	3	Introduction to Epidemiology
MPH 6013	3	Principles of Health Behavior
MPH 6035	3	Interdisciplinary Rural Health
<b>Core Course (Concentration)</b>	<b>SH</b>	<b>Research Methods Course</b>
MPH 6702 (EPI)	3	Epidemiology Methods
MPH 6020 (HPAL)	3	Research Methods
MPH 6027 (CHHB)	3	Mixed-Methods Research

## 4.1. Course Descriptions

**BIOS 7021. Biostatistics for Health Professionals I.**<sup>1</sup> Applies statistical methods to health sciences. Types, organization, and display of data; elementary probability; parametric and nonparametric techniques when dealing with one or two samples (matched and independent); one way ANOVA; and simple linear regression.

**EHST 6010. Environmental Health.**<sup>2</sup> Effects of environment on human health. Focuses on rural environment. Considers water supply and wastewater disposal, water quality, solid and hazardous wastes, air quality, occupational health and safety, food protection, and vector control.

**MPH 6000. Public Health Practice.** Foundation for public health administration. Introduces MPH degree program. Applied focus on public health problems, issues, and resources of eastern North Carolina. Describes how empirical assessment of population health status informs managerial decision-making and describes the organization of the public health infrastructure. Overview range of practice in public health and of tools and resources for health improvement.

**MPH 6002. Ethics and Law in Public Health.** Core issues and skills for public health administration and practice. Focuses on public health law, ethics, legislation, media relations, human services management, and emergency preparedness.

**MPH 6010/EHST 6010. Fundamentals of Environmental Health.** Effects of environment on human health with focus on rural environment. Considers water supply and wastewater disposal, water quality, solid and hazardous wastes, air quality, occupational health and safety, food protection, and vector control.

**MPH 6011. Introduction to Epidemiology.** Introduces methods and concepts of epidemiologic methodology and application of epidemiology in public health.

**MPH 6013. Principles of Health Behavior.** Introduces concepts of role of social factors in health and illness as well as health education/promotion. Overview of relationships between various social factors, with health outcomes. Includes theories and approaches of health education/promotion programs.

**MPH 6035. Interdisciplinary Rural Health.** Theoretical base and skills for interdisciplinary rural health practice.

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<sup>1</sup> To register for BIOS courses, students must contact Ms. Rhonda Onorato ([onorator20@ecu.edu](mailto:onorator20@ecu.edu)), who coordinates registration for biostatistics courses.

<sup>2</sup> To enroll in EHST 6010, rather than MPH 6010, confer with your academic advisor and then contact Dr. Stephanie Richards ([richardss@ecu.edu](mailto:richardss@ecu.edu)) for registration.

**MPH 6020. Research Methods.** (HPAL) Synthesize material from social and behavioral sciences, biostatistics, and epidemiology to better understand health problems.

**MPH 6027. Mixed-Methods Research.** (CHHB) Mixed-methods data collection and analysis, with focus on use of qualitative and quantitative software.

**MPH 6702. Epidemiology Methods.** (EPI) explores quantitative research methods, principles and techniques necessary for designing and implementing epidemiological research.

## 5. Concentration Curriculum

The MPH Program offers three concentrations:

- Community Health & Human Behavior (CHHB)
- Epidemiology (EPI)
- Health Policy Administration & Leadership (HPAL)

Per CEPH 2024 Accreditation Criteria, faculty in each concentration define five competencies that articulate the unique set of knowledge and skills that justifies awarding the MPH degree in the designated concentration. The list of competencies must be approved by CEPH and may expand on or enhance foundational competencies, but, in all cases, the competency statements clearly articulate the additional depth provided beyond the foundational competencies listed in *3.5.1.MPH Program Foundational Competencies* of this manual.

Like the foundational competencies, faculty assess concentration competencies with a required assessment activity and validate the student’s ability to perform the competency. The following three sections provide a brief description of each concentration and its requirements, course descriptions, concentration competencies, and a typical program plan for full-time students.

Notably, all students complete 24 SH foundational courses and 6 SH of culminating courses. However, the number of concentration courses and electives differ across concentrations (see Table 4).

**Table 4. Course Requirements by Concentration and Semester Credit Hours**

Course Requirements	Concentration		
	CHHB	EPI	HPAL
Foundational Courses	8 (24 SH)	8 (24 SH)	8 (24 SH)
Concentration Courses	5 (9 SH)	4 (12 SH)	3 (9 SH)
Electives	2 (6 SH)	1 (3 SH)	2 (SH)
Culminating Courses	4 (6 SH)	4 (6 SH)	4 (6 SH)
<b>Total</b>	<b>17 (45 SH)</b>	<b>17 (45 SH)</b>	<b>17 (45 SH)</b>

## 5.1. Changing Concentrations

Students may change their concentration within the first 12 semester hours following consultation with their academic advisor and the coordinator of the desired concentration. The academic advisor will facilitate this process. If a student wishes to change concentrations, they should anticipate the possibility of needing to complete additional courses, which may extend the duration of the program by an additional semester, depending on whether the student is enrolled part-time or full-time.

Request an appointment with your academic advisor.

1. Discuss reasons for change in concentration with academic advisor.
2. Discuss change with new potential advisor in preferred concentration.
3. Complete the “Change of Concentration Request Form” (Appendix A) and “Change of Academic Advisor Request Form” (Appendix B). Both require signature of the student, former advisor, and new advisor.

## 5.2. Community Health & Health Behavior (CHHB)

The Community Health & Health Behavior (CHHB) concentration provides a curriculum focused on theories of behavior change, program planning, program evaluation, and mixed methods research. The primary objective of the CHHB concentration is to equip students with the skills necessary to become health promotion professionals, preparing them for roles in governmental, not-for-profit, and for-profit organizations.

Health promotion professionals are responsible for a range of tasks, including (1) conducting community health assessments, (2) planning, implementing, and evaluating health interventions and programs, (3) directing health communication campaigns, (4) building community health coalitions and partnerships, (5) leading quality improvement initiatives, and (6) conducting community and behavioral health research. The CHHB concentration requires students to complete MPH 6600 (Program Planning) and MPH 6605 (Program Evaluation) within the first two semesters.

Health promotion professionals are tasked with a range of tasks, including (1) conducting community health assessments, (2) planning, implementing, and evaluating health interventions and programs, (3) directing health communication campaigns, (4) building community health coalitions and partnerships, (5) leading quality improvement efforts, and (6) conducting community and behavioral health research. The [CHHB concentration](#) requires program planning and program evaluation, **MPH 6600** and **MPH 6605**, to be completed during the first two semesters.

Tables 5 presents a typical course trajectory for full-time students in the CHHB concentration who aim to complete the program in 5-6 semesters. Appendices C and D provide alternative program plans for part-time CHHB students.

### 5.1.1 CHHB Concentration Course Descriptions

Five courses are required for the CHHB concentration and map to the concentration competencies listed in Table 6:

**MPH 6500. Quality Improvement in Public Health (1 SH).** Quality improvement consists of systematic and continuous actions that lead to measurable improvement in health care services and the health status of targeted patient/population groups. The course focuses on quality improvement and its application and importance in public health practice. At the end of this course, the student will have completed the Institute for Healthcare Improvement Basic Certification in Quality and Safety.

**MPH 6501. Grant Writing in Public Health (1 SH).** Focuses on grant writing in the field of community health and health behavior. Includes a completed service grant application, written by each student, on a health-related topic utilizing a recursive writing process.

**MPH 6502. Public Health Project Management (1 SH).** Fundamentals of project management in public health, including scope, objectives/tasks, schedule and budget.

**MPH 6600. Planning Public Health Programs (3 SH).<sup>3</sup>** Development and delivery of public health programs.

**MPH 6605. Evaluating Public Health Programs (3 SH).<sup>4</sup>** Evaluation of public health programs, including formative, process, impact, and outcome evaluation.

