



Master of Public Health Student Program Manual 2025-2026 Academic Year

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Purpose and Use of this Handbook

This program manual serves as a comprehensive resource for current and prospective students enrolled in the Master of Public Health program. It describes the program's mission, degree requirements and application procedures that support student success and uphold the standards of public health education. In addition, this manual supplements the policies and procedures of [East Carolina University's Graduate School](#).

The content of this handbook reflects the policies and procedures outlined in East Carolina University's [2025–2026 Graduate Catalog](#), as well as updates made by the Department of Public Health from the previous academic year. Students are responsible for familiarizing themselves with the ECU Graduate Catalog, which serves as the official source of academic policy. In the event of any conflict between this manual and university policy, the policies of the Graduate School take precedence.

The Graduate School dictates that students must follow the version of the graduate catalog in effect at the time of their matriculation. For example, if you first enrolled in the program in Fall 2023, Spring 2024, or Summer 2024, you should refer to the *2023–2024 MPH Student Program Manual*.

The Department of Public Health reserves the right to revise, update, or remove provisions within this manual as needed to ensure alignment with university policy and accreditation standards.

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Abbreviations

Abbreviation	Full Name
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 and Rural Health Disparities
FPHK	Foundational Public Health Knowledge
HPAL	Health Policy, Administration, & Leadership
ILE	Integrative Learning Experience
MPH	Master of Public Health
NBPHE	National Board of Public Health Examiners
P	Prerequisite
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
UAA	University Affiliation Agreement
USMLE®	United States Medical Licensing Exam®

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Program Overview

The Master of Public Health (MPH) program requires a minimum of 42 semester hours (SH) and includes core coursework, concentration-specific classes, electives, and two capstone experiences: the Applied Practice Experience (APE) and Integrated Learning Experience (ILE). Students may choose from three concentrations:

1. Community Health and Health Behavior (CHHB)

2. Epidemiology (EPI)

3. Health Policy, Administration, and Leadership (HPAL)

Each concentration offers a tailored curriculum with defined competencies designed to prepare graduates for diverse public health careers (see Table 1).

Table 1. Overview of MPH Course Requirements

Requirement	CHHB	EPI	HPAL
Core Courses	8 (18)	8 (18)	8 (18)
Concentration Courses	5 (9)	4 (12)	5 (15)
Elective Group Courses ¹	0 (0)	2 (5)	0 (0)
Electives	3 (9)	1 (3)	1 (3)
Capstone Courses	4 (6)	2 (4)	4 (6)
Total [# of courses (# SH)]	20 (42)	17 (42)	18 (42)

The MPH coursework is mapped to foundational and concentration competencies aligned with the [2024 Council on Education for Public Health \(CEPH\) Accreditation Criteria](#) and academic public health best-practices, published by the [Association of Schools and Programs of Public Health \(ASPPH\)](#).

MPH students may also complete two of the three graduate certificates offered by the Department of Public Health (DPH): (1) Biostatistics (BIOS) and (2) Ethnic and Rural Health Disparities (ERHD). In addition, students admitted to the Public Health Foundations and Practice (PHFP) certificate may later apply to the MPH program.

Students are responsible for adhering to the policies outlined in this manual and should consult program leadership for support throughout their academic journey.

¹ The EPI concentration is the only MPH concentration that requires students to choose a course from an *elective group* (i.e., a group of courses from which to select a course) (e.g., MPH 6021: Epidemiology of Chronic Disease OR MPH 6022: Epidemiology of Infectious Disease).

Administration & Organization

Understanding how the DPH is organized will help you navigate available resources, identify key contacts, and clarify roles and responsibilities throughout your time in the program. From departmental leadership to administrative support staff, each member of the team plays a significant role in supporting your academic and professional development. The following pages outline the key personnel and their functions within the department.

For broad questions, MPH students may contact the DPH Office Manager, Mrs. Brittany Cash (cashbr16@ecu.edu). For more specific or detailed inquiries, students should reach out to the appropriate MPH program leadership and staff listed in Table 2.

Leadership & Staff

Table 2. MPH Program Leadership & Staff

Role	Name	Contact
Department Chair	Suzanne Lazorick, MD, MPH	lazoricks@ecu.edu
MPH Program Director	M. Bianca Hall, PhD, MCHES	hallmar14@ecu.edu
MPH ILE Coordinator	Elizabeth Baker, PhD, MPH, CPH	bakerel24@ecu.edu
Student Services Coordinator	Rhonda Onorato	onorator20@ecu.edu
CHHB Concentration Coordinator	Stephanie Jilcott Pitts, PhD	jilcotts@ecu.edu
EPI Concentration Coordinators	Aaron Kipp, PhD, MSPH² Suzanne Lea, PhD, MPH³	kippa19@ecu.edu leac@ecu.edu
HPAL Concentration Coordinator	Rashmita Basu, PhD, MS, MA, MA	basur19@ecu.edu
BIOS Certificate Coordinator	Paul Vos, PhD, PStat	vosp@ecu.edu
ERHD Certificate Coordinator	Eric Bailey, PhD, MPH	baileye@ecu.edu
PHFP Certificate Coordinator	Lok Pokhrel, PhD, MS, MSc	pokhrell18@ecu.edu

Academic Advising

Upon admission, each student pairs with an academic advisor who is also a faculty member in the student’s chosen concentration. This advisor will serve as a key academic mentor and will work with you to co-create a personalized program plan using [Degree Works](#), the university’s official curriculum tracking platform. This initial advising session is a major step in aligning your coursework with both program requirements and your professional goals. For a list of faculty advisors by concentration, please refer to Table 3.

² Role begins October 1, 2025.

³ Role ends September 30, 2025.

Table 3. MPH Concentration Faculty & Academic Advisors
CHHB Concentration

Faculty	Contact
M. Bianca Hall, PhD, MA, MCHES	hallmarl14@ecu.edu
Suzanne Lazorick, MD, MPH	lazoricks@ecu.edu
Stephanie Jilcott Pitts, PhD*	jilcotts@ecu.edu
Nancy Winterbauer, PhD, MS	winterbauern@ecu.edu

EPI Concentration

Faculty	Contact
James Clifford, PhD, MS	cliffordj22@ecu.edu
Aaron Kipp, PhD, MSPH*	kippa19@ecu.edu
C. Suzanne Lea, PhD, MPH	leac@ecu.edu
Kristina Simeonsson, MD, MSPH	simeonssonk@ecu.edu

HPAL Concentration

Faculty	Contact
Rashmita Basu, PhD*	basur19@ecu.edu
Doyle "Skip" Cummings, PharmD, FCP, FCCP	cummingsd@ecu.edu
N. Ruth Little, Ed.D., MPH	littlea@ecu.edu
Huabin Luo, PhD	luoh@ecu.edu
Kavita Mosalpuria, PhD	mosalpuria23@ecu.edu

*Concentration Coordinators

Request to Change Academic Advisor

Students may request a new academic advisor within their concentration using the form labeled [Appendix A](#).

Request to Change Concentrations

Students may also 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.

To change your concentration, request an appointment with your (1) academic advisor and (2) the academic advisor you wish to work with in the new concentration. Be prepared to:

1. Summarize your rationale for the request (based on your personal and professional goals).
2. Complete the *Change of Concentration Request Form* ([Appendix B](#)) and *Change of Academic Advisor Request Form* ([Appendix A](#)). Both require the signature of the student, former advisor, and new advisor.

Faculty

In addition to the faculty listed in Tables 3 who serve as academic advisors to MPH students, the DPH includes additional faculty - those in biostatistics (BIOS; see Table 4) and environmental and occupational health (EOH; see Table 5) —who play an essential role in MPH student learning and in advancing the training of the future public health workforce.

Table 4. BIOS Faculty

Name	Contact
Paul Vos, PhD,	vosp@ecu.edu
Xiangming Fang, PhD	fangx@ecu.edu
Qiao Wang, PhD	wangqi25@ecu.edu
Qiang Wu, PhD, PStat	wuq@ecu.edu
Zikun Yang, PhD	Coming soon!

Table 5. EOH Faculty

Name	Contact
Greg Kearney, DrPH, MPH	kearneyg@ecu.edu
Lok Pokhrel, PhD	pokhrell18@ecu.edu
Sinan Sousan, PhD	sousans18@ecu.edu

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 & Programs of Public Health ([ASPPH](#)) – established [CEPH](#) as the independent accrediting body for academic public health programs.

Today, the [United States Department of Education](#) recognizes CEPH 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 and has successfully maintained its accreditation since. CEPH evaluates accredited public health programs every seven years, and the ECU MPH program will be re-evaluated to maintain accreditation in Spring 2027.

Additionally, ECU's DPH is a member of ASPPH, which provides our faculty and staff the support needed to maintain or gain CEPH accreditation, while also advocating for issues critical to public health. ASPPH also enhances the visibility of its members to prospective students, offers professional development opportunities for public health practitioners, and fosters collaboration among schools and programs of accredited programs of public health 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. Certain sectors restrict **employment opportunities** 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 \(NBPHE\)](#). However, NBPHE operates independently of CEPH, and CEPH does not play a formal role in NBPHE operations.

CEPH-Defined Foundational Public Health Knowledge

Per CEPH's [2024 Accreditation Criteria](#), accredited MPH programs must ensure that all MPH graduates are grounded in foundational public health knowledge (FPHK; see Table 6). ECU's MPH program validates students' FPHK by providing instruction on the items in the required core courses completed by all student (see [Appendix C](#)).

Table 6. MPH Foundational Public Health Knowledge

Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program, with attention to disparities among populations, e.g., socioeconomic, ethnic, gender, racial, etc.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)

CEPH-Defined Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., paper, presentation, test) for each competency below, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency.

These competencies are informed by cross-cutting and emerging public health areas in addition to the traditional public health core knowledge areas:



Table 7 lists the CEPH-defined MPH program foundational competencies, and [Appendix D](#) identifies the core courses in which students receive instruction on the foundational competencies.

Table 7. MPH 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

Communication

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

Interprofessional Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue other than standard narrative

Faculty-Defined Concentration Competencies

MPH students develop additional competencies beyond the CEPH-defined foundational competencies through their chosen concentration. By offering named concentrations, the program affirms that students gain sufficient depth in CHHB, EPI, or HPAL to merit a degree in that field.

Students within a concentration typically complete the same set of courses to build specialized knowledge and skills. Like the foundational competencies, faculty assess concentration competencies with a required assessment activity and validate the student's ability to perform the competency.

Per the 2024 CEPH Accreditation Criteria, each concentration includes five CEPH-approved, faculty-defined competencies that distinguish it from other MPH concentrations and justify the award of a degree in that specific area. These competencies build on, deepen, or enhance the foundational competencies and clearly reflect the added specialization. Tables 8-10 list the MPH program concentration competencies.

Table 8. CHHB Concentration Competencies

1. Apply mixed methods analyses to evaluate public health issues, programmatic needs, or intervention outcomes
2. Design a quality improvement plan for a public health program
3. Prepare a grant or funding proposal that supports health promotion and/or disease prevention initiatives
4. Design an implementation plan for a public health program
5. Apply Intervention Mapping to public health program planning, implementation, or evaluation

Table 9. EPI Concentration Competencies

1. Generate a survey for primary data collection
2. Critique an epidemiology study for its validity
3. Justify epidemiologic study designs appropriate for examining a public health problem
4. Evaluate and utilize secondary sources of data
5. Perform multivariable analysis of epidemiologic data

Table 10. HPAL Concentration Competencies

1. Perform essential (quantitative) data analyses using statistical methods related to healthcare use and management
2. Evaluate how health policy impacts access to care, health outcomes, and reduces health disparities in the US
3. Cultivate leadership skills in strategic planning/management with a focus on reducing disparities in disadvantaged populations
4. Perform financial analysis and evaluate its implications for healthcare and policy decision-making
5. Develop and apply human resources management skills for effective management of public health organizations

The MPH Core Curriculum

An Overview

The MPH degree requires a minimum of 42 semester hours (SH), including 18 SH of core coursework across eight courses (see Table 11). Remaining requirements vary by concentration (see Table 1).

Table 11. MPH Core Course Requirements

Course number	Course name	Credits (SH)
MPH 6034	Foundations of Rural Health	1
MPH 6041	Principles of Epidemiology	2
MPH 6042	Public Health Organization and Administration	3
MPH 6043	Public Health Planning and Evaluation	3
MPH 6044	Principles of Health Policy	2
MPH 6045	Strategies for Public Health Communication	2
MPH 6046	Environmental Public Health Principles	2
BIOS 7021	Biostatistics for Health Professionals 1	3

Total Semester Hours: 18

Core Course Descriptions

BIOS 7021: Biostatistics for Health Professionals I (3 SH).⁴ 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. *P:*⁵ *MATH 1065 or consent of instructor.*

MPH 6034: Foundations of Rural Health (1 SH). An interdisciplinary approach to understanding rural populations with an emphasis on the social determinants of health.

MPH 6041: Principles of Epidemiology (2 SH). Principles of epidemiologic concepts and methods applied in public health practice.

MPH 6042: Public Health Organization and Administration (3 SH). Introduces concepts of health care administration including US and international healthcare systems, healthcare delivery and care diversity, leadership and management of healthcare.

⁴ To register for BIOS 7021, contact Ms. Rhonda Onorato, who coordinates registration for this course.

⁵ *P* = Prerequisite(s)

MPH 6043: Public Health Planning and Evaluation (3 SH). Introduces intervention planning, implementation, and evaluation concepts and methods that are applied in public health practice.

MPH 6044: Principles of Health Policy (2). Concepts related to planning, implementing, and financing health policy initiatives for governmental public health policy development.

MPH 6045: Strategies for Public Health Communication (2 SH). Examines the communication of public health related information to stakeholders in both public and private sectors. Major topics may include oral communication, written communication, and communication during public health emergencies.

MPH 6046: Environmental Public Health Principles (2 SH). Introduces the core principles of environmental public health that influence individual and population health. Practice-based interventions and systems-thinking approaches are introduced to address environmental public health challenges.

The MPH Concentrations' Curriculum

Community Health & Health Behavior

The Community Health & Health Behavior (CHHB) concentration curriculum is grounded in theories of behavior change and provides students enhanced competence related to program planning, implementation, and evaluation; project management; grant writing; 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.

CHHB Course-Concentration Competency Map

Table 12 identifies the CHHB concentration's required coursework, defined by five courses totaling 9 SH and 9 SH of elective coursework (18 SH total). In addition, the table identifies in which courses students gain unique CHHB competencies.

Table 12. CHHB Course-Concentration Competency Map

Course number	Concentration Competency	Credits (SH)
MPH 6027: Mixed Methods Research	1. Apply mixed methods analyses to evaluate public health issues, programmatic needs, or intervention outcomes	3
MPH 6500: Quality Improvement in Public Health	2. Design a quality improvement plan for a public health program	1
MPH 6501: Grant Writing in Public Health	3. Prepare a grant or funding proposal that supports health promotion and/or disease prevention initiatives	1
MPH 6502: Public Health Project Management	4. Design an implementation plan for a public health program	1
MPH 6750: Advanced Public Health Planning, Implementation, and Evaluation	5. Apply Intervention Mapping to public health program planning, implementation, or evaluation	3
Elective(s): 6000 level or higher courses	Not applicable	9

Total Semester Hours: 18

CHHB Concentration Courses

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

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 6750. Advanced Program Planning, Implementation, and Evaluation. This course builds on previous coursework to elaborate theory and methods in public health planning and evaluation. *P: MPH 6043.*

CHHB Electives

CHHB students, in consultation with their academic advisor, typically choose electives from the following list:

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 6052: Independent Study (3 SH). Study of topic not otherwise offered in public health curriculum or in greater depth than is possible within context of regular course. *P: Consent of instructor and concentration advisor.*⁶

⁶ May be repeated. May count a maximum of 6 s.h. toward degree.

MPH 6620: Community Nutrition (3 SH). Provides students with competencies in assessing factors that influence the nutritional status of the population; identifying the resources in the community available to address nutrition and health problems; engaging the community in problem-solving; and designing, implementing, and evaluating public health nutrition programs.

MPH 6670: Public Health Perspectives on Maternal and Child Health (3 SH). Introduces students to maternal and child health (MCH), with primarily a domestic focus. Emphasis on understanding the role policies and programmatic issues play in MCH. Students will gain an understanding of key issues for MCH populations.

MPH 7201: Introduction to Survey Methodology (3 SH). Overview of principles and practices of population-based survey research, including methods, sampling designs, questionnaire development, sources of error, and analysis of survey data. *P: BIOS 7021. Must have completed the required research methods core course for their concentration before taking this course [i.e., MPH 6027 (CHHB), MPH 7100 (EPI), or MPH 6020 (HPAL)].*

MPH 7031. Topics in Public Health (1 SH). Readings and discussion related to contemporary issues and emerging topics in public health. *P: Consent of instructor or program director.⁷*

Epidemiology

The Epidemiology (EPI) concentration curriculum is grounded in the scientific study of disease patterns, risk factors, and health outcomes in human populations. As a quantitative field, epidemiology integrates biological and social sciences to design research, manage and analyze data, and generate evidence-based recommendations. Findings from epidemiologic studies inform public health and healthcare policy decisions at local, national, and global levels.

The primary objective of the EPI concentration is to prepare students for careers as public health epidemiologists across governmental, nonprofit, academic, and healthcare settings. Graduates gain proficiency in study design, obtaining and utilizing primary and secondary sources of data, applying methods to chronic and/or infectious disease contexts, and statistical analysis using software such as SAS. Career opportunities include roles in clinical and population health research, data analysis, and program coordination. Employers commonly include academic institutions, contract research organizations, and state and local health departments.

EPI Course-Concentration Competency Map

Table 13 identifies the EPI concentration's required coursework, defined by four EPI concentration courses, two EPI elective groups, and 1 elective course, totaling 20 SH. In addition, the table identifies in which courses students gain unique EPI competencies.

⁷ May be repeated up to 6 s.h. with change of topic.

Table 13. EPI Course-Concentration Competency Map

Course number	Concentration Competency	Credits (SH)
MPH 6702: Epidemiologic Research Process	1. Generate a survey for primary data collection	3
MPH 7100: Methods in Analytic Epidemiology	2. Critique an epidemiology study for its validity 3. Justify epidemiologic study designs appropriate for examining a public health problem	3
MPH 7201: Introduction to Survey Methodology	4. Evaluate and utilize secondary sources of data	3
MPH 7202: Introduction to Public Health Data Analysis	5. Perform multivariable analysis of epidemiologic data	3
Elective Group A: MPH 6021: Epidemiology of Chronic Disease OR MPH 6022: Epidemiology of Infectious Disease	Not applicable	3
Elective Group B: MPH 7150: Introduction to Clinical Research OR MPH 7200: Fundamentals of Public Health Surveillance	Not applicable	2
Elective(s): 6000 level or higher courses	Not applicable	3

Total Semester Hours: 20

EPI Concentration Courses

MPH 6702: Epidemiologic Research Process (3 SH). Implement a research process to include generating a research question, designing questionnaire, collecting data, and conducting analysis to answer an epidemiologic research question. *P: BIOS 7021; MPH 6041 and MPH 7100; or consent of instructor.*

MPH 7100: Methods in Analytic Epidemiology (3 SH). Examines intermediate concepts in observational epidemiologic study designs, analysis using statistics and software, and interpretation. *P: BIOS 7021 and MPH 6041 with a grade of B or better; or consent of instructor.*

MPH 7201: Introduction to Survey Methodology (3 SH). Overview of principles and practices of population-based survey research, including methods, sampling designs, questionnaire development, sources of error, and analysis of survey data. *P: BIOS 7021. Must have completed the required research methods core course for their concentration before taking this course [i.e., MPH 6027 (CHHB), MPH 7100 (EPI), or MPH 6020 (HPAL)].*

MPH 7202: Introduction to Public Health Data Analysis (3 SH). Basic instruction in public health data analysis using core features of SAS Software. *P: BIOS 7021; MPH 6041; MPH 7100; or consent of instructor.*

EPI Group Elective Courses

EPI students, in consultation with their academic advisor, choose a course from each of its two *elective groups*:

Elective Group A:

MPH 6021: Epidemiology of Chronic Disease (3 SH). Epidemiologic measures, statistical methods, and quantitative models specific to chronic disease epidemiology. *P: MPH 6041 or consent of instructor.*

OR

MPH 6022: Epidemiology of Infectious Disease (3 SH). 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. *P: MPH 6041 or consent of instructor.*

AND

Elective Group B:

MPH 7150: Introduction to Clinical Research (2 SH). Introduction to the principles and practice of clinical research with focus on ethics, regulatory requirements, design, and protocol development. *P: MPH 6702.*

OR

MPH 7200: Fundamentals of Public Health Surveillance (2 SH). Public health surveillance as a fundamental epidemiologic activity applied to infectious and non-infectious conditions affecting human populations. *P: MPH 6041.*

EPI Electives

EPI students, in consultation with their academic advisor, typically choose a second course from *Elective Group A* or from the following list:

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 6036: Fundamentals in Agromedicine (3 SH). Occupational and environmental illnesses, injuries, and prevention in agriculture (farming, fishing, and forestry).

HIMA 6060: Health Informatics (3 SH). Theoretical and practical foundations of health informatics for clinical, managerial, community health, and public health services. *P: Consent of instructor.*

BIOS 7580: Categorical Data Analysis (3 SH). Introduction to the analysis of categorized data; rates, ratios, and proportions; relative risk and odds ratio; Cochran-Mantel-Haenszel procedure; life table methods; linear models for categorical data. Applications in demography, epidemiology, and medicine. *P: BIOS 7021 or equivalent with a grade of B or better or consent of instructor.*

Health Policy, Administration, and Leadership

The Health Policy, Administration, and Leadership (HPAL) concentration curriculum prepares students for management and leadership roles in public health and healthcare systems. Students develop enhanced competence in strategic planning, fiscal management, human resources, health economics, and health policy analysis. The curriculum emphasizes interdisciplinary approaches to solving organizational and policy-level challenges, with training grounded in research methods and systems thinking.

The primary objective of the HPAL concentration is to equip students with the skills necessary to lead healthcare organizations, influence health policy, and improve population health outcomes. Graduates are prepared to (1) evaluate and shape health policy, (2) apply economic tools to healthcare and public health decision-making, (3) manage healthcare organizations and lead teams, (4) conduct applied public health research, and (5) navigate the political and economic forces that shape health systems. The HPAL concentration also offers a sub-specialty in Long-Term Care Administration, which supports federal and state licensure as a long-term care administrator. Students pursue careers in government agencies, nonprofit organizations, healthcare systems, and policy institutions.

HPAL Course-Concentration Competency Map

Table 14 identifies the HPAL concentration's required coursework, defined by five courses totaling 15 SH and 3 SH of elective coursework. In addition, the table identifies in which courses students gain unique HPAL competencies.

Table 14. HPAL Course-Concentration Competency Map

Course number	Concentration Competency	Credits (SH)
MPH 6020: Research Methods	1. Perform essential (quantitative) data analyses using statistical methods related to healthcare use and management	3
MPH 6700: Health Economics	---	3
MPH 6800: Health Policy and Politics	2. Evaluate how health policy impacts access to care, health outcomes, and reduces health disparities in the US	3
MPH 6810: Strategic and Financial Management of Healthcare Organizations	3. Cultivate leadership skills in strategic planning/management with a focus on reducing disparities in disadvantaged populations 4. Perform financial analysis and evaluate its implications for healthcare and policy decision-making	3
MPH 7010: Human Resource Management and Leadership for Health Administration	5. Develop and apply human resources management skills for effective management of public health organizations	3
Elective(s): 6000 level or higher courses	Not applicable	3

Total Semester Hours: 18

HPAL Concentration Courses

MPH 6020: Research Methods (3 SH). Synthesize material from social and behavioral sciences, biostatistics, and epidemiology to better understand health problems. Provides an introduction to common research methods in public health research.

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. *P: ECON 2113 or equivalent.*

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 fiscal 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.

HPAL Electives

HPAL students, in consultation with their academic advisor, typically choose electives from the following list:

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.

Applied Practice Experience

As part of CEPH accreditation requirements and departmental expectations, MPH students must complete an Applied Practice Experience (APE) to demonstrate the attainment of public health competencies in real-world settings. The APE is a critical component of the MPH curriculum and is designed to align with the department's mission and support students' individual career goals.

This section provides a summary of APE requirements; for full details and guidance, please refer to the *2025–2026 MPH APE Student Manual*.

Purpose and Structure

The APE gives students the opportunity to apply their public health knowledge and skills in a practical, supervised setting. As part of this experience, students must demonstrate achievement of **at least five public health competencies**, including a minimum of three foundational competencies. Competencies may differ among students and may include concentration-specific competencies. However, students may only select competencies that their MPH course instructors have previously assessed in completed coursework or current coursework in which MPH course instructors are assessing their competence.

In alignment with the *CEPH 2024 Accreditation Criteria*, initial competency assessments must take place outside of the APE (i.e., in courses mapped to core and concentration competencies). The APE is intended to reinforce and apply skills already learned, making it a culminating experience tailored to individual student goals and areas of interest. For this reason, students typically complete the APE near the end of their plan of study in the form of an internship.

To ensure a smooth and meaningful APE, students should begin planning at least one semester prior to enrolling in APE-related coursework. It is essential to meet with your academic advisor and the designated APE instructor during this time. These meetings will help identify a placement site that aligns with your educational background, previously assessed competencies, and career goals.

The department offers APE courses each academic semester. However, preceptor availability may vary depending on the time of year, further stressing the importance of early planning.

The MPH program maintains affiliation agreements with a wide range of agencies across sectors. While students are welcome to propose a new agency for their APE, a *University Affiliation Agreement* (UAA) must be in place before the experience can begin. Please note that establishing a new UAA can take two months or more, depending on the agency's responsiveness and ECU review timelines.

Eligible Settings

APE activities may occur in a wide range of settings, including:

- Governmental, non-governmental, non-profit, or for-profit organizations
- University-affiliated sites that are primarily engaged in community-focused work with external partners (e.g., university wellness centers or community outreach programs)

For support in identifying an APE site, students should meet with their academic advisor and future APE instructor at least one semester before they plan to enroll in the APE coursework.

Importantly, placements should be mutually beneficial to both the student and the host organization.

Assessment of Competency Attainment

Student performance is assessed using a portfolio approach, which includes:

- **At least two practical, non-academic work products created for use by the host site**
- Faculty validation that the work products reflect achievement of the designated competencies

Examples of acceptable work products include:

- Project plans, training materials, lesson plans, or toolkits
- Grant proposals, evaluation reports, presentations, or infographics
- Surveys, data dashboards, policy briefs, or digital content (e.g., podcasts, videos)

Academic assignments such as reflection papers, scholarly papers, or contact hour logs may not count toward the required two work products.

Expectations and Documentation

- Students should complete the APE requirement by the final semesters of the program.
- All students must submit their portfolio for formal review by the APE instructor.
- Combined degree students should integrate learning across both programs in their APE experience.

APE Coursework

Required APE coursework differs by concentration. While CHHB and HPAL require students complete a two-course sequence, starting with MPH 6904, all concentrations require a unique APE concentration course.

MPH 6904: Introduction to Applied Practice Experience (1 SH). Student identifies preceptor, develops proposal with two work products, and selects five competencies in preparation for the applied practice experience.

P: BIOS 7021; MPH 6041; at least one concentration course; or consent of instructor.

Community Health and Health Behavior

MPH 6906: Applied Practice Experience for Community Health and Health Behavior (2 SH).⁸ Conducted in a community or public health setting with participation in agreed upon site-related activities. Students generate two non-academic work products through a portfolio approach that demonstrates competency attainment. **90 - 120 contact hours are required.** *P: MPH 6904.*

Epidemiology

MPH 6907: Applied Practice Experience for Epidemiology (2 SH).⁹ Conducted in a community or public health setting with participation in agreed upon site-related activities. Students generate two non-academic work products through a portfolio approach that demonstrates competency attainment. **120 contact hours or more are required.** *P: Consent of instructor.*

Health Policy, Administration, and Leadership

MPH 6905: Applied Practice Experience for Health Policy, Administration, and Leadership (2 SH).¹⁰ Conducted in a community or public health setting with participation in agreed upon site-related activities. Students generate two non-academic work products through a portfolio approach that demonstrates competency attainment. **160-180 contact hours are required.** *P: MPH 6904.*

⁸ May be repeated. No more than 2 s.h. may count toward the degree.

⁹ May be repeated. No more than 2 s.h. may count toward the degree.

¹⁰ May be repeated. No more than 2 s.h. may count toward the degree.

Integrated Learning Experience

As part of CEPH accreditation requirements and departmental expectations, MPH students must also complete an Integrated Learning Experience (ILE) to demonstrate **integration and synthesis** of both foundational and concentration-specific competencies.

This section provides a summary of APE requirements; for full details and guidance, please refer to the *2025–2026 MPH ILE Student Manual* found on the department’s website.

Purpose and Structure

As part of the experience, students must **demonstrate mastery of three competencies** —including at least one foundational and one concentration-specific competency. Students are strongly encouraged to select no more than three competencies, as the ILE requires the development of a **high-quality written product** that effectively demonstrates the integration of all selected competencies in 1-2 semesters (depending on the student’s concentration).¹¹ Choosing more than three may dilute the focus and make it more difficult to meet expectations.

In consultation with faculty, students should select the competencies to align with the student’s educational background and professional goals. Moreover, dual-degree students and their advisors should confirm that the competencies and ILE proposal reflects learning from both degree programs. However, students may only select competencies that MPH instructors have previously assessed in completed coursework or are assessing in current coursework.

In alignment with the *2024 CEPH Accreditation Criteria*, initial competency assessments must take place outside of the ILE (i.e., in courses mapped to core and concentration competencies). The ILE is intended to serve as an opportunity for faculty to assess a student’s ability to integrate and apply skills in new, meaningful ways, making it a culminating experience tailored to individual student goals and areas of interest. For this reason, students typically complete the ILE at the end of their plan of study.

In addition, students will present their work in person (i.e., **poster presentation**) or virtually (i.e., live **PowerPoint presentation**) to the department at large.

To ensure a smooth and meaningful ILE, students should begin planning at least one semester prior to enrolling in ILE-related coursework. It is essential to meet with your concentration faculty and choose one as your ILE instructor during this time. These meetings will help you (1) identify a faculty whose interests or expertise aligns most with your ILE topic or proposal and (2) determine if a Content Advisor is needed.

¹¹ Developed in a way that is ideally useful to an external organization or stakeholder

The department offers ILE courses each academic semester. However, faculty's capacity to function as an ILE instructor may vary depending on the time of year, further stressing the importance of early planning.

Assessment of Competency Attainment

The ILE instructor is responsible for evaluating the student's performance and ensuring that the written product is *high-quality* and demonstrates *synthesis* of the selected competencies. Qualified individuals, such as the Content Advisor Additional, may provide feedback, if applicable.

ILE Coursework

ILE coursework requirements vary by concentration. Students in the CHHB and HPAL concentrations must complete the same two-course sequence. In contrast, students in the EPI concentration are required to complete a single ILE course.

Community Health and Health Behavior/ Health Policy, Administration, and Leadership

MPH 6991: Integrative Learning Experience Proposal (2 SH).¹² Students develop a written plan that, when implemented, will generate a high-quality written product by synthesizing foundational and concentration-specific competencies. *P: BIOS 7021; MPH 6041; MPH 6042 or MPH 6043; MPH 6020 or 6027; or consent of instructor.*

MPH 6992: Integrative Learning Experience Implementation (1 SH).¹³ Students implement a proposal into a high-quality written product that demonstrates synthesis of MPH foundational and concentration competencies that is appropriate for the student's educational and professional objectives. *P: Consent of instructor.*

Epidemiology

MPH 6993: Combined Integrative Learning Experience (2 SH).¹⁴ Students prepare dataset and implement analysis combined with synthesis of foundational and concentration competencies culminating in a high-quality quantitative research paper that is appropriate for the student's educational and professional objectives. *P: MPH 6702 or consent of instructor.*

¹² May be repeated. Only 3 s.h. may count towards the degree.

¹³ May be repeated. Only 3 s.h. may count towards the degree.

¹⁴ Can be repeated. No more than 2 s.h. can count toward degree.

DPH Certificates

MPH students may apply to complete two of the three graduate certificates offered by the DPH:

1. Biostatistics (BIOS)

2. Ethnic and Rural Health Disparities (ERHD)

MPH students are **not** eligible to apply for the third certificate:

3. Public Health Foundations and Practice (PHFP)

Instead, students admitted to the PHFP certificate program may later apply to the MPH program. If admitted, they may transfer all PHFP coursework into the MPH program, provided they earned a grade of B or higher in each course and meet all departmental admission requirements.

Biostatistics Certificate

The graduate certificate in [Biostatistics](#) (BIOS) prepares students to analyze many types of health science data. There is a growing demand for these skills in the workplace. More emphasis is placed on health science data in the required and elective courses for this certificate than is typically the case for other statistics courses offered by the university.

To earn the certificate, students must complete 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 (vosp@ecu.edu).

Required Courses

BIOS 7021. Biostatistics for Health Professionals I (3 SH). 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. *P: MATH 1065 or consent of instructor.*

BIOS 7022. Biostatistics for Health Professionals II (3 SH). 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. *P: BIOS 7021 with a grade of B or better or consent of instructor.*

BIOS 7600. Advanced Statistical Modeling (3 SH). Survival analysis and generalized linear models including logistic regression and Poisson regression. Topics may include ordinal regression and aspects of linear mixed models. *P: BIOS 7021 and BIOS 7022 with a grade of B or better, or consent of the instructor.*

Certificate Electives

BIOS 7501. Experimental Design (3 SH). 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. *P: BIOS 7021 and BIOS 7022 with a grade of B or better, or consent of the instructor.*

BIOS 7550. Applied Multivariate Analysis (3 SH). 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. *P: BIOS 7021 or equivalent with a grade of B or better or consent of instructor.*

MPH 7202. Introduction to Public Health Data Analysis (3 SH). Basic instruction in public health data analysis using core features of SAS Software. *P: BIOS 7021; MPH 6041; MPH 7100; or consent of instructor.*

PUBH 8025. Quantitative Research Methods (4 SH). Application, analysis and evaluation of advanced quantitative methods used in public health research. *P: Admission to the DrPH program.*

Certificate Completion Timeline

Students may complete the certificate in three or four semesters. (**Note:** BIOS certificate courses are not offered during summer semesters). Table 15 specifies when each course is offered.

Table 15. BIOS Certificate Course Offerings by Semester

Course Number	Course Name	Fall	Spring
BIOS 7021	Biostatistics for Health Professionals I	Yes	Yes
BIOS 7022	Biostatistics for Health Professionals II	No	Yes
BIOS 7600	Advanced Statistical Modeling*	Varies	Varies
BIOS 7501	Experimental Design*	Varies	Varies
BIOS 7550	Applied Multivariate Analysis*	Varies	Varies
MPH 7202	Introduction to Public Health Data Analysis	Yes	No
PUBH 8025	Quantitative Research Methods	No	Yes

* BIOS 7600 and BIOS 7550 are offered once per year in the Spring or Fall. Each year varies.

Ethnic and Rural Health Disparities

The graduate certificate in [Ethnic and Rural Health Disparities](#) (ERHD) prepares professionals to identify, analyze and develop culturally competent projects for specific ethnic and rural communities in the United States and global communities around the world.

To earn the certificate, students must complete four required courses (3 SH/each). A student may only earn 3 SH credit for the certificate per semester. Credit hours may transfer to MPH degree if accepted. For more information, please contact the certificate coordinator, Eric Bailey, PhD, MPH (baileye@ecu.edu), who teaches all four required courses.

Required Courses

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). Integrates critical thinking concepts, research strategies, public health skills, and culturally competent training culminating in a final project. *P: MPH 6005, MPH 6007, MPH 6008; or consent of instructor.*

Certificate Completion Timeline

Students may complete the certificate in one year by taking the courses sequentially based on the schedule in Table 16.

Table 16. ERHD Certificate 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)

Public Health Foundations and Practice

The graduate certificate in [Public Health Foundations and Practice](#) (PHFP) provides training in the fundamental core principles of public health. Coursework emphasizes fundamental concepts, methods and aspects of public health that are primarily used in a rural, practice-based setting.

The program applies a practice-based perspective to introduce students to disease prevention methods and to develop skills that will provide job opportunities in various health sectors. The program is designed for working professionals or individuals with or without public health experience and can be used as a steppingstone towards the Master of Public Health degree.

To earn the certificate, students must complete five required courses, ranging 1-3 SH/each. For more information, please contact the certificate coordinator, Lok Pokhrel, PhD, (pokhrel18@ecu.edu).

Required Courses

BIOS 7021: Biostatistics for Health Professionals I (3 SH).¹⁵ Applies statistical methods to health sciences and attempts to provide basic data analytical skills and understanding of statistical principles. Topics include types, organization, and display of data; correlation and simple linear regression; elementary probability/distributions; confidence intervals; and hypothesis testing.

MPH 6034: Foundations of Rural Health (1 SH). Takes an interdisciplinary approach to understanding rural populations, with an emphasis on the social determinants of health.

MPH 6041: Principles of Epidemiology (2 SH). Applies principles of epidemiologic concepts and methods to public health practice.

MPH 6042: Public Health Organization and Practice (3 SH). Introduces concepts of health care administration including US and international healthcare systems, healthcare delivery and care diversity, leadership and management of healthcare.

MPH 6043: Public Health Planning and Evaluation (3 SH). Introduces intervention planning, implementation, and evaluation concepts and methods that are applied in public health practice.

¹⁵ **Prerequisites:** Math 1065 or consent of instructor.

Certificate Completion Timeline

Students may complete the certificate in one year by taking the courses sequentially based on the schedule in Table 17.

Table 17. PHFP Course Offerings by Semester

Course Number	Course Name	Fall	Spring	Summer
BIOS 7021	Biostatistics for Health Professionals I	Yes	Yes	No
MPH 6034	Foundations of Rural Health	No	Yes	Yes
MPH 6041	Principles of Epidemiology	Yes	Yes	No
MPH 6042	Public Health Organization and Practice	Yes	Yes	No
MPH 6043	Public Health Planning and Evaluation	Yes	Yes	No

Technology Requirements

Hardware

Students must have access to a personal computer (Mac or Windows) and the Internet to complete the majority of DPH coursework. In addition, students should have access to [Microsoft 365](#), free to download through your [ECU subscription](#), and Adobe Acrobat Reader (for PDF documents).

Software

DPH coursework may require use of data analysis software (e.g., [NVivo](#), [SAS](#), R), free to download via [ECU site license agreements](#). To request software, place an online request with [ECU's Download Center](#).

Notably, issues sometimes arise when using NVivo on a Mac. If needed, students may check out a computer at Laupus Library, use a computer at the Laupus Library lab, or access NVivo using the [Virtual Computing Lab](#). If these options do not work, students may contact the instructor requesting a subscription to Dedoose for the semester, paid for by the Department of Public Health.

Media Consent

Additional software may be used for virtual meetings and recorded classes via [WebEx](#) or [Microsoft Teams](#). The latter recordings may be broadcasted on the internet and/or distributed on other electronic media now or hereafter known. These recordings may contain your image and your voice. If you do not consent to your image or voice being distributed, notify your instructor in writing (via email) prior to any recorded sessions. Failure to proactively notify an instructor will be considered passive consent.

Lockdown Browser

By registering for DPH courses, students are consenting to the use of verification of student identity using [Respondus Lockdown Browser](#) and the collection of personal information for the purposes of proctoring and maintaining the integrity of some exams/quizzes administered in courses. Students must have a webcam and a laptop or computer (not iPad, tablet, or smartphone) to download the browser.

Required Computer & Digital Literacy Skills

- Easily navigates video conferencing tools, Canvas, and Microsoft Office applications, including Word, PowerPoint, Outlook, and Excel.
- Demonstrates strong keyboarding skills.
- Identifies, accesses, and navigates ECU's online libraries and databases to locate and gather appropriate information.
- Properly cites information sources.
- Uses online search tools for academic purposes, while demonstrating the ability to use search criteria, keywords, and filters.
- Downloads and installs software correctly.

Technology Disruptions

Significant technological impacts created by ECU services/technology may result in deadline extensions, which the instructor will communicate promptly.

If technology and power disruptions are occurring in a student's neighborhood/community, students must communicate their circumstances as soon as possible to the faculty to determine next steps.

Technical Support

Pirate Techs supports are available for all students – through phone assistance and four campus walk-in technology support centers. There is no appointment necessary. If you are encountering difficulties in your Canvas course (e.g., technical challenges to submit your assignment, Canvas login issue, how to access or join online meetings, and etc.), please check the website <https://itcs.ecu.edu/>, contact ECU IT Help Desk at (252) 328-9866 or 800-340-7081 and/or e-mail helpdesk@ecu.edu.

Canvas 24/7 Help: 252-347-0015

IT Resources

- [Student Computer Requirements and Recommendations](#)
- [Information Technology and Computing Services](#)
- [Student Technology Quick Links](#)
- [Canvas Student Guide](#)

Student Expectations

Student Code of Conduct

Students are expected to review and abide by ECU's [Student Conduct Process Policy](#) published on the [Office of Student Rights and Responsibilities \(OSRR\) website](#). Violations of the policy will lead to disciplinary action as outlined in this policy against students for their on- and off-campus conduct.

Academic Integrity

The University's expectation is that students exhibit personal and academic integrity. Cheating, plagiarism, falsification, multiple submissions, and attempting or assisting with an academic integrity violation is a violation of the ECU Academic Integrity policy. Definitions of these actions are found in the [Office of Student Rights and Responsibilities \(OSRR\) website](#). Students are expected to review and abide by ECU's policy on academic integrity. Violations of the policy will lead to disciplinary action as described in *Part VI. Procedures for Reporting a Suspected Academic Integrity Violation* of the policy.

Attendance

A student's online course participation is a precondition for receiving credit for the course and considered a demonstration of the student's professionalism (or lack thereof). Students must log onto the course's Canvas website each week, at minimum, to complete all assigned readings, course learning activities, and assessments described in each course's tailored/core syllabus.

By the end of the first week of each semester, students – for each course in which they are enrolled – must: (1) review the course syllabus and syllabus addendum and (2) contact the course instructor with any related questions.

Importantly, students must complete a course activity with a deadline by the end of the first week of the course to demonstrate course engagement and participation and avoid being administratively dropped from the course. Students registering for a course late are expected to make up all missed assignments in a manner determined by the instructor. Course requirements (e.g., exams, discussions) are not waived due to absence.

Admission to the MPH Program

ECU seeks to admit graduate students who demonstrate strong potential for success in rigorous academic programs. To be considered for admission to a graduate degree or certificate program—or for non-degree graduate study—applicants must hold a baccalaureate degree from an accredited four-year institution. Admissions decisions are based on a holistic review of each applicant’s qualifications, including undergraduate academic performance, prior graduate coursework (if applicable), a written statement of purpose, and letters of recommendation.

The MPH program is responsible for determining the admissibility of its applicants, in alignment with the ECU Graduate School’s policies regarding graduate student classification. Prospective applicants who have questions about their qualifications or required materials are encouraged to contact [Dr. M. Bianca Hall, MPH Program Director](#), for guidance.

Early engagement with the program and university can help streamline the application process and ensure timely submission of all required documentation. Applicants who are admitted will be assigned one of the admission status categories described in the following section.

Admission Status

Regular Admission. Regular admission is granted to applicants who meet all requirements established by the Graduate School and the admitting program (e.g., the MPH program or a Department of Public Health certificate program).

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 accredited public health programs and (2) the [ECU Graduate School](#). Applicants should prepare and submit the following materials (where prompted):

Official transcripts

Applicants must submit official transcripts for all earned post-secondary, undergraduate, and graduate degrees completed within five years of the application date. Transcripts are also required for any transfer credits that constitute more than 50% of the credits required for a post-secondary degree (e.g., general education coursework from a community college). This requirement applies to all coursework completed at the bachelor's level or higher. Current ECU undergraduate students may request that their transcript be included with their MPH application.¹⁶

Letters of recommendation

Three letters of recommendation are required from individuals who can speak to the applicant's academic ability and potential for success in graduate-level work. Acceptable recommenders include academic advisors, professors, and/or professional supervisors.

Statement of Purpose

Applicants must submit a Statement of Purpose (500 words or fewer) that demonstrates graduate-level writing skills and clearly articulates their specific public health interests (e.g., chronic disease, infectious disease, health disparities). The statement should also explain how these interests align with one or more of the MPH program's concentrations.

Standardized Test Scores

GRE and/or MCAT scores are not required for admission to the MPH program

Professional Admission Policy

Applicants whose undergraduate degree was earned five or more years ago and/or who possess substantial professional experience relevant to their intended field of study may be considered for admission under the professional admissions policy. Eligibility is determined upon the recommendation of the MPH Program Director and the appropriate concentration coordinator. Interested applicants should consult with [Dr. M. Bianca Hall, MPH Program Director](#), for guidance.

¹⁶ Official transcripts are required from all foreign institutions attended.

Admission to DPH Certificate Programs

Students must apply separately for DPH certificate programs by visiting [ECU's Online Graduate Certificates](#), selecting the desired certificate, and clicking "Apply Now."

General Admission Requirements

Official undergraduate and graduate transcripts are required as part of the application process. Certificate programs are open to applicants who have successfully completed a baccalaureate degree with a minimum cumulative GPA of 2.5. Additional requirements may vary by certificate program and are outlined below:

- **BIOS Certificate:** Requires a baccalaureate degree with a minimum overall GPA *and* a math/science GPA of 3.0 or higher.
- **ERHD Certificate:** Admits students semi-annually and requires a minimum overall GPA of 2.5. Transfer credits are not accepted.
- **PHFP Certificate:** Requires a minimum overall GPA of 2.5. Courses completed in this certificate program may be transferred into the MPH program with a grade of "B" or higher.

Academic Performance and Completion Requirements

To be awarded a DPH graduate certificate, students must:

- Earn a grade of B or higher in all certificate courses
- Maintain a minimum overall GPA of 3.0 (B) across certificate coursework
- Complete all required coursework within five years of admission to the certificate program

Students earning a grade of C in any certificate course must petition the DPH for probationary continuation and may be required to repeat the course. Students who earn two grades of C will be required to retake one of the courses and earn a B or higher to successfully complete the certificate.

Course Registration & Financial Aid

Semester Structure

The MPH program follows a semester system. [Fall and spring semesters](#) are each approximately 14 weeks long, with an additional week for final examinations. The summer term is divided into two equal sessions, each lasting approximately 5.5 weeks. Most MPH courses are offered in an 11-week summer session.

Courses with the MPH prefix are numbered 6000 or higher. Graduate credit is awarded based on a minimum of 750 minutes of instructional time per credit hour, in accordance with UNC System Policy.

Course Registration and Planning

Students self-register for courses via [Pirate Port](#).¹⁷ Registration opens in [October for Spring and March for Summer and Fall](#). Prior to registration, the Student Services Coordinator emails the course schedule to students and their academic advisors. Students should meet with their academic advisor to confirm that their existing program completion plan continues to align with the student’s professional and career goals and course offerings. Faculty may document advising and enrollment activities in [Degree Works](#). Refer to the [Academic Calendar](#) for registration deadlines and important drop dates.

Course Load and Financial Aid

Type of Enrollment	Course Load
Full-Time Enrollment:	9+ SH (Fall/Spring semesters) 5+ SH (Summer 5-week and 11-week semesters)
Eligibility for Financial Aid:	Minimum of 5 SH/ semester (all semesters)
Maximum Load:	15 SH (Fall/Spring semesters) >7 SH (Summer 5-week and 11-week semesters)

Schedule Changes

Course additions are permitted through the *course adjustment period* (defined as the first 5 days of the semester until 5:00 PM of the fifth day of the Fall and Spring semesters). Drops during the adjustment period must be completed via [Pirate Port](#). Schedule changes are not official until approved by the student’s academic advisor and/or Graduate School.

¹⁷ Exception: The Student Services Coordinator

Academic Standing

Grading System

The DPH course syllabi contains the standardized grading scale adopted by the public health faculty:

- | | | | |
|------------------------|---------|---------------------------|-----------------------------|
| • A (Excellent) | 90-100 | • I | Incomplete |
| • B (Good) | 80-89.9 | • S/U¹⁸ | Satisfactory/Unsatisfactory |
| • C (Passed) | 70-79.9 | • W | Withdrawn |
| • F (Failure) | <70 | • AU | Audit |
| | | • NR | Not Reported |

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.

Probation and Termination

To remain in good academic standing, graduate students must maintain a minimum cumulative GPA of 3.0 across all coursework applicable to their program of study after completing nine attempted credit hours. Students who fall below the required GPA or fail to meet program-specific criteria may be placed on academic probation. The probationary period extends through the term(s) in which the student attempts their next nine credit hours. "Attempted credit hours" include all graduate-level courses in which a student is enrolled as of the Census Date (the 10th class day of each semester). This includes courses graded as Incomplete (“I”) and those dropped after the Census Date.

If a student fails to raise their GPA to the required 3.0 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 3.0 GPA before the end of their probationary period may be dismissed immediately and will not be permitted to continue in the program.

Students have the right to appeal dismissal decisions by following the procedures outlined in the [Graduate School Appeals Procedure](#).

¹⁸ S/U grading is used only for the MPH culminating experiences (e.g., APE and ILE). The grades in these courses are not included in meeting the cumulative grade point average of 3.0 required for graduation.

Leave of Absence and Readmission

Students may request a leave of absence (excluding summer terms) with approval from the MPH Program Director. During a leave, students cannot access university resources and must submit a readmission application to return.

- **Leaves under 3 years:** May reapply online; program changes require a new application.
- **Leaves of 3 or more years:** Require a new application; readmission is not guaranteed, and prior coursework is subject to review.

University Withdrawal

Students withdrawing from all courses must notify the Office of the Registrar via email (Regis@ecu.edu). Withdrawals before the drop date result in no grades; after the drop date, students may receive an F for failing courses. Retroactive withdrawals are not permitted after the semester ends, unless approved under extraordinary extenuating circumstances by the Dean of the Graduate School.¹⁹

Application for Graduation

Students must apply for graduation through [Pirate Port](#) at least one semester before completing degree requirements. Graduation deadlines and instructions are available on the [ECU Graduation Application Deadlines](#) webpage.

Continuous Enrollment

Students who have registered for all required credits but have not completed final degree requirements (e.g., APE, ILE) must remain enrolled each semester (excluding summer) until all degree requirements are completed and filed with the Office of the Registrar. Students must be enrolled in a minimum of 1 SH of the semester in which they graduate (except summer), unless enrolled in the prior spring semester.

¹⁹ 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.

Frequently Asked Questions

1. **How many credit hours are required for graduation?**
 - 42 semester hours
2. **Are all students required to complete an Applied Practice Experience (APE) and Integrated Learning Experience (ILE)?**
 - Yes. These two experiences represent the culminating experiences of the MPH degree, compared to other graduate programs that may require students to complete a master's thesis.
3. **How long will it take to complete the degree requirements?**
 - Degree completion depends on several factors, including a student's status as part or full-time. Most students complete the degree within two years but are allowed up to five years to complete the program.
4. **Can I transfer courses from another Master of Public Health program or graduate school?**
 - With approval of the MPH 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 must provide the syllabus of the course(s) which are being requested to transfer prior to enrollment. For more information, please see the [25-26 Graduate Catalog, Academic Regulations, Credit by Transfer](#).
5. **Are courses offered in face-to-face format?**
 - The MPH program may be completed fully on-line. However, select courses are offered as hybrid or face-to-face courses. Students should seek additional guidance from their academic advisor.
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?**
 - The application process is completed entirely online. The ASPPH 2025-2026 application cycle will open in mid-August 2025. The deadlines for submission of admission applications are April 15th for the fall semester and October 15th for the spring semester. Prospective students should adhere to this timeline, not ECU's Graduate School timeline (e.g., August 1st for the fall semester and December 15th for the Spring semester).

8. **Are students accepted only for fall admission?**
 - No, students are accepted for spring admission also.

9. **What is the minimum GPA required?**
 - The minimum standards of the ECU graduate school apply: (1) an undergraduate GPA of 2.7 or (2) a senior year GPA of 3.0. In addition, college-level algebra is required on the undergraduate transcript to register for BIOS 7021: Biostatistics for Health Professionals I.

10. **What entrance exams and scores are required? Get new GRE scores?**
 - The GRE is not required for MPH admissions.

11. **Is there any financial aid?**
 - [ECU's Student Financial Aid Office](#) provides education, guidance, and support to students and families throughout the financial aid process. ECU's Federal School Code is 002923. Federal financial aid is only awarded for courses included in your program of study (i.e., the MPH required coursework). Students should not seek financial aid guidance from DPH faculty, who do not have the expertise required to provide financial aid advice.

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 by CEPH and will be re-assessed to maintain accreditation in Spring 2027.

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 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 non-degree course work accepted for degree credit must be approved by the chair of the student's department and the dean of the Graduate School.
 - Students considering coursework as a non-degree student are strongly encouraged to apply instead for the Public Health Foundations and Practice (PHFP) graduate certificate, which includes 12 SH of the 18 SH required in the core MPH curriculum. This approach provides students the opportunity to, at minimum, earn a graduate certificate, and more seamlessly gain admission into the MPH program. Notably, these options require that a student has successfully completed a baccalaureate program with a 2.5 GPA and earn at least a B in all certificate courses, respectively.

Appendix A. Change of Academic Advisor

MPH Student Request Form

Student Name: [Last Name, First Name]

Banner ID: [ID]

Date Change Requested: [Month/Day/Year; e.g., 05/08/25]

Student's Current MPH Concentration (Check box.)

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

Student's Current Academic Advisor: [Last Name, First Name]

Student's Requested Academic Advisor: [Last Name, First Name]

Student's Rationale

[Inserted by student]

Student's Signature

Date

Requested Academic Advisor's Signature

Date

MPH Program Director or DPH Chair

Date

Appendix B. Change of Concentration

MPH Student Request Form

Student Name: [Last Name, First Name]

Banner ID: [Insert]

Date Change Requested: [Month/Day/Year; e.g., 05/08/2025]

Concentration Information	CHHB	EPI	HPAL	Academic Advisor
Current concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New concentration request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Student's Rationale

[Inserted by student]

Student's Signature

Date

Requested Academic Advisor's Signature

Date

MPH Program Director or DPH Chair

Date

Appendix C. The MPH FPHK-Core Course Map

Profession & Science of Public Health

Foundational Public Health Knowledge	Core Course
1. Explain public health history, philosophy, and values	MPH 6044: Principles of Public Policy
2. Identify the core functions of public health and the 10 Essential Services	MPH 6042: Public Health Organization and Practice
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health	MPH 6041: Principles of Epidemiology
4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program, with attention to disparities among populations, e.g., socioeconomic, ethnic, gender, racial, etc.	MPH 6042: Public Health Organization and Practice
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	MPH 6041: Principles of Epidemiology
6. Explain the critical importance of evidence in advancing public health knowledge	MPH 6045: Strategies for Public Health Communication

Factors Related to Human Health

Foundational Public Health Knowledge	Core Course
7. Explain effects of environmental factors on a population’s health	MPH 6046: Environmental Public Health
8. Explain biological and genetic factors that affect a population’s health	MPH 6046: Environmental Public Health
9. Explain behavioral and psychological factors that affect a population’s health	MPH 6043: Public Health Planning and Evaluation
10. Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities	MPH 6044: Principles of Public Policy
11. Explain how globalization affects global burdens of disease	MPH 6046: Environmental Public Health
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	MPH 6046: Environmental Public Health

Appendix D. The MPH Core Competency - Core Course Map

Evidence-based Approaches to Public Health

MPH Foundational Competencies	MPH Core Course
1. Apply epidemiological methods to settings and situations in public health practice	MPH 6041: Principles of Epidemiology
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	MPH 6041: Principles of Epidemiology
3. Analyze (a) quantitative and (b) qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	BIOS 7021: Biostatistics for Health Professionals I (a) MPH 6043: Public Health Planning and Evaluation (b)
4. Interpret results of data analysis for public health research, policy or practice	BIOS 7021: Biostatistics for Health Professionals I

Public Health & Health Care Systems

MPH Foundational Competencies	MPH Core Course
5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings	MPH 6042: Public Health Organization and Practice
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	MPH 6034: Foundations of Rural Health

Planning & Management to Promote Health

MPH Foundational Competencies	MPH Core Course
7. Assess population needs, assets and capacities that affect communities' health	MPH 6043: Public Health Planning and Evaluation
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	MPH 6043: Public Health Planning and Evaluation
9. Design a population-based policy, program, project or intervention	MPH 6043: Public Health Planning and Evaluation
10. Explain basic principles and tools of budget and resource management	MPH 6042: Public Health Organization and Practice
11. Select methods to evaluate public health programs	MPH 6043: Public Health Planning and Evaluation

Policy in Public Health

MPH Foundational Competencies	MPH Core Course
12. Discuss the policy-making process, including the roles of ethics and evidence	MPH 6044: Principles of Public Policy
13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes	MPH 6044: Principles of Public Policy
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	MPH 6044: Principles of Public Policy
15. Evaluate policies for their impact on public health and health equity	MPH 6044: Principles of Public Policy

Leadership

MPH Foundational Competencies	MPH Core Course
16. Apply leadership and/or management principles to address a relevant issue	MPH 6042: Public Health Organization and Practice
17. Apply negotiation and mediation skills to address organizational or community challenges	MPH 6042: Public Health Organization and Practice

Communication

MPH Foundational Competencies	MPH Core Course
18. Select communication strategies for different audiences and sectors	MPH 6045: Strategies for Public Health Communication
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	MPH 6045: Strategies for Public Health Communication
20. Describe the importance of cultural humility in communicating public health content	MPH 6045: Strategies for Public Health Communication

Interprofessional Practice

MPH Foundational Competencies	MPH Core Course
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	MPH 6045: Strategies for Public Health Communication

Systems Thinking

MPH Foundational Competencies	MPH Core Course
22. Apply a systems thinking tool to visually represent a public health issue other than standard narrative	MPH 6046: Environmental Public Health