NC WESLEYAN UNIVERSITY

Public Health

Master of Public Health (MPH)
Graduate Student Handbook

WELCOME FROM THE DIRECTOR

Congratulations on your acceptance into the North Carolina Wesleyan University (NCWU) Master of Public Health (MPH) Program. We are delighted to welcome you to the Graduate School at NCWU, and we look forward to the unique and exciting contributions we know you will make in our MPH program.

You have chosen to pursue a rewarding career path during an exciting time in public health history. Our highly qualified faculty and staff at NCWU are here to support you on your journey to becoming a skilled and knowledgeable and public health professional. As part of the NCWU Public Health community, we encourage you to take advantage of the resources available to you, ask questions, cultivate relationships, create new networks, engage in new experiences, challenge yourself, and seek out the support you need to succeed in the MPH program and beyond.

On behalf of the faculty and staff of the Department of Public Health, we wish you success in your academic and professional journey at NCWU.

Sincerely,

Shannon K. Crowley, PhD
Associate Professor of Public Health
Director of the Master of Public Health Program
North Carolina Wesleyan University

ABOUT THIS HANDBOOK:

This handbook is designed to help guide you throughout your MPH program at NCWU. Important information about academic policies, procedures, and degree requirements for the MPH program are contained throughout this handbook. I encourage you to refer to this handbook often over the course of your program. In addition to this handbook, students should also be familiar with the content and policies in the NCWU catalog: https://NCWU.edu/academics/university-catalog/

Ultimately, it is your responsibility to carefully read the student handbook and understand the requirements needed to complete the MPH program, but our faculty and staff will do their utmost to assist you throughout your program. Please feel free to reach out to your faculty advisor, other MPH program faculty, or NCWU staff if you have any questions regarding the handbook, your graduate studies, or your professional and career development at NCWU.

STATEMENT OF MPH PROGRAM GRADUATE STUDENT HANDBOOK RECEIPT

I, _____ attest that I have given a copy of the North Carolina Wesleyan University (NCWU) Master of Public Health (MPH) graduate student handbook, and that I have read the policies, procedures, and requirements contained within this handbook. I understand that, as a graduate student in NCWU's MPH program, it is my responsibility to follow the policies, procedures, and requirements contained within this handbook during the course of my MPH program at NCWU.

Student Signature _____ Date _____

Printed Name of Student _____

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North Carolina Wesleyan University
Public Health Mission, Vision, Values, and Goals

Vision
We envision a world in which opportunities for, access to, and knowledge about health allows all to thrive.

Mission
The mission of NCWU MPH program is to engage students academically and professionally to improve the health of the communities we serve. Our additional emphasis on practice-based experiences ensures that students who complete the NCWU MPH are well-prepared for the collaborative, rigorous, and innovative work of public health.

Program Goals
The NCWU Public Health program mission is achieved through the following program goals:

- Deliver excellent teaching and high-quality curricula, grounded in health equity, that support student success and prepare students to work with diverse populations and communities

- Foster student access to research, professional development, practical experiences, and community engagement opportunities, in order to support student success in meeting the needs of the evolving public health field.

- Support faculty scholarship, professional development, and community service opportunities in order to advance public health knowledge, research, policy, and practice.

Program Values:

- **Academic excellence:** we are committed to providing high-quality educational experiences for our students. We are dedicated to continual academic improvement through ongoing, critical evaluation of our program, regular assessment of student needs, and allocation of resources to support student success.

- **Community engagement:** We are committed to improving health through community collaborations, partnerships, and community-based student service opportunities.

- **Interdisciplinary learning:** We are committed to incorporating diverse methods, ideas, and disciplines across our curriculum.

- **Health equity and diversity:** We respect and embrace an array of experiences, perspectives, and ideas as we work to improve the health of all individuals and communities. We work together to eliminate health disparities and promote and advance health equity.

PROGRAM DESCRIPTIONS AND COURSE REQUIREMENTS:

Master of Public Health Course Requirements

The Master of Public Health (MPH) program at North Carolina Wesleyan University (NCWU) includes core public health courses and a concentration in physical activity and health. The MPH program is comprised of 42 graduate-level credit hours, including 20 hours of core public health courses, 15 hours of concentration-specific courses, and 7 hours of experiential and integrated learning courses. Students may select from one of two MPH concentrations: (1) Physical Activity and Health; or (2) Social Epidemiology.

After admission, students may enter the Accelerated MPH program (~15 months; 4 semesters) or the Extended MPH program (~27 months; 7 semesters) during the Fall semester. Additionally, housed within the MPH program, students also have the option to complete the 4+1 Accelerated MPH (Undergraduate to graduate degree program) and the Certificate of Graduate Study in Public Health.

NCWU Master of Public Health:
Concentration in Physical Activity and Health

According to the Centers for Disease Control and Prevention (CDC), chronic diseases (such as heart disease, diabetes and cancer) are now responsible for the greatest proportion of deaths in the United States and worldwide. Despite strong evidence that physical inactivity is significantly linked to chronic disease, the vast majority of individuals in the U.S. do not meet the minimum physical activity recommendations for health.