In addition, CHHB students must complete 6 SH of electives from the list below:

**MPH 6052. Independent Study (3 SH).<sup>5,6</sup>** Study of topic not otherwise offered in public health curriculum or in greater depth than is possible within context of regular course.

**MPH 7201. Introduction to Survey Methodology (3 SH).<sup>7</sup>** Overview of principles and practices of population-based survey research, including methods, sampling designs, questionnaire development, sources of error, and analysis of survey data.

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<sup>3</sup> **Prerequisite:** MPH 6013: Principles of Health Behavior

<sup>4</sup> **Prerequisites:** MPH 6013: Principles of Health Behavior & MPH 6600: Planning Public Health Programs

<sup>5</sup> May be repeated. May count a maximum of 6 SH toward degree.

<sup>6</sup> **Prerequisite:** Consent of instructor and concentration advisor.

<sup>7</sup> **Prerequisites:** BIOS 7021 - Biostatistics for Health Professionals I & MPH 6027 - Mixed-Methods Research

**MPH 7031. Topics in Public Health (1 SH).**<sup>8,9</sup> Readings and discussion related to contemporary issues and emerging topics in public health.

With permission from the program coordinator, Dr. Hall, or concentration coordinator, Dr. Winterbauer, students may also choose another graduate level course (6000 or 7000 level).

**Table 5. CHHB Course Trajectory in Five Semesters for Full- time, Fall admission**

Year 1			Year 2	
Fall 1	Spring 1	Summer 1	Fall 2	Spring 2
<b>MPH 6000</b> Public Health Practice	<b>MPH 6002</b> Ethics and Law in Public Health	<b>MPH/EHST 6010</b> Fundamentals of Environmental Health	<b>MPH 6991</b> Professional Paper I (Culminating Course)	<b>MPH 6992</b> Professional Paper II (Culmination Course)
<b>MPH 6011</b> Introduction to Epidemiology	<b>MPH 6027</b> Mixed-Methods Research	<b>MPH 6035</b> Interdisciplinary Rural Health	<b>MPH 6904</b> Introduction to Field Experience	<b>MPH 6905</b> Field Placement (APE)
<b>MPH 6013</b> Principles of Health Behavior	<b>MPH 6605</b> Program Evaluation		<b>Elective 1</b>	<b>MPH 6501</b> Grant Writing in Public Health
<b>MPH 6600</b> Planning Public Health Programs	<b>BIOS 7021</b> Biostatistics for Health Professionals I		<b>Elective 2</b>	<b>MPH 6500</b> Quality Improvement in Public Health
				<b>MPH 6502</b> Public Health Project Management
<b>12 SH</b>	<b>12 SH</b>	<b>6 SH</b>	<b>9 SH</b>	<b>6 SH</b>

<sup>8</sup> **Prerequisite:** Consent of instructor or program director.

<sup>9</sup> May be repeated up to 6 SH with change of topic.

**Table 6. CHHB Concentration Course Competencies**

Courses	Competencies
MPH 6500	1. Apply qualitative and quantitative data analyses to assess programming needs, evaluation, or public health issues
MPH 6501	2. Develop an evaluation plan for health promotion and disease prevention interventions
MPH 6502	3. Design a public health project that includes a detailed itemized budget, timeline, and staff training plan for data collection
MPH 6600	4. Design a logic model to guide intervention development and data collection for program evaluation
MPH 6605	5. Formulate a collaborative evaluation plan with a community partner to achieve common public health goals

### 5.1.2 CHHB Academic Advisors

**Table 7. CHHB Faculty Advisors**

Name	Areas of Interest	Contact
<a href="#">Marla Hall, PhD, MCHES</a>	<ul style="list-style-type: none"> <li>• Health disparities</li> <li>• Cultural competency</li> <li>• Chronic disease and self-management</li> <li>• Disease prevention</li> </ul>	<a href="mailto:hallmar14@ecu.edu">hallmar14@ecu.edu</a>
<a href="#">Suzanne Lazorick, MD, MPH</a>	<ul style="list-style-type: none"> <li>• Maternal and Child Health</li> <li>• Pediatric Obesity</li> <li>• Intervention studies</li> </ul>	<a href="mailto:lazoricks@ecu.edu">lazoricks@ecu.edu</a>
<a href="#">Stephanie Jilcott Pitts, PhD</a>	<ul style="list-style-type: none"> <li>• Environmental and policy changes to prevent obesity</li> <li>• Dietary measurement techniques for public health research</li> </ul>	<a href="mailto:jilcotts@ecu.edu">jilcotts@ecu.edu</a>
<a href="#">Nancy Winterbauer, PhD, MS</a>	<ul style="list-style-type: none"> <li>• Engaged scholarship</li> <li>• Practice-based research</li> <li>• Mixed- methods research</li> <li>• Qualitative methods</li> </ul>	<a href="mailto:winterbauern@ecu.edu">winterbauern@ecu.edu</a>

## 5.3 Epidemiology (EPI)

The goal of epidemiology is to understand the frequency, distribution, and causes of disease variation, using advanced epidemiological skills to design and test interventions that enhance population health. Findings from epidemiologic studies inform policy development in public health and healthcare. EPI, as a quantitative scientific field, integrates biological and social sciences to design research, analyze data, and recommend interventions to address population health challenges.

Careers in epidemiology require proficiency in data management and analysis. Graduates often find employment supporting clinical research in academic institutions and contract research firms. State and local health departments frequently hire MPH-trained epidemiologists for roles in program coordination or basic data analysis.

Table 8 presents a typical course trajectory for full-time students in the EPI concentration who aim to complete the program in 5-6 semesters. Notably, the most efficient use of time is to matriculate in fall semester due to courses that have two-parts offered in fall and spring, respectively. Appendix E provides a program plan for EPI students.

### 5.3.1 EPI Concentration Course Descriptions

Four courses are required for the [EPI concentration](#) and map to the concentration competencies listed in Table 9:

**BIOS 7022. Biostatistics for Health Professionals II (3 SH).**<sup>10</sup> This course is a continuation of BIOS 7021. Topics include ANOVA for multi-factor designs and analysis of single degree of freedom contrasts; randomized block and repeated measures designs; nonparametric methods for standard designs; multiple linear and logistic regression; and chi-square analysis of contingency tables.

**MPH 6021. Epidemiology of Chronic Disease (3 SH).**<sup>11</sup> Epidemiologic measures, statistical methods, and quantitative models specific to chronic disease epidemiology.

**MPH 6022. Epidemiology of Infectious Disease (3 SH).**<sup>11</sup> Provides concepts involved in understanding causes, transmission, and control of infectious disease as well as policies, methods, and tools employed in surveillance, detection, investigation, control, and prevention of disease outbreaks.

**MPH 7202. Introduction to Public Health Data Analysis (3 SH).**<sup>10,11</sup> Basic instruction in public health data analysis using core features of SAS Software.

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<sup>10</sup> **Prerequisites:** Consent of instructor or a grade of B or higher in BIOS 7021: Biostatistics for Health Professionals I with a grade of B or better.

<sup>11</sup> **Prerequisite:** MPH 6011 – Introduction to Epidemiology

**Table 8. EPI Course Trajectory in Five Semesters for Full- time, Fall admission**

Year 1			Year 2		
Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2
<b>MPH 6002</b> Ethics and Law in Public Health	<b>MPH 6000</b> Public Health Practice	<b>MPH 6013</b> Principles of Health Behavior	<b>MPH/EHST 6010</b> Fundamentals of Environmental Health	<b>MPH 6991</b> Professional Paper I (Culminating Course)	<b>MPH 6992</b> Professional Paper II (Culmination Course)
<b>MPH 6011</b> Introduction to Epidemiology	<b>MPH 6702</b> Epidemiology Methods	<b>MPH 6035</b> Interdisciplinary Rural Health	<b>MPH 7202</b> Introduction to Public Health Data Analysis	<b>MPH 6904</b> Introduction to Field Experience	<b>MPH 6905</b> Field Placement (APE)
<b>BIOS 7021</b> Biostatistics for Health Professionals I	<b>BIOS 7022</b> Biostatistics for Health Professionals II		<b>MPH 6022</b> Epidemiology of Infectious Disease	<b>MPH 6021</b> Epidemiology of Chronic Disease	
				<b>Elective</b>	
<b>9 SH</b>	<b>9 SH</b>	<b>6 SH</b>	<b>9 SH</b>	<b>9 SH</b>	<b>3 SH</b>

In addition, EPI students must complete 3 SH of electives from the list below:

**MPH 6007. Global Public Health: A Global Perspective (3 SH).** Explores the issues related to the fields of medical anthropology and public health leading toward developing global health interventions.

**MPH 7200. Principles of Public Health Surveillance (3 SH).**<sup>10,12</sup> Overview of principles and practices of population-based survey research, including methods, sampling designs, questionnaire development, sources of error, and analysis of survey data.

With permission from the program coordinator, Dr. Hall, or concentration coordinator, Dr. Lea, students may also choose another graduate level course (6000 or 7000 level).

<sup>12</sup> **Prerequisite:** MPH 6702 - Epidemiology Methods

**Table 9. EPI Concentration Course Competencies**

Courses	Competencies
MPH 6021	1. Identify and implement appropriate study design, recruitment, data collection, and analysis methods to address an identified public health problem
MPH 6022	2. Critically evaluate public health through application of fundamental principles and methods of epidemiology
BIOS 7022	3. Identify and apply statistical methods to calculate appropriate epidemiologic measures of association, including confounders and effect modifiers and their use in multivariable analysis
BIOS 7022	4. Perform data management, analysis, visualization, and report generation of existing public health data using SAS to inform public health decisions
BIOS 7022	5. Explain epidemiologic results in terms of magnitude, precision, validity, and limitations and identify their relevance to public health guidance

### 5.3.2 EPI Faculty Advisors

**Table 10. EPI Faculty Advisors**

Name	Area of Interest	Contact
<a href="#">James Clifford, PhD, MS</a>	<ul style="list-style-type: none"> <li>Genetic Epidemiology</li> <li>Substance Use, Focus on Electronic Cigarettes</li> <li>Mental Health</li> <li>Epidemiologic Methodology</li> </ul>	<a href="mailto:cliffordj22@ecu.edu">cliffordj22@ecu.edu</a>
<a href="#">Aaron Kipp, PhD</a>	<ul style="list-style-type: none"> <li>HIV and TB stigma and its role as a barrier to retention in care and treatment adherence</li> <li>The impact of marijuana use, including motivation for use, on retention in care for people living with HIV.</li> </ul>	<a href="mailto:kippa19@ecu.edu">kippa19@ecu.edu</a>
<a href="#">C. Suzanne Lea, PhD, MPH</a>	<ul style="list-style-type: none"> <li>Cancer</li> <li>Public Health Practice</li> <li>Health Disparities</li> </ul>	<a href="mailto:leac@ecu.edu">leac@ecu.edu</a>
<a href="#">Kristina Simeonsson, MD, MSPH</a>	<ul style="list-style-type: none"> <li>Vaccine-preventable diseases</li> <li>Infectious disease preparedness</li> <li>Infectious disease epidemiology</li> </ul>	<a href="mailto:simeonssonk@ecu.edu">simeonssonk@ecu.edu</a>

## 5.4 Health Policy Administration & Leadership (HPAL)

This concentration prepares graduates for diverse careers in the health industry and related organizations, including public health agencies, hospitals, health systems, physician offices, long-term care facilities, consulting firms, insurance companies, and pharmaceutical companies.

The HPAL curriculum encompasses courses on current economic, social, policy, and practice issues within the healthcare system. It emphasizes the conceptual, analytical, and applied skills essential for careers in health administration, policy analysis, management, and leadership. Additionally, this concentration offers a focus on long-term care, which can lead to federal and state licensure as a long-term care administrator. Contact [Dr. Ruth Little](#) for more information on this focus.

Table 11 presents a typical course trajectory for full-time students in the HPAL concentration who aim to complete the program in 5-6 semesters. Appendix F provides additional course trajectories.

### 5.4.1 HPAL Concentration Course Descriptions

Three courses are required for the [HPAL concentration](#) and map to the concentration competencies listed in Table 12:

**MPH 6800. Health Policy and Politics (3 SH).** Examines the health policy formation context as a component of the environment of public health administration and practice and roles of public health and healthcare professionals.

**MPH 6810. Strategic and Financial Management of Healthcare Organizations (3 SH).** Provides a framework for understanding strategic and financial management of healthcare organizations.

**MPH 7010. Human Resource Management and Leadership for Health Administration (3 SH).** Provides the essential knowledge and skills for management of human resources in a health services organization and a foundation in leadership theory, skills and applications.

**Table 11. HPAL Course Trajectory in Five Semesters for Full- time, Fall admission**

Year 1			Year 2	
Fall 1	Spring 1	Summer 1	Fall 2	Spring 2
<b>MPH 6000</b> Public Health Practice	<b>MPH 6002</b> Ethics and Law in Public Health	<b>MPH/EHST 6010</b> Fundamentals of Environmental Health	<b>MPH 6991</b> Professional Paper I (Culminating Course)	<b>MPH 6992</b> Professional Paper II (Culmination Course)
<b>BIOS 7021</b> Biostatistics for Health Professionals I	<b>MPH 6011</b> Introduction to Epidemiology	<b>Elective</b>	<b>MPH 6904</b> Introduction to Field Experience	<b>MPH 6905</b> Field Placement (APE)
<b>MPH 6013</b> Principles of Health Behavior	<b>MPH 6020</b> Research Methods		<b>MPH 6810</b> Strategic and Financial Management of Healthcare Organizations	<b>MPH 6800</b> Health Policy and Politics
	<b>MPH 6035</b> Interdisciplinary Rural Health		<b>Elective</b>	<b>MPH 7010</b> Human Resource Management and Leadership for Health Administration
<b>9 SH</b>	<b>12 SH</b>	<b>6 SH</b>	<b>9 SH</b>	<b>9 SH</b>

Table 12. HPAL Concentration Course Competencies	
Courses	Competencies
MPH 6800 MPH 6810	1. Address inequities in the prevalence of chronic diseases in rural and minority populations using systems thinking approaches
MPH 6800	2. Examine and interpret the impact of health cost, access, and quality policies on rural and/or disadvantaged populations
MPH 6810	3. Cultivate leadership skills in strategic planning/management with a focus on reducing disparities in disadvantaged populations
MPH 6810	4. Perform financial analysis for public health interventions
MPH 7010	5. Develop and apply human resources management skills inclusive of diversity and disadvantaged populations

In addition, HPAL students must complete 6 SH of electives from the list below:

**MPH 6040. Long Term Care Administration (3 SH).** Overview of delivery of long-term care services with an emphasis on the knowledge and skills needed for effective leadership.

**MPH 6250. Aging Health Policy and Equity Analysis (3 SH).** Contemporary perspectives on health policies affecting the health and qualities of life of older populations in a variety of settings. Investigates social determinants of health inequities and health care in older adults.

**MPH 6700. Health Economics (3 SH).** Application of economic analysis tools to the making of health care decisions at the individual, systemic, and broader policy levels.

With permission from the program coordinator, Dr. Hall, or concentration coordinator, Dr. Lou, students may also choose another graduate level course (6000 or 7000 level).

## 5.4.2 HPAL Faculty Advisors

**Table 13. HPAL Faculty Advisors**

Name	Area of Interest	Contact
<a href="#">Rashmita Basu, PhD</a>	<ul style="list-style-type: none"> <li>• Rural Health</li> <li>• Diabetes</li> <li>• Obesity</li> <li>• Hypertension/Stroke/CV disease</li> <li>• Role of Telehealth Care</li> </ul>	<a href="mailto:basur19@ecu.edu">basur19@ecu.edu</a>
<a href="#">Doyle “Skip” Cummings, PharmD, FCP, FCCP</a>	<ul style="list-style-type: none"> <li>• Rural Health</li> <li>• Diabetes</li> <li>• Obesity</li> <li>• Hypertension/Stroke/CV disease</li> <li>• Role of Telehealth Care</li> </ul>	<a href="mailto:cummingsd@ecu.edu">cummingsd@ecu.edu</a>
<a href="#">N. Ruth Little, Ed.D., MPH</a>	<ul style="list-style-type: none"> <li>• Health Care Delivery to Underserved Populations</li> <li>• Long Term Care Administration</li> <li>• Interdisciplinary Community Health Education</li> <li>• Access to Health Care</li> <li>• Health Care Management and Personnel Administration</li> <li>• Health and Aging</li> </ul>	<a href="mailto:littlea@ecu.edu">littlea@ecu.edu</a>
<a href="#">Huabin Luo, PhD</a>	<ul style="list-style-type: none"> <li>• Public Health System Research</li> <li>• Health Care Disparity</li> <li>• Long-term Care Quality and Management</li> <li>• Oral health access and quality</li> </ul>	<a href="mailto:luoh@ecu.edu">luoh@ecu.edu</a>
<a href="#">Kavita Mosalpuria, PhD</a>	<ul style="list-style-type: none"> <li>• Tobacco Regulatory Science</li> <li>• Health Services Research</li> <li>• Health Disparities and Inequities</li> <li>• Social and Commercial Determinants of Health</li> </ul>	<a href="mailto:Mosalpuriak23@ecu.edu">Mosalpuriak23@ecu.edu</a>

## 6 Applied Practice Experience (APE)

Near the end of their program, MPH students must demonstrate competency attainment through an applied practice experience (APE), sometimes referred to as the “internship,” “field experience,” or “field practicum.” Overall, the APE is structured to support the department’s mission and students’ career goals, to the extent possible.

The APE may involve governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.

DPH faculty may also identify sites in a manner that is sensitive to the needs of the agencies or organizations involved. Activities meeting the APE should be mutually beneficial to both the site and the student.

The APE allows each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies. The competencies need not be identical from student to student, but the APE must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The APE may also address additional foundational or concentration-specific competencies, if appropriate.

The instructor will assess each student’s competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site’s use and benefit. Review of the student’s performance in the APE must be based on at least **two practical, non-academic work products AND on validating that the work products demonstrate the student’s attainment of the designated competencies.** Examples of suitable work products include

- project plans,
- grant proposals,
- training manuals or lesson plans,
- surveys,
- memos,
- videos,
- podcasts,
- presentations,
- spreadsheets,
- websites,
- photos (with accompanying explanatory text), or
- other digital artifacts of learning.



Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may **not** be counted toward the minimum of two work products.

## 6.1 APE Coursework

Students may choose one of two paths to complete the APE:

1. **MPH 6903. Comprehensive Field Placement (3 SH).**<sup>13</sup> Students must have substantial previous experience in public health at the professional level to be eligible for this course. Project development and demonstration of academic knowledge with learned public health core competencies in professional public health practice settings.

**OR**

2. **MPH 6904. Introduction to Field Placement (1 SH).** It is recommended that the student has completed all eight MPH core courses by the time they complete this course. Introduces the student to leaders from different healthcare entities; providing information and discussion on both field placement and career ladder opportunities in their specific healthcare domains.

**AND**

**MPH 6905. Applied Field Placement (2 SH).**<sup>14</sup> Demonstration of academic knowledge with learned public health core competencies in professional public health practice settings.

All activities required in MPH 6904 mirror requirements of MPH 6903/4. The major difference is Option 1 may be completed in one semester; Option 2 requires two semesters to complete the APE.

Each concentration has an instructor for the APE courses, which are offered every semesters.

In MPH 6903/4, the student collaborates with the preceptor agency within the course framework on a project that benefits both the agency and the student. The preceptor must possess significant experience in public health leadership.

Preceptor availability often fluctuates depending on the time of year. The MPH program maintains affiliation agreements with numerous agencies. While students may propose an agency for their placement, a University Affiliation Agreement (UAA) is required, and the establishment of this agreement between the agency and the University may take two or more months. Find additional information on field placements [here](#).

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<sup>13</sup> **Prerequisite:** Consent of instructor.

<sup>14</sup> **Prerequisite:** MPH 6904

## 7 Integrated Learning Experience (ILE)

Collectively the APE and the Integrative Learning Experience (ILE) are sometimes referred to as the culminating, application, or “Capstone” courses. Similarly, the ILE is sometimes referred to as the “Professional Paper” or “Pro Paper.”

In their last two semesters of the MPH program, students must complete the ILE, in which they demonstrate synthesis of foundational and concentration competencies. Students, in consultation with faculty, select foundational and concentration-specific competencies ***appropriate to the student’s educational and professional goals.***

The ILE may take many forms, including:

- An epidemiological investigation
- Description and analysis of a significant public health problem affecting a population not previously examined
- Description and analysis of an emerging public health issue
- Clinical effectiveness/outcomes research
- A research question in the clinical research setting
- A systematic literature review, or a white paper on a specific topic
- History of a public health problem or program
- An evaluation of a public health intervention or program
- An analysis of a public health policy
- Legislative research for drafting new public health legislation
- Research for legal action to promote public health

Regardless of form, the student must produce ***a high-quality written product that is appropriate for the student’s educational and professional objectives.*** Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

Each student will identify a primary advisor as their ILE instructor, who will assess the student’s performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies.

## 7.1 ILE Coursework

Students will take the following two courses during consecutive semesters:

**MPH 6991. MPH Professional Paper I (2 SH).**<sup>15,16</sup> Includes applied learning exercise on the implementation of public health and epidemiologic research methodology. Students develop a research proposal (6991); implement their proposal, analyze their results, and write a public health research article (6992) that is ready for submission to a peer-reviewed scientific journal.

**MPH 6992. MPH Professional Paper II (1 SH).**<sup>15,17</sup> Includes applied learning exercise on the implementation of public health and epidemiologic research methodology. Students develop a research proposal (MPH 6991); implement their proposal, analyze their results, and write a public health research article (MPH 6992) that is ready for submission to a peer-reviewed scientific journal.

Detailed information about the ILE may be found on the department's website labeled [Professional Paper](#). For additional guidance, students may reach out to Dr. Rashmita Basu, the ILE Coordinator for the ILE.

## 8 DPH Certificates

MPH students may apply to complete requirements for the following DPH certificate (Cert) programs:

- [Biostatistics](#) (BIOS),
- [Ethnic Health and Rural Health Disparities](#) (ERHD), and
- [Public Health Foundations and Practice](#) (PHFP).

### 8.1 Biostatistics

The Certificate in Biostatistics is designed primarily for graduate students pursuing a degree in the health sciences. However, the program is also beneficial for anyone planning a career that involves data analysis. Upon completing this certificate, students will possess the skills to analyze various types of health science data.

The certificate requires 12 SH defined by three required courses (9 SH) and one elective (3 SH). Up to 6 SH of biostatistics courses other than those listed may be substituted for required and elective courses with permission of the program coordinator/director, Paul Vos, PhD, at [Vosp@ecu.edu](mailto:Vosp@ecu.edu).

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<sup>15</sup> **Note:** May be repeated. Only 3 SH may count towards the degree.

<sup>16</sup> **Prerequisite:** MPH 6000, MPH 6002, MPH 6011, and MPH 6020 or consent of instructor.

<sup>17</sup> **Prerequisite:** All core courses or consent of instructor.

## Required Certificate Coursework

1. **BIOS 7021. Biostatistics for Health Professionals I (3 SH).**<sup>18</sup> Applies statistical methods to health sciences. Types, organization, and display of data; elementary probability; parametric and nonparametric techniques when dealing with one or two samples (matched and independent); one way ANOVA; and simple linear regression.
2. **BIOS 7022. Biostatistics for Health Professionals II (3 SH).**<sup>19</sup> Topics include ANOVA for multi-factor designs and analysis of single degree of freedom contrasts; randomized block and repeated measures designs; nonparametric methods for standard designs; multiple linear and logistic regression; and chi-square analysis of contingency tables.
3. **BIOS 7600. Advanced Statistical Modeling (3 SH).**<sup>20</sup> Survival analysis and generalized linear models including logistic regression and Poisson regression. Topics may include ordinal regression and aspects of linear mixed models.

## Certificate Electives

- **BIOS 7501. Experimental Design (3 SH).**<sup>19</sup> Experimental designs and their analysis. Topics include completely randomized, randomized block, Latin square, and split-unit designs; factorial treatment structures and repeated measures designs; multiple comparison procedures; tests of normality and homogeneity of variance; measures of effect size; and power considerations.
- **BIOS 7550. Applied Multivariate Analysis (3 SH).**<sup>19</sup> Overview of the most used multivariate statistical techniques. Topics include Hotelling's T-square, MANOVA, discriminant analysis, cluster analysis, principal components, factor analysis, canonical correlation, multidimensional scaling, and correspondence analysis.
- **MPH 7202. Introduction to Public Health Data Analysis (3 SH).**<sup>21</sup> Basic instruction in public health data analysis using core features of SAS Software.
- **PUBH 8025. Quantitative Research Methods (3 SH).**<sup>22</sup> Application, analysis and evaluation of advanced quantitative methods used in public health research.

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<sup>18</sup> **Prerequisites:** Math 1065 or consent of instructor.

<sup>19</sup> **Prerequisites:** Course grade  $\geq$  B in BIOS 7021 or consent of instructor.

<sup>20</sup> **Prerequisites:** Course grade  $\geq$  B in BIOS 7021 and 7022 or consent of instructor.

<sup>21</sup> **Prerequisites:** BIOS 7021 and MPH 6011.

<sup>22</sup> **Prerequisites:** Admission to the DrPH program.

## Certificate Calendar

Notably, courses for the Biostats curriculum are not offered during summer sessions. Table 14 specifies when each course is offered.

**Table 14. Biostats Course Offerings by Semester**

Course Number	Course Name	Fall	Spring
<b>BIOS 7021</b>	Biostatistics for Health Professionals I	X	X
<b>BIOS 7022</b>	Biostatistics for Health Professionals II		X
<b>BIOS 7600</b>	Advanced Statistical Modeling	X	X
<b>BIOS 7501</b>	Experimental Design	X	X
<b>BIOS 7550</b>	Applied Multivariate Analysis	X	
<b>MPH 7202</b>	Introduction to Public Health Data Analysis	X	X
<b>PUBH 8025</b>	Quantitative Research Methods		X

## Biostatistics Faculty

**Table 15. Biostats Faculty**

Name	Area of Interest	Email Address
<a href="#">Paul Vos, PhD</a>	<ul style="list-style-type: none"> <li>• Foundations of Statistics</li> <li>• 2 by 2 Tables</li> <li>• Confidence Intervals</li> <li>• Methodology for Medical and Health Fields</li> <li>• Information Geometry</li> </ul>	<a href="mailto:vosp@ecu.edu">vosp@ecu.edu</a>
<a href="#">Xiangming Fang, PhD</a>	Additive Models, Spatial Statistics, Longitudinal Data Analysis, Applications in Ecology	<a href="mailto:fangx@ecu.edu">fangx@ecu.edu</a>
<a href="#">Qiang Wu, PhD, PStat</a>	<ul style="list-style-type: none"> <li>• Multivariate Data Analysis</li> <li>• Model-Based Clustering</li> <li>• Application in Neurobiology</li> </ul>	<a href="mailto:wuq@ecu.edu">wuq@ecu.edu</a>

## 8.2 Ethnic Health and Rural Health Disparities

The [Certificate in Ethnic and Rural Health Disparities](#) (ERHD) equips professionals with the skills to identify, analyze, and design culturally responsive projects for specific ethnic and rural communities in the United States and globally. This widely sought-after certificate program attracts learners from the MPH program as well as MD and DMD candidates.

Through a four-course (12 SH) online curriculum, students gain specialized public health expertise, enabling them to collaborate effectively with health researchers and public health professionals in the creation of culturally responsive healthcare initiatives for populations facing ethnic and health disparities.

We are honored that the U.S. Department of Health & Human Services agency — Health Resources & Services Administration (HRSA) formally recognizes this certificate. For more information, please contact the certificate coordinator, [Eric Bailey, PhD, MPH \(baileye@ecu.edu\)](mailto:baileye@ecu.edu), who teaches all four required courses.

### Required Certificate Coursework

**MPH 6005. African American Health (3 SH).** Comprehensive, holistic, and sociocultural perspective focusing on national, regional, state, county and local African American health and health disparity issues leading toward developing public health interventions.

**MPH 6007. Global Public Health: A Global Perspective (3 SH).** Explores the issues related to the fields of medical anthropology and public health leading toward developing global health interventions.

**MPH 6008. Ethnic Health and Health Disparities (3 SH).** Explores the issues related to ethnic health and health disparities, leading toward developing new public health intervention programs.

**MPH 6009. Capstone Experience in Ethnic Health & Health Disparities (3 SH).**<sup>23</sup> Integrates critical thinking concepts, research strategies, public health skills, and culturally competent training culminating in a final project.

### Certificate Calendar

Notably, the certificate is designed to be completed in one year by taking the courses sequentially based on the schedule below.

**Table 16. ERHD Course Offerings by Semester**

Course Number	Course Name	Semester Offered
MPH 6007	Global Public Health: A Global Perspective	Fall
MPH 6008	Ethnic Health and Health Disparities	Spring
MPH 6005	African American Health	Summer Session 1 (5 ½ weeks)
MPH 6009	Capstone Experience in Ethnic Health & Health	Summer Session 2 (11 weeks)

<sup>23</sup> **Prerequisite:** MPH 6005, MPH 6007, MPH 6008; or consent of instructor.

## 8.3 Public Health Foundations and Practice

The Graduate Certificate in Public Health Foundations and Practice (PHFP) aims to equip students with essential principles and concepts in public health. This five-course certificate program is tailored for individuals currently working in public health or those with no prior experience in the field who are considering pursuing an MPH degree. The program emphasizes a practice-based approach, focusing on key factors that contribute to adverse health outcomes among underserved populations.

Eligibility extends to students enrolled in graduate and medical degree programs as well as non-degree applicants with a baccalaureate degree and an undergraduate GPA of 2.5 or higher. However, **students already enrolled in the MPH program are not eligible for this certificate.**

To earn the certificate, students must complete five courses (15 SH) and achieve a minimum GPA of 3.0. Courses from this certificate program may be transferred to the MPH program, provided a grade of “B” or better is earned. Students who achieve a 3.0 GPA in the certificate program and meet the department’s additional academic admission requirements may apply to the MPH program. Students without a prior health-related degree must first complete Public Health Practice (MPH 6000) before enrolling in other courses.

For more information, please contact the certificate coordinator, [Lok Pokhrel](mailto:Lok.Pokhrel@ecu.edu), PhD, MS ([pokhrell18@ecu.edu](mailto:pokhrell18@ecu.edu)).

### Required Certificate Coursework

**MPH 6000. Public Health Practice (3 SH).** Foundation for public health administration. Introduces MPH degree program. Applied focus on public health problems, issues, and resources of eastern North Carolina. Describes how empirical assessment of population health status informs managerial decision-making and describes the organization of the public health infrastructure. Overview range of practice in public health and of tools and resources for health improvement.

**EHST 6010. Environmental Health (3 SH).**<sup>24</sup> Effects of environment on human health. Focuses on rural environment. Considers water supply and wastewater disposal, water quality, solid and hazardous wastes, air quality, occupational health and safety, food protection, and vector control.

**MPH 6011. Introduction to Epidemiology (3 SH).** Introduces methods and concepts of epidemiologic methodology and application of epidemiology in public health.

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<sup>24</sup> To enroll in EHST 6010, rather than MPH 6010, confer with your academic advisor and then contact Dr. Stephanie Richards ([richardss@ecu.edu](mailto:richardss@ecu.edu)) for registration.

**MPH 6013. Principles of Health Behavior (3 SH).** Introduces concepts of role of social factors in health and illness as well as health education/promotion. Overview of relationships between various social factors, with health outcomes. Includes theories and approaches of health education/promotion programs.

**BIOS 7021. Biostatistics for Health Professionals I (3 SH).**<sup>25</sup> Applies statistical methods to health sciences. Types, organization, and display of data; elementary probability; parametric and nonparametric techniques when dealing with one or two samples (matched and independent); one way ANOVA; and simple linear regression.

## 9 Admission to the Graduate School

ECU aims to admit graduate students who demonstrate the potential to excel in and benefit from rigorous academic programs. To be eligible for admission to a graduate degree or certificate program (or as a non-degree student), an applicant must hold a baccalaureate degree from an accredited four-year institution.

Admissions decisions are based on several criteria, including a student's undergraduate academic record, graduate record (if applicable), written statement of purpose, and letters of recommendation.

The MPH program determines the admissibility of its students, while the ECU Graduate School regulations set the criteria for graduate student status classification. Applicants who are unsure about the strength of their application or the required documents should consult with Dr. Marla Hall, the MPH Program Director, regarding their admissibility.

Early communication with the university can facilitate the application process and ensure the submission of all necessary information. Admitted students may receive one of the admission status options outlined in the next section.

### 9.1 Admission Status

**Regular Admission.** Regular admission indicates that the applicant has met all requirements identified by both the graduate program and the Graduate School.

**Admission by Exception.** Admission by exception (AE) is possible for a limited number of applicants who do not qualify academically for regular admission but have other offsetting strengths. AE classification requires the student to earn a minimum 3.0 GPA in the first 9 weeks or more of completed hours to remain in the program. Students admitted by exception can attain full graduate standing after completion of nine or more graduate credit hours with a minimum of a 3.0 GPA.

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<sup>25</sup> **Prerequisites:** Math 1065 or consent of instructor.

**Provisional Admission.** Provisional admission status indicates that one or more required final documents have not been received by the Graduate School at time of admission, and future registration is restricted until pending materials are received.

## 9.2 Application Requirements

All applicants must submit a completed online application with a nonrefundable application fee through (1) the [Schools of Public Health Application Service \(SOPHAS\)](#), the centralized ASPPH application service for public health programs and (2) the [ECU Graduate School](#).

- Official transcripts are required for all earned post-secondary, undergraduate and graduate degrees within five years of the date of the graduate application. Additionally, transcripts are required for transfer credits in excess of 50% of the credits required for a post-secondary degree (e.g., general education credits from a Community College). This requirement encompasses all educational courses completed at the bachelor's level or higher. An undergraduate student at ECU may request that their transcript be included with their application to the MPH program.
- Official transcripts are required from all foreign institutions attended.
- Applicants must also submit three letters of recommendation from individuals who can attest to their academic competency or ability to undertake graduate work. Acceptable referees include an academic advisor, professor, and/or supervisor.
- A completed Statement of Purpose essay (ideally, 500 words or less).
- GRE and/or MCAT scores are **not** required for the MPH application.

## 9.3 Professional Admission Policy

Applicants whose undergraduate degree is at least five years old and/or have extensive professional experience related to the intended program of study may be eligible to seek admission through the professional admissions policy upon recommendation of the program director and concentration coordinator. Interested applicants should consult with Dr. Marla B. Hall, MPH Program Director.

### 9.3.1 Admission to Certificate Programs

Students must apply separately for DPH certificate programs by completing an “[Add a Certificate](#)” request form electronically, found on ECU’s Graduate School [website](#). Applicants must also submit official undergraduate and graduate transcripts.

Completion of a certificate requires fulfillment of approved coursework with an overall GPA of 3.0 (“B”).

#### Biostatistics Faculty

Admission to the certificate program requires a baccalaureate degree and an overall GPA and a math-science GPA of 3.0 or higher.

#### Ethnic Health and Rural Health Disparities

Admission to the certificate program is semi-annual and require an overall GPA of 2.5 or higher. **Transfer hours are not accepted** into the certificate program.

#### Public Health Foundations and Practice

Admission to the certificate program requires an overall GPA of 2.5 or higher. Courses in this certificate program **may be transferred into the MPH program** with a grade of “B” or better.

## 9.4 Enrollment Status for Financial Aid

**For Fall and Spring** - A graduate student **must be enrolled in at least 5 semester hours to receive financial aid**, regardless of course delivery (i.e., online or in-person). Enrollment status includes the following for graduate students in Fall and Spring semesters:

- Full Time = 9 or more semester hours
- Three-Quarter Time = 6-8 semester hours
- Half Time = 5 semester hours
- Less than Half Time = 1-4 semester hours

For summer sessions, 5-week and 11-week, graduate students **cannot be enrolled in more than 7 hours in either term**. Five semester hours qualifies for financial aid in summer sessions.

## 10 Enrolled Student Actions

### 10.1 Registering for Courses

Registration for the upcoming semester occurs in October for spring and in March for summer and fall. Students register for courses themselves. At the beginning of the program, student will meet with the academic advisor to develop a course plan based on student's anticipated graduation date. The Student Services Coordinator emails the student (copies academic advisor) the MPH course schedule prior to the early registration date for each semester. The student confers with their academic advisor and self-registers for courses. Faculty may choose to document all enrollment and advising activities in Degree Works.

Please refer to the Academic Calendar for last date of registration and drop date.

### 10.2 Continuous Enrollment (or Registration)

Graduate students who have previously registered for all credits in a graduate degree program, but who have not completed all requirements (e.g., thesis, professional paper, APE), must continue to register each semester (excluding summer terms) until all degree requirements are completed and filed with the Office of the Registrar. Students must be enrolled for at least one credit hour during the semester of graduation except summer, if registered for the prior spring semester.

### 10.3 Break in Enrollment

#### 10.3.1 Withdraw

When a graduate student withdraws from all university courses during a semester, the student must officially withdraw from the university. For reasons other than extenuating circumstances, students must notify the Office of the Registrar of their official withdrawal via email ([Regis@ecu.edu](mailto:Regis@ecu.edu)). A graduate student who withdraws by the last day for dropping courses without grades will not receive grades for that semester.

If a graduate student withdraws after the last day to drop courses without grades, the student will receive a grade of F in any courses they are failing at that time. The last day to drop a class without grades is 5:00 PM on the class day following the completion of 60% of the class days for the term. No retroactive withdrawals will be granted after the end of the semester in which the student was enrolled.

Students withdrawing due to extenuating circumstances must apply for an extenuating circumstances withdrawal to the [Office of the Dean of Students](#). Retroactive extenuating circumstances withdrawals will not be granted after the semester ends, except in cases of extraordinary medical, personal, or family emergencies, as determined by the Dean of the Graduate School.

### 10.3.2 Leave of Absence & Readmission

In special circumstances, students may request a leave of absence from their program of study. Graduate students who take a leave of absence for one or more semesters (excluding summer terms) must inform the MPH Program Director and submit a readmission application before returning. During a leave of absence, students cannot use university resources, and readmission is not guaranteed.

Students who take **a leave of absence for less than three years** may apply for readmission online. Those wishing to change graduate degree or certificate programs after a leave must submit a new admissions application.

Students who take **a leave of absence of three or more years** must submit a new application to be considered for readmission to their former program or any other graduate program at the university. Readmitted students will need to meet current degree requirements, and ECU course credits will be evaluated for applicability toward degree requirements according to established time limits.

## 10.4 Application for Graduation

The application for graduation should be completed in [PiratePort](#) (the ECU Meta-Database) at least one semester prior to completion of the requirements of the degree. See the [Graduation Application Deadlines](#) website for more information.

## 10.5 Probation and Termination Policy

To remain in good academic standing, graduate students must maintain a minimum cumulative GPA of 3.0 across all coursework related to their program of study after accumulating nine attempted credit hours. Additionally, students must meet any other academic standards established by their specific program of study. Students who fail to meet their MPH program criteria may be placed on probation or dismissed from the program. A probationary period lasts for the term(s) in which the next nine credit hours are attempted.

If students do not rectify their academic deficiencies by the end of the probationary period, the Graduate School will automatically terminate their enrollment. Students who reach a point where it is mathematically impossible to achieve a cumulative GPA of 3.0 in all coursework related to their program by the end of the remaining probationary period will be subject to immediate dismissal and will not be permitted to continue taking classes.

Students may appeal dismissal decisions by following the procedures outlined in the Graduate School Appeals Procedure. Total attempted credit hours include all graduate courses in which a student is enrolled as of the tenth day of each semester (the Official University Enrollment Report Date or “Census Date”). This calculation includes courses with a grade of “I” (incomplete) or courses dropped after the census date.

## 10.6 Student Code of Conduct

All students are expected to abide by the ECU Code of Student Conduct. Plagiarism, cheating, and other misconduct are not expected among our students and will be dealt with according to the ECU Code of Conduct. Details of Brody BSOM at East Carolina University MPH Code of Student Conduct can be found [here](#).

## 10.7 Course Attendance

Course attendance, online or in-person, is expected of all students. Faculty members have the right to establish attendance and participation requirements in each of their courses.

Course requirements (e.g., examinations, oral presentations, laboratory experiments, participation in discussion) are in no sense waived due to absence from class. Instructors may establish penalties when excessive absences would seriously hinder achievement in any course. It is at the instructor's discretion as to how absences will be handled.

## 10.8 Course Load

**A graduate student is enrolled full-time when registered for at least nine semester hours during a regular semester. Full time enrollment is six hours for a 11-week summer session.** The minimum course load to be eligible for **financial aid** in any semester is **five SH**. No more than 15 semester hours of course work may be taken in any fall or spring semester without the written permission of the department or college and the dean of the Graduate School.

## 10.9 Credit

The MPH program operates on the semester system. The fall and spring semesters are each approximately 14 weeks in length, plus one additional week for final examinations. The summer session is divided into two equal terms of approximately five and one-half weeks each. Most MPH courses are offered during an 11-week summer session.

MPH-prefix courses are numbered 6000 or higher. Graduate degree credit can be earned only at the standard of a minimum of 750 scheduled minutes of instructional time or the equivalent per credit hours, as stated in the UNC System Policy Manual.

## 10.10 Schedule Changes

A graduate student may add a course(s) through the last day to register for the semester (for fall/spring semesters, this is the 5th class day at 5:00 PM), also called the course adjustment period. A graduate student may drop a course via Pirate Port, if dropped by the last day of the course adjustment period. No course is officially dropped or added until all appropriate approvals are obtained from the advisor and/or the Graduate School. Please see the Academic Calendar for the last day to drop, add, or withdraw from courses.

## 10.11 Grading System

The course syllabus contains the grading scale. The instructor sets the points associated with the grades. In the Graduate School, grades consist of A, AU, B, C, F, I, NR, S, U, and W.

Definition of Grades:

<b>A</b>	Excellent
<b>AU</b>	Audit
<b>B</b>	Good
<b>C</b>	Passed
<b>F</b>	Failure
<b>NR</b>	Not reported by faculty
<b>W</b>	Withdrawn

In addition, a student may receive a **grade of "I"** for a deficiency in the quantity of work done in a course. "I" grades **must be resolved within one calendar year**, or a grade of "F" will be automatically assigned. No exceptions to this policy will be allowed. No student will be allowed to graduate with an incomplete in their program of study. The grade of "I" cannot be given for the Professional Paper. No exceptions to this policy will be granted.

The "S" & "U" grade is reserved for thesis and dissertation research, internships, practica, and similar courses. In the MPH program, this includes the APE and ILE.

<b>S</b>	Satisfactory progress
<b>U</b>	Unsatisfactory progress

The grades in these courses are not included in meeting the cumulative grade point average of 3.0 required for graduation.

## 11 Frequently Asked Questions

1. **How many credit hours are required for graduation?**

45 semester hours.

2. **Are all students required to complete an Applied Field Practicum (APE) in public health?**

Yes. The APE is an integral component of the MPH Program. Students are eligible to commence their APE once the foundational (MPH core classes comprised of 24 credit hours) are completed.

3. **How long will it take to complete the degree requirements?**

It depends on whether you pursue this on a full-time basis or part-time. Students can complete the program in two to four years.

4. **Can I transfer courses from another Master of Public Health program or graduate school?**

With approval of the Program Director and Dean of the Graduate School, up to 12 credit hours from a CEPH accredited MPH program may be transferred, depending on how well a course matches the ECU MPH course substituted and accreditation standards. The student should provide the syllabus of the course(s) which are being requested to transfer prior to enrollment.

5. **Are courses offered in face-to-face format?**

Face-to-face format is at discretion of instructor and can vary by semester. All MPH courses are offered online.

6. **How do I apply?**

All applicants must submit a completed online application with a nonrefundable application fee through (1) the [Schools of Public Health Application Service \(SOPHAS\)](#), the centralized ASPPH application service for public health programs and (2) the [ECU Graduate School](#).

7. **What is the application deadline?**

Deadlines for submission of admission applications are April 15 for the fall semester and October 15 for the spring semester. Applicants considering entry into epidemiology concentration during spring semester should contact the epidemiology Concentration Coordinator. Prospective students are strongly urged to apply well before the deadline.

8. **Are students accepted only for fall admission?**

No, the MPH Program admits students for the spring semester as well.

9. **What is the minimum GPA required?**

The minimum standards of the ECU graduate school apply. This includes a minimum overall undergraduate GPA of 2.7 or a senior year GPA of 3.0. In addition, college-level algebra is required on the undergraduate transcript to register for BIOS 7021.

**10. What entrance exams and scores are required? Get new GRE scores?**

The GRE is waived for MPH admissions.

**11. Is there any financial aid?**

ECU Financial Aid information can be found [here](#).

**12. Is the program accredited?**

ECU is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#). The MPH program was last accredited in 2020 for seven years by the [Council on Education for Public Health \(CEPH\)](#).

**13. How much does the program cost?**

The MPH program is classified as Distance Education (DE) for purposes of tuition. Click [here](#) for the costs per credit hour. A DE student may take one on-campus course per semester without paying fees associated with on-campus courses.

**14. Can students begin MPH coursework as a Non-degree Student?**

Students may complete up to 3 courses (9 credit hours) as a non-degree student. Requests for degree credit for courses completed as a nondegree student are considered after admission to a graduate degree program. All nondegree course work accepted for degree credit must be approved by the chair of the student's department and the dean of the Graduate School.

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## Appendix A. Change of Concentration MPH Student Request Form

**Student Name:** Last, First

**Banner ID:** XXXX

**Date Change Requested:** Month/Day/Year

Current Status

**Student's Current MPH Concentration** (check box)

- Epidemiology
- Health Policy Administration & Leadership
- Community Health & Health Behavior

**Student's Academic Advisor:** Last, First

Requested Status

**Student's Requested MPH Concentration** (check box)

- Epidemiology
- Health Policy Administration & Leadership
- Community Health & Health Behavior

**Student's Requested Academic Advisor:** Last, First

Rationale

[Insert]

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**Student's Signature**

**Date**

---

**Current Academic Advisor's Signature**

**Date**

---

**Requested Academic Advisor's Signature**

**Date**

## Appendix B. Change of Academic Advisor MPH Student Request Form

**Student Name:** Last, First

**Banner ID:** XXXX

**Date Change Requested:** Month/Day/Year

**Student's Current MPH Concentration** (check box)

- Epidemiology
- Health Policy Administration & Leadership
- Community Health & Health Behavior

**Student's Current Academic Advisor:** Last, First

**Student's Requested Academic Advisor:** Last, First or N/A

**Student's Rationale**

[Insert]

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**Student's Signature** **Date**

---

**Current Academic Advisor's Signature** **Date**

---

**Requested Academic Advisor's Signature** **Date**

## Appendix C. CHHB Part-Time Fall Admission Course Plan

Year 1			Year 2			Year 3	
Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3	Spring 3
<b>MPH 6000</b> Public Health Practice	<b>MPH 6011</b> Introduction to Epidemiology	<b>MPH / EHST 6010</b> Fundamentals of Environmental Health	<b>MPH 6027</b> Mixed Methods Research	<b>MPH 6605</b> Program Evaluation	<b>MPH 6991</b> Professional Paper 1 (Capstone)	<b>MPH 6992</b> Professional Paper II (Capstone)	<b>MPH 6500</b> Quality Improvement in Public Health
<b>MPH 6002</b> Ethics & Law in Public Health	<b>MPH 6013</b> Behavioral Sciences & Health Education	<b>MPH 6035</b> Interdisciplinary Rural Health	<b>MPH 6600</b> Planning Public Health Programs	<b>BIOS 7021</b> Biostatistics for Health Professionals I	<b>Elective 1<sup>26</sup></b>	<b>MPH 6904</b> Introduction to Field Placement	<b>MPH 6501</b> Grant Writing in Public Health
						<b>Elective 2</b>	<b>MPH 6502</b> Public Health Project Management
							<b>MPH 6905</b> Field Placement (APE)
6 SH	6 SH	6 SH	6 SH	6 SH	5 SH	5 SH	3 SH

<sup>26</sup> Choose one of the following electives: MPH 6052, MPH 7031, MPH 7201, or other graduate course pre-approved by concentration faculty coordinator

## Appendix D. CHHB Part-Time Spring Admission Course Plan

Year 1			Year 2			Year 3	
Spring 1	Summer 1	Fall 1	Spring 2	Summer 2	Fall 2	Spring 3	Summer 3
<b>MPH 6000</b> Public Health Practice	<b>MPH / EHST 6010</b> Fundamentals of Environmental Health	<b>MPH 6011</b> Introduction to Epidemiology	<b>MPH 6605</b> Program Evaluation	<b>Elective 1<sup>27</sup></b>	<b>MPH 6027</b> Mixed Methods Research	<b>MPH 6991</b> Professional Paper 1 (Capstone)	<b>MPH 6992</b> Professional Paper II (Capstone)
<b>MPH 6002</b> Ethics & Law in Public Health	<b>MPH 6013</b> Behavioral Sciences & Health Education	<b>MPH 6600</b> Planning Public Health Programs	<b>BIOS 7021</b> Biostatistics for Health Professionals I	<b>Elective 2</b>	<b>MPH 6035</b> Interdisciplinary Rural Health	<b>MPH 6500</b> Quality Improvement in Public Health	<b>MPH 6905</b> Field Placement (APE)
						<b>MPH 6501</b> Grant Writing in Public Health	
						<b>MPH 6502</b> Public Health Project Management	
6 SH	6 SH	6 SH	6 SH	6 SH	6 SH	6 SH	3 SH

<sup>27</sup> Choose one of the following electives: MPH 6052, MPH 7031, MPH 7201, or other graduate course pre-approved by concentration faculty coordinator

## Appendix E. EPI Part-Time Spring Admission Course Plan

Year 1			Year 2			Year 3	
Spring 1	Summer 1	Fall 1	Spring 2	Summer 2	Fall 2	Spring 3	Summer 3
<b>MPH/EHST 6010</b> Fundamentals of Environmental Health	<b>MPH 6000</b> Public Health Practice	<b>MPH 6011</b> Introduction to Epidemiology	<b>MPH 6702</b> Research Methods	<b>MPH 6002</b> Ethics & Law in Public Health	<b>MPH 7202</b> Public Health Data Analysis	<b>MPH 6021</b> Chronic Disease EPI	<b>MPH 6905</b> Field Placement
<b>MPH 6035</b> Interdisciplinary Rural Health	<b>MPH 6013</b> Principles of Health Behavior	<b>BIOS 7021</b> Biostatistics for Health Professionals I	<b>BIOS 7022</b> Biostatistics for Health Professionals II	<b>Elective<sup>28</sup></b>	<b>MPH 6022</b> Infectious Disease EPI	<b>MPH 6904</b> Intro to Field Placement	<b>MPH 6992</b> Professional Paper II
						<b>MPH 6991</b> Professional Paper 1	
6 SH	6 SH	6 SH	6 SH	6 SH	6 SH	6 SH	3 SH

<sup>28</sup> Choose one of the following electives: MPH 6007, MPH 7200, or other graduate course pre-approved by concentration faculty coordinator

## Appendix F. HPAL Part-Time Fall Admission Course Plan

Year 1			Year 2			Year 3		
Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3	Spring 3	Summer 3
<b>MPH 6000</b> Public Health Practice	<b>MPH 6020</b> Research Methods	<b>MPH 6013</b> Principles of Health Behavior	<b>MPH/EHST 6010</b> Fundamentals of Environmental Health	<b>MPH 6800</b> Health Policy and Politics	<b>MPH 6040</b> Long Term Care Administration or <b>Elective</b> <sup>29</sup>	<b>MPH 6810</b> Strategic & Financial Management of Health Care Organizations	<b>MPH 7010</b> Human Resources Management and Leadership for Health Administration	<b>MPH 6905</b> Field Placement
<b>BIOS 7021</b> Biostatistics for Health Professionals I	<b>MPH 6002</b> Ethics & Law in Public Health		<b>MPH 6011</b> Introduction to Epidemiology	<b>MPH 6035</b> Interdisciplinary Rural Health	<b>MPH 6904</b> Introduction to Field Placement	<b>Elective</b>	<b>MPH 6991</b> Professional Paper I	<b>MPH 6992</b> Professional Paper II
6 SH	6 SH	3 SH	6 SH	6 SH	4 SH	6 SH	6 SH	4 SH

<sup>29</sup> Choose one of the following electives: MPH 6040, MPH 6250, MPH 6700, or other graduate course approved by concentration faculty coordinator