NCWU's Master of Public Health (MPH) program, with a concentration in Physical Activity and Health, is designed to equip graduate students with the knowledge and skills to incorporate physical activity into the core of public health research, theory, and practice. The program is designed to train students to identify, and intervene on, barriers to physical activity across diverse populations and to apply this knowledge in the promotion of wellness and health equity.

Graduate students pursuing the Physical Activity and Health Concentration will learn how to incorporate effective physical activity programs and policies into public health practice using their understanding of:

- Health effects of physical activity, and the role of physical activity in disease prevention
- The scientific basis for current public health physical activity guidelines for individuals across different age, sex, racial, and ethnic groups
- Major social determinants of health and their impacts on physical activity behavior
- Roles of multiple stakeholders in physical activity-based program planning, implementation, and evaluation
- Health behavior and its influence on physical activity participation and programming
- Measurement and surveillance techniques used to assess physical activity at the population level

An MPH with a Physical Activity and Health focus especially aligns with following career areas:

- University/College Health and Wellness
- Corporate Health and Wellness
- Transportation and Community Design
- Parks and Recreation
- Chronic Disease Prevention
- Policy and Environmental Change
- Local and State Health Departments
- Non-profit and grass-roots organizations
- Hospitals and Healthcare Clinics
- Childhood and Adolescent Health and Wellness (schools, after-school programs, etc.)

NCWU Master of Public Health: Physical Activity and Health Concentration (42 hours)		
Core Public Health Courses:		**Credits:**
PBH 500	Foundations in Public Health	3
PBH 510	Quantitative and Qualitative Methods in Public Health	3
PBH 520	Epidemiology	3
PBH 525	Public Health Policy, Management, and Leadership	3
PBH 530	Program Planning and Implementation	3
PBH 535	Program Evaluation and Measurement	3
PBH 540	Healthcare Systems and Public Health	2
Total credit hours:		*20*
Physical Activity and Health Concentration Courses:		***Credits:***
EXS 500	Exercise Physiology in Context	3
PBH 515	Physical Activity and Behavior	3
EXS 600	Assessment in Physical Activity and Health	3
PBH 600	Physical Activity and Public Health	3
PBH 610	Community Physical Activity Interventions	3
Total credit hours:		*15*
Experiential and Integrated Learning Courses:		***Credits:***
PBH 615	Public Health Integrative Seminar	3
PBH 694	Public Health Internship	3
PBH 625	Professional Preparation in Public Health	1
Total credit hours:		*7*

NCWU Master of Public Health:
Concentration in Social Epidemiology

Social epidemiology focuses on the ways that social determinants of health (the settings where we live, work, and play; the access we have to the resources and services we need; and the social and systemic conditions we experience that impact our lives) relate to a wide array of health outcomes. Social epidemiology is especially focused on identifying and understanding how health inequities contribute to community and population health trends.

Students who pursue the social epidemiology concentration in the NCWU MPH program will be well-prepared for a variety of careers that involve understanding and transforming the connections between socio-structural conditions and health equity, identifying and eliminating health disparities, and applying incisive, interdisciplinary strategies to improve community health.

Graduate students pursuing the Social Epidemiology Concentration will learn how to apply social epidemiological frameworks and analytic strategies to theorize, understand, and work to improve community and population health using their understanding of:

- The connections among social-environmental exposures and patterns of health and illness
- The links between social-environmental exposure and experiences and health behaviors
- The impact of the social determinants on health and disease prevention
- The ethics and roles of health equity in ensuring positive health statuses and outcomes amongst diverse individuals, groups, communities, and populations
- Applying social epidemiological approaches in research and assessment
- Narrative strategies that explore, explain, and apply social epidemiological concepts and findings in community health promotion

An MPH with a Social Epidemiology focus especially aligns with following careers:

- Health Policy Analyst
- Public Health Epidemiologist
- Research Scientist
- Project Director
- Disease Intervention Coordinator
- Program Assessment and Evaluation Specialist
- Community health worker/community advocate

NCWU Master of Public Health: Social Epidemiology Concentration (42 hours)		
Core Public Health Courses:		**Credits:**
PBH 500	Foundations in Public Health	3
PBH 510	Quantitative and Qualitative Methods in Public Health	3
PBH 520	Epidemiology	3
PBH 525	Public Health Policy, Management, and Leadership	3
PBH 530	Program Planning and Implementation	3
PBH 535	Program Evaluation and Measurement	3
PBH 540	Healthcare Systems and Public Health	2
Total credit hours:		*20*
Social Epidemiology Concentration Courses:		***Credits:***
PBH 501	Introduction to Social Epidemiology	3
PBH 515	Physical Activity and Behavior	3
PBH 601	Storying, Interpreting, and Constructing: Using Qualitative Inquiry	3
PBH 608	Space, Place, and Health	3
PBH 612	Hunger and Food (in)Security	3
Total credit hours:		*15*
Experiential and Integrated Learning Courses:		***Credits:***
PBH 615	Public Health Integrative Seminar	3
PBH 694	Public Health Internship	3
PBH 625	Professional Preparation in Public Health	1
Total credit hours:		*7*

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Accelerated MPH program:

The Accelerated MPH Program can be completed in four semesters (~15 months), and requires students to take 2 MPH classes per 8-week sub-term (four classes per semester), for most sub-terms (see course sequence below). Students may enter the accelerated MPH program during the Fall semester, or the Spring semester.

Accelerated MPH Program Course Sequence (Fall Entry):			
Fall Year 1	**Spring Year 1**	**Summer**	**Fall Year 2**
PBH 500: Foundations in Public Health (3 SH) [Fall A]	**PBH 510: Quantitative & Qualitative Methods in Public Health** (3 SH) [Spring A]	**PBH 535: Program Evaluation & Measurement** (3 SH) [Summer 1] *Pre-req: PBH 500; PBH 510*	**#PBH 610: Community Physical Activity Interventions** (3 SH) [Fall A] *Pre-req: PBH 530; PBH 535; EXS 600* **or** **^PBH 612: Hunger and food (in)security** [Fall A] *Pre-req: Pre-req: PBH 500; PBH 501*
PBH 525: Public Health Policy, Management, & Leadership (3 SH) [Fall A] *Pre-req or co-req: PBH 500*	**PBH 540: Healthcare Systems** (2 SH) [Spring A] *Pre-req: PBH 500*	**#EXS 600: Assessment in Physical Activity & Health** (3 SH) [Summer 2] *Pre-req: EXS 500* **or** **^PBH 601: Storying, Interpreting, and Constructing: Using Qualitative Inquiry** [Summer 2]	**PBH 694: Public Health Internship** (3 SH)* [16 weeks: Fall A & B] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535 (pre or co-req); 540 (pre or co-req); EXS 500*
#EXS 500: Exercise Physiology in Context [Fall B] **or** **^PBH 501: Introduction to Social Epidemiology** (3 SH) [Fall B] *Pre-req: PBH 500*	**PBH 530: Program Planning & Implementation** (3 SH) [Spring B] *Pre-req: PBH 500*	**#PBH 600: Physical Activity & Public Health** (3 SH) [Summer 2] *Pre-req: PBH 500; EXS 500* **or** **^PBH 608: Space, Place, and Health** [Summer 2] *Pre-req: PBH 500; PBH 501*	**PBH 615: Public Health Integrative Seminar** (3 SH) [Fall B] *Pre-req: PBH 500; 510; 520; 525; 530; 535; 600; 610; EXS 500 & 600*
#,^PBH 515: Physical Activity & Behavior (3 SH) [Fall B] *Pre-req: PBH 500*	**PBH 520: Epidemiology** (3 SH) [Spring B] *Pre-req: PBH 500; PBH 510*	**PBH 694: Public Health Internship** (3 SH)* [16 weeks: Summer 1 and 2] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535 (pre or co-req); 540 (pre or co-req); EXS 500*	**PBH 625: Professional Preparation in Public Health** (1 SH) [Fall B] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535; 540; 600; 610; EXS 500 & 600*
Total: 12 SH	**Total: 11 SH**	**Total: 9-12 SH**	**Total: 7-10 SH**

Physical Activity and Health concentration course

^ Social Epidemiology concentration course

**Accelerated MPH students for Fall entry will be assigned to take PBH 694: Public Health Internship during either Summer (year 1) or Fall (year 2) of their MPH program. Semester assignment for PBH 694 will be determined by the student's faculty advisor, in consultation with the MPH program director.*

Accelerated MPH Program Course Sequence (Spring Entry)			
Spring Year 1	**Summer**	**Fall**	**Spring Year 2**
PBH 510: Quantitative & Qualitative Methods in Public Health (3 SH) [Spring A]	**PBH 535: Program Evaluation & Measurement** (3 SH) [Summer 1] *Pre-req: PBH 500; PBH 510*	#**PBH 610: Community Physical Activity Interventions** (3 SH) [Fall A] *Pre-req: PBH 530; PBH 535; EXS 600* **or** ^**PBH 612: Hunger and food (in)security** [Fall A] *Pre-req: Pre-req: PBH 500; PBH 501*	**PBH 540: Healthcare Systems** (2 SH) [Spring A] *Pre-req: PBH 500*
PBH 500: Foundations in Public Health (3 SH) [Spring A]	**PBH 520: Epidemiology** (3 SH) [Summer 1] *Pre-req: PBH 500; PBH 510*	**PBH 525: Public Health Policy, Management, & Leadership** (3 SH) [Fall A] *Pre-req or co-req: PBH 500*	**PBH 694: Public Health Internship** (3 SH) [16 weeks: Spring A & B] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535 (pre or co-req); 540 (pre or co-req); EXS 500*
PBH 530: Program Planning & Implementation (3 SH) [Spring B] *Pre-req: PBH 500*	#**EXS 600: Assessment in Physical Activity & Health** (3 SH) [Summer 2] *Pre-req: EXS 500* **or** ^**PBH 601: Storying, Interpreting, and Constructing: Using Qualitative Inquiry** [Summer 2]	**PBH 615: Public Health Integrative Seminar** (3 SH) [Fall B] *Pre-req: PBH 500; 510; 520; 525; 530; 535; 600; 610; EXS 500 & 600*	
#**EXS 500: Exercise Physiology in Context** [Spring B] **or** ^**PBH 501: Introduction to Social Epidemiology** (3 SH) [Spring B] *Pre-req: PBH 500*	#**PBH 600: Physical Activity & Public Health** (3 SH) [Summer 2] *Pre-req: PBH 500; EXS 500* **or** ^**PBH 608: Space, Place, and Health** [Summer 2] *Pre-req: PBH 500; PBH 501*	#,^**PBH 515: Physical Activity & Behavior** (3 SH) [Fall B] *Pre-req: PBH 500*	**PBH 625: Professional Preparation in Public Health** (1 SH) [Spring B] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535; 540; 600; 610; EXS 500 & 600*
Total: 12 SH	**Total: 12 SH**	**Total: 12 SH**	**Total: 6 SH**

Physical Activity and Health concentration course

^ Social Epidemiology concentration course

Extended MPH Program:

The Extended MPH Program allows students to take one class per 8-week sub-term (2 classes per semester) for seven semesters (~2.5yrs). The Extended MPH Program offers students an option to complete the MPH at a less accelerated pace, which may be more attractive to students with other heavy commitments (full time work, full-time caregiving, etc.). The Extended MPH Program course sequence is listed below. The Extended MPH program is only offered for a Fall semester entry.

Extended MPH Program Course Sequence:						
Fall Year 1	**Spring Year 1**	**Summer Year 1**	**Fall Year 2**	**Spring Year 2**	**Summer Year 2**	**Fall Year 3**
PBH 500: Foundations in Public Health (3 SH) [Fall A]	**PBH 510: Quantitative & Qualitative Methods in Public Health** (3 SH) [Spring A]	**PBH 535: Program Evaluation & Measurement** (3 SH) [Summer 1] *Pre-req: PBH 500; PBH 510*	**PBH 525: Public Health Policy, Management, & Leadership** (3 SH) [Fall A] *Pre-req or co-req: PBH 500*	**PBH 540: Healthcare Systems** (2 SH) [Spring A] *Pre-req: PBH 500*	**PBH 694: Public Health Internship** (3 SH) [16 weeks: Summer 1 and 2] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535 (pre or co-req); 540 (pre or co-req); EXS 500*	**#PBH 610: Community Physical Activity Interventions** (3 SH) [Fall A] *Pre-req: PBH 530; PBH 535; EXS 600* **or** **^PBH 612: Hunger and food (in)security** [Fall A] *Pre-req: Pre-req: PBH 500; PBH 501*
#EXS 500: Exercise Physiology in Context (3 SH) [Fall B] **or** **^PBH 501: Introduction to Social Epidemiology** (3 SH) [Fall B] *Pre-req: PBH 500*	**PBH 530: Program Planning & Implementation** (3 SH) [Spring B] *Pre-req: PBH 500*	**#PBH 600: Physical Activity & Public Health** (3 SH) [Summer 2] *Pre-req: PBH 500; EXS 500* **or** **^PBH 608: Space, Place, and Health** [Summer 2] *Pre-req: PBH 500; PBH 501*	**PBH 515: Physical Activity & Behavior** (3 SH) [Fall B] *Pre-req: PBH 500*	**PBH 520: Epidemiology** (3 SH) [Spring B] *Pre-req: PBH 500; PBH 510*	**#EXS 600: Assessment in Physical Activity & Health** (3 SH) [Summer 2] *Pre-req: EXS 500* **or** **^PBH 601: Storying, Interpreting, and Constructing: Using Qualitative Inquiry** [Summer 2]	**PBH 615: Public Health Integrative Seminar** (3 SH) [Fall B] *Pre-req: PBH 500; 510; 520; 525; 530; 535; 600; 610; EXS 500 & 600*
						PBH 625: Professional Preparation in Public Health (1 SH) [Fall B] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535; 540; 600; 610; EXS 500 & 600*
Total: 6 SH	**Total: 6 SH**	**Total: 6 SH**	**Total: 6 SH**	**Total: 5 SH***	**Total: 6 SH**	**Total: 7 SH**

Physical Activity and Health concentration course; ^ Social Epidemiology concentration course

* In consultation with their faculty advisor, students in the extended MPH program may be able to take a one-credit hour special topics or research topics course, if needed to maintain full-time graduate student status in Spring, Year 2.

Minimum Grade Requirements for MPH Courses:

- Students must earn a minimum final grade of C in any course to pass the course.
- No more than two grades of a C may be applied to the MPH degree.
- Students must achieve a minimum cumulative GPA of 3.0 to graduate from the MPH program.

Other Requirements:

- All NCWU MPH course requirements must be completed within 5 years of the start of the MPH program.

Accelerated 4 + 1 Master of Public Health (MPH) Pathway

The accelerated 4+1 MPH pathway allows undergraduate students to graduate with both a bachelor's degree and a Master's in Public Health degree in five years. The accelerated 4+1 MPH pathway is intended for highly motivated undergraduate students interested in pursuing an MPH degree after their undergraduate program. The 4+1 option allows students to complete their undergraduate and graduate degrees in five years (versus the typical 6 years). Students also save tuition dollars because they pay the undergraduate tuition rate for MPH program classes taken during their Senior year in their undergraduate program.

After provisional acceptance into the MPH program, students take 12 credits of graduate level MPH courses (6 credits in the Fall, and 6 credits in the Spring) during their senior year of their undergraduate program, along with any remaining courses required to complete their bachelor's degree. Upon receipt of their undergraduate degree, and successful completion* of the first year MPH program courses, students then take the remaining MPH courses during the Summer, Fall, and Spring semesters following their undergraduate degree program (see course sequence below).

*Minimum Grade Requirements for MPH Program Courses:

- Students must earn a minimum final grade of C in any course to pass the course.
- No more than two grades of a C may be applied to the MPH degree.
- Students must achieve a minimum cumulative GPA of 3.0 to graduate from the MPH program.

4 +1 Accelerated MPH Pathway Course Sequence:				
Undergraduate Fall	**Undergraduate Spring**	**Graduate Summer**	**Graduate Fall**	**Graduate Spring**
PBH 500: Foundations in Public Health (3 SH) [Fall A]	**PBH 510: Quantitative & Qualitative Methods in Public Health** (3 SH) [Spring A]	**PBH 535: Program Evaluation & Measurement** (3 SH) [Summer 1] *Pre-req: PBH 500; PBH 510*	**#PBH 610: Community Physical Activity Interventions** (3 SH) [Fall A] *Pre-req: PBH 530; PBH 535; EXS 600* **or** **^PBH 612: Hunger and food (in)security** [Fall A] *Pre-req: Pre-req: PBH 500; PBH 501*	**PBH 540: Healthcare Systems** (2 SH) [Spring A] *Pre-req: PBH 500*
#EXS 500: Exercise Physiology in Context [Fall B] **or** **^PBH 501: Introduction to Social Epidemiology** (3 SH) [Fall B] *Pre-req: PBH 500*	**PBH 530: Program Planning & Implementation** (3 SH) [Spring B] *Pre-req: PBH 500*	**PBH 520: Epidemiology** (3 SH) [Summer 1] *Pre-req: PBH 500; PBH 510*	**PBH 525: Public Health Policy, Management, & Leadership** (3 SH) [Fall A] *Pre-req or co-req: PBH 500*	**PBH 694: Public Health Internship** (3 SH)** [16 weeks: Spring A & B] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535 (pre or co-req); 540 (pre or co-req); EXS 500*
		#EXS 600: Assessment in Physical Activity & Health (3 SH) [Summer 2] *Pre-req: EXS 500* **or** **PBH 601: Storying, Interpreting, and Constructing: Using Qualitative Inquiry** [Summer 2]	**PBH 615: Public Health Integrative Seminar** (3 SH) [Fall B] *Pre-req: PBH 500; 510; 520; 525; 530; 535; 600; 610; EXS 500 & 600*	
		#PBH 600: Physical Activity & Public Health (3 SH) [Summer 2] *Pre-req: PBH 500; EXS 500* **or** **^PBH 608: Space, Place, and Health** [Summer 2] *Pre-req: PBH 500; PBH 501*	**PBH 515: Physical Activity & Behavior** (3 SH) [Fall B] *Pre-req: PBH 500*	**PBH 625: Professional Preparation in Public Health** (1 SH) [Spring B] *Pre-req: PBH 500; 510; 515; 520; 525; 530; 535; 540; 600; 610; EXS 500 & 600*
Total: 6 SH	**Total: 6 SH**	**Total: 12 SH**	**Total: 12 SH**	**Total: 6 SH**

Physical Activity and Health concentration course;
^ Social Epidemiology concentration course

Certificate of Graduate Study in Public Health

The Master of Public Health (MPH) program at North Carolina Wesleyan University (NCWU) offers a Certificate of Graduate Study in Public Health. This certificate provides students with an opportunity to broaden their understanding of public health, supplement another degree, enhance their current professional or clinical skills, or prepare for further graduate study. The Certificate of Graduate Study in Public Health is comprised of five foundational public health courses (see table below).

NCWU Certificate of Graduate Study in Public Health (14 hours)		
Core Public Health Courses:		**Credits:**
PBH 500	Foundations in Public Health	3
PBH 510	Quantitative and Qualitative Methods in Public Health	3
PBH 525	Public Health Policy, Management, and Leadership	3
PBH 520	Epidemiology	3
PBH 540	Healthcare Systems and Public Health	2
Total credit hours:		*14*

Students can begin the Certificate of Graduate Study in Public Health in the Fall, and can complete the Certificate program in two semesters (Fall and Spring). The projected schedule of courses for the Certificate of Graduate Study in Public Health program is detailed below:

Fall Semester	Spring Semester
PBH 500: Foundations in Public Health (3 SH) [Fall A]	**PBH 510: Quantitative & Qualitative Methods in Public Health** (3 SH) [Spring A]
PBH 525: Public Health Policy, Management, & Leadership (3 SH) [Fall A] *Pre-req or co-req: PBH 500*	**PBH 540: Healthcare Systems** (2 SH) [Spring A] *Pre-req: PBH 500*
	PBH 520: Epidemiology (3 SH) [Spring B] *Pre-req: PBH 500; PBH 510*
Total: 6 SH	**Total: 8 SH**

Course Requirements for the Certificate of Graduate Study in Public Health:

- Students must earn a minimum final grade of C in any course to pass the course.
- Students must achieve a minimum cumulative GPA of 3.0 to earn the certificate
- All courses must be completed through NCWU.
- Certificate must be completed within 3 years of the start of the certificate program.

NCWU Master of Public Health Admission Requirements (Accelerated and Extended Options)

In addition to general admission requirements for the university, admission to the NCWU MPH program includes the following requirements:

1. Students must have earned a baccalaureate degree, or its equivalent, from an institution regionally accredited by an agency recognized by the U.S. Department of Education, with a minimum of a 2.7 overall GPA (on a 4.0 scale).

    a. Students who have earned a baccalaureate degree, or its equivalent, from an institution regionally accredited by an agency recognized by the U.S. Department of Education, with a minimum of a 2.5 overall GPA (on a 4.0 scale) may be *conditionally admitted*. Conditional admission status allows students to enter the MPH program under the condition that they successfully complete their first 8-week sub term MPH program classes, with a cumulative GPA of 3.0 or higher.

2. Students must submit official transcripts from all colleges/universities attended, demonstrating successful or pending completion of a baccalaureate degree from an accredited institution.

3. Students must submit a personal essay (minimum one page, maximum two pages, single-spaced, one-inch margins, 12pt font) which clearly articulates why the student is interested in pursuing a graduate degree in public health. Students should include goals and life experiences that have influenced the student's decision to pursue a graduate degree in Public Health in their personal essay.

4. Students must submit a curriculum vitae (CV) or resume, which includes two references. The student must be able to provide reference letters upon request.

5. The admissions committee determines admissions decisions based on the entire application and reserves the right to admit, provisionally admit, waitlist, or deny applicants, based on this policy.

6. The Graduate Record Examination (GRE) is <u>not</u> required for admission to the NCWU MPH program.

North Carolina Wesleyan University does not discriminate on the basis of race, religion, creed, national or ethnic origin, sexual orientation, age, sex, marital status, or disability.

Accelerated 4+1 MPH Admission Requirements:

To be eligible for the accelerated 4+1 MPH option, students must meet the following requirements:

1. Students must apply to the accelerated 4+1 MPH program by April 31st of their Junior year of their undergraduate program at NCWU.

2. Students must be working to complete their undergraduate degree, be in good academic standing, and have a minimum cumulative GPA of 3.0 at the time of application.

3. Students must be on track to graduate in the year following application to the accelerated 4+1 MPH option.

4. Students must submit the accelerated MPH program pathway advising form, which is available on the MPH program website, signed by their undergraduate academic advisor, by April 31st of their Junior Year. This form must clearly show all courses to be attempted (including both undergraduate and MPH graduate courses) during their senior year of their undergraduate program.

After provisional acceptance into the accelerated 4+1 MPH program, students take 12 credits of graduate level MPH courses (6 credits in the Fall, and 6 credits in the Spring) during their senior year of their undergraduate program, along with any remaining courses required to complete their bachelor's degree. Upon receipt of their undergraduate degree, and successful completion* of the first year MPH program courses, students then take the remaining MPH courses during the Summer, Fall, and Spring semesters following their undergraduate degree program (see 4+1 accelerated MPH program course sequence below).

*Minimum Grade Requirements for MPH Program Courses:

- Students must earn a minimum final grade of C in any course to pass the course.
- No more than two grades of a C may be applied to the MPH degree.
- Students must achieve a minimum cumulative GPA of 3.0 to graduate from the MPH program.

4+1 Accelerated Master of Public Health Undergraduate Advising Form

Students who have been conditionally accepted into the accelerated 4+1 MPH Program pathway must submit p.1 of this advising form Dr. Shannon Crowley, Director of the Master of Public Health (MPH) program (scrowley@ncwu.edu), by April 31st of their Junior year. Forms must be signed by both the student and the student's academic advisor. Incomplete or unsigned forms will not be accepted.

Student Information:

Name: _____ ID # _____

Major: _____ Minor: _____ Projected graduation date (month/year): _____

Academic Advisor Information:

Academic Advisor Name: _____ Academic Advisor Email: _____

Please list all courses to be attempted next academic year, including MPH program courses (pre-filled) and any remaining courses required to complete the student's bachelor's degree.

Term: Fall Year: _____

Course #	Course Title:	Section:	Semester Hours:	Instructor:
PBH: 500	*Foundations in Public Health*	*OL1*	*3*	
EXS: 500 or PBH 501	*Exercise Physiology in Context (PA & Health conc) or Intro to Social Epidemiology (Soc Epi conc)*	*OL2*	*3*	
Total Semester Hours:				

Term: Spring Year:_____

Course #	Course Title:	Section:	Semester Hours:	Instructor:
PBH: 510	*Quantitative & Qualitative Methods in Public Health*	*OL1*	*3*	
PBH: 530	*Program Planning & Implementation*	*OL2*	*3*	
Total Semester Hours:				

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Certificate of Graduate Study in Public Health Admissions Criteria:

Students must have earned a baccalaureate degree, or its equivalent, from an institution regionally accredited by an agency recognized by the U.S. Department of Education, with a minimum of a 2.7 overall GPA (on a 4.0 scale). Students must submit official transcripts from all colleges attended, demonstrating successful or pending completion of a baccalaureate degree from an accredited institution.

NCWU Master of Public Health Graduation Requirements:

- Satisfactory completion of 42 hours of MPH coursework. See MPH course requirements (p. 7).
- Completion of MPH coursework with a cumulative minimum GPA of 3.0.
- Completion of all MPH coursework with no more than two final course grades of C.
- Completion of all NCWU MPH coursework within five years of the start of the student's MPH program.
- Complete graduation application submitted to the registrar's office.

MPH Program Course Descriptions:

Master of Public Health Required Courses (Certificate Program Courses are denoted by an *)

EXS 500: Exercise Physiology in Context (3 credits)

(Physical Activity & Health Concentration only)

This course provides students with an introduction to the acute responses and the chronic adaptations associated with physical activity and exercise. Selected body's systems will be reviewed with a focus on the effects of physical activity and exercise on health-related fitness. Specifically, this course is designed to cover: 1) the anatomy and physiology of the various human body's systems; 2) the differences between acute responses and chronic adaptations to physical activity and exercise; 3) the acute responses and chronic adaptations to physical activity and exercise on the various human body systems and 4) the complex relationship between physical activity and health.

EXS 600: Assessment in Physical Activity and Health (3 credits)

(Physical Activity & Health Concentration only)

This course focuses on assessment, measurement and surveillance techniques used to measure the relationship between physical activity/exercise and health. Specifically, this course will provide students with the knowledge and skills to assess physical fitness components, measure physical fitness, and measure physical activity across various settings and populations. This course will also cover pre-participation health screening for physical activity and exercise, and provide guidance on how to interpret and use the various fitness assessments to formulate a sound and effective exercise prescription to apparently healthy population.

PBH 500: Foundations in Public Health (3 credits)*

This course introduces the fundamentals of public health concepts and practice. The course is designed to provide students with a broad overview of the field of public health, with emphasis on the core areas of public health including: (1) social determinants of disease, (2) epidemiology and biostatistics, (3) health promotion and behavior change, (4) environmental health, and (5) health care administration. This course is designed to lay the groundwork for future coursework and introduce students to specialty areas within public health.

PBH 501: Introduction to Social Epidemiology (3 credits)

(Social Epidemiology Concentration only)

Social epidemiology explores how social systems, social determinants, and (in)equities relate to health status, experiences, and outcomes. This introductory course will explore the theories that gave rise to social epidemiology, its main areas of focus, and social epidemiological methods. Students will apply social epidemiology to public health issues and use social epidemiology to critique and suggest areas of improvement for public health research and practice.

PBH 510: Quantitative and Qualitative Methods in Public Health (3 credits)*

This course introduces students to quantitative and qualitative research design in public health. This course will explore public health research topics including: (I) developing a research question and study purpose/aims; (2) the collection and reporting of data; (3) selecting appropriate statistical methods for a given research question; (4) interpretation of research findings; and (5) dissemination of research findings. On this course, students will learn how to calculate various statistical measures and indices, how to quantify health relationships, and how to compute and interpret inferential statistical techniques. Students will also learn how to utilize statistical software packages including Excel and SAS to facilitate the processing, editing, storing, displaying, analysis, and interpretation of public health research-related data.

PBH 515: Physical Activity and Behavior (3 credits)

This course examines the social and behavioral factors that contribute to health decisions and behaviors, with a focus on physical activity and sedentary behaviors. This course includes advanced examination of theoretical health behavior models and their application to physical activity behavior. Students will also learn theory-based practical techniques, tools, and interventions (e.g., counseling skills, motivational interviewing) to enhance exercise prescription, and increase physical activity participation.

PBH 520: Epidemiology (3 credits)*

This course introduces students to the basic principles of epidemiology for public health. Topics covered in this course include the study of: (1) distribution and determinants of disease; (2) basic indicators of population health; (3) measures of disease occurrence; (4) measures of risk and association; (5) infectious disease and outbreak investigations; (6) public health screening and surveillance; and (7) epidemiological study designs.

PBH 525: Public Health Policy, Management, and Leadership (3 credits)*

This course will address public policy development, management, and leadership in the context of their impact on public health. The impact of legislative and regulatory decisions on individual rights vs. public good will be explored, in addition to factors that influence public health policymaking including advocacy, health equity, evidence, and ethics. Other topics discussed in this course include budgeting and finance considerations, mission and vision creation, negotiation and mediation, quality improvement, strategic planning and marketing, and effective delivery and administration of public health policy or services.

PBH 530: Program Planning and Implementation (3 credits)

This course will focus on elements of program planning and implementation in public health. Program planning topics including logic models, needs assessments, community organizing/community partners, evaluation/assessment considerations, social marketing, and cultural awareness will be addressed. In addition, this course will include discussion of public

health program implementation topics including budget and resource management, communication techniques, project management strategies and leadership development.

PBH 535: Program Evaluation and Measurement (3 credits)

This course serves as an introduction to evaluation methodology and measurement tools commonly used to assess programs and policies and the role of public health program evaluation in promoting the health of communities/populations and health equity. Program evaluation is a critical component in designing and operating effective public health programs. Evaluations supply information to program managers and policymakers that can assist them in making decisions about which programs to fund, modify, expand or eliminate.

PBH 540: Healthcare Systems and Public Health (2 credits)*

This course will introduce students to the fundamental organization, structure, behavior, financing, and challenges of the health care system in the United States. The organization, structure, and function of the U.S. health care system will be compared to other national health systems. Major influences (e.g., politics, healthcare payors and financing, managed care, information technology, ethics) on the development and delivery of the U.S. healthcare system will also be explored. Other topics discussed in this course include: (1) healthcare reform in the U.S.; (2) health inequities and access to care; and (3) structural bias within the healthcare system and its impact on health.

PBH 600: Physical Activity and Public Health (3 credits)

(Physical Activity & Health Concentration only)

Physical activity is a critical component of public health. Physically active individuals live longer, and have lower rates of chronic disease, including cardiovascular disease, metabolic disorders (e.g., obesity, type II diabetes), cancer, and mental health disorders. This course is designed to cover: (1) the history behind the emergence of the field of physical activity and public health; (2) the effects of physical activity on health, and the prevention of chronic disease; (3) techniques used to measure physical activity across various settings and populations; and (4) strategies for physical activity promotion across various settings and populations.

PBH 601: Storying, Interpreting, and Constructing: Using Qualitative Inquiry (3 credits)

(Social Epidemiology Concentration only)

Qualitative inquiry uses interpretive strategies to make sense of the world. The CDC Field Epidemiology Manual notes that qualitative research can help us understand "perceptions, values, opinions, and community norms." This course emphasizes qualitative conceptual and analytic application and practice. In addition to exploring the alignment between ontology, epistemology, and axiology and qualitative inquiry, we will discuss common theories, methodologies, and analytic strategies associated with qualitative research.

PBH 608: Space, Place, and Health (3 credits)

(Social Epidemiology Concentration only)

While related, space and place provide different meanings about and impacts on how we experience and understand health. Per the Oxford Reference, space refers to the "extent of an area, usually expressed in terms of the Earth's surface." The Agency for Toxic Substances and Disease Registry (ATSDR), part of the US Centers Disease Control (CDC) notes that "place is a broad and evolving concept, and the places of our lives define, shape, and influence the health determinants we face throughout our lifetimes." This course will explore how to consider space and place both narratively and using mapping technology to assess health. Together we will explore the ways that (perceptions about) spaces and places influence health.

PBH 610: Community Physical Activity Interventions (3 credits)

(Physical Activity & Health Concentration only)

This course will examine strategies for increasing physical activity participation in community settings. Evidence-based strategies to increase physical activity across community sectors, settings, and participants will be explored, and students will be exposed to various physical activity promotion and intervention targets including: (l) the built environment/urban planning, (2) school/youth programs, (3) equitable and inclusive access to physical activity opportunities, (4) mass media community PA campaigns, (5) point of decision prompts, and (6) individual and community supports for physical activity.

PBH 612: Hunger and Food (in)Security (3 credits)

(Social Epidemiology Concentration only)

Per the World Bank food security is achieved when "all people at people, at all times, have physical and economic access to sufficient safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life." Food insecurity occurs when people lack sufficient availability and access to and utilization of safe and nutritious food and/or when the people's food availability, access, and utilization varies. This course will consider the relationships between food and health and explore how food (in)security impacts public health both on its own and as part of other health issues and conditions.

PBH 615: Public Health Integrative Seminar (3 credits)

Taken concurrently with the public health practicum, this course is designed to facilitate students' integration of classroom content with practical applications in the field of public health. In this course, students will have the opportunity to synthesize, deepen, and apply concepts learned during the MPH program through the use of interactive case studies, literature reviews, and oral presentations. In addition, this course outlines the requirements for completion of the culminating integrative learning experience for the MPH program (public health comprehensive exams).

PBH 694: Public Health Internship (3 credits)

Students in the Public Health Internship class will complete a 150-hour practical work experience at a public health related site/agency under the supervision of preceptor and an NCWU MPH program faculty member. The internship course is designed to provide MPH students with the opportunity to integrate the knowledge and skills developed during their academic program in a structured, supervised, real-world professional setting in a public health-related field, under the direction of a site supervisor. As part of this course, students will produce a minimum of two work products that align with the needs of the internship site and meet the educational and/or professional goals of the student. Work products must demonstrate integration of at least five MPH program core competencies, three of which must be foundational MPH core competencies, and two of which can be foundational or concentration-specific core competencies.

PBH 625: Professional Preparation in Public Health (1 credit)

This course is designed for MPH students to complete their culminating public health integrative learning experience, and is comprised of two main components: (1) a written comprehensive exam; and (2) a public health professional development activity. The MPH comprehensive exams are designed to evaluate students' ability to apply foundational public health knowledge and skills developed in the MPH core courses to novel contexts, problems and populations. Through an essay-based comprehensive exam, MPH students will produce a high-quality written product that is appropriate for their educational and professional objectives, and that demonstrates critical thinking, and integration of at least two public health foundational competencies and at least one MPH concentration-specific competency. In addition, students will be expected to complete public health professional development activities which may include passing a national certification exam (the National Board of Public Health Examiners Certified in Public Health exam), or similar proctored exam; attending a public health-related regional, national, or international conference; completing a public health-related certificate program, or other professional development activities, approved by the faculty instructor and faculty academic advisor.

MPH Applied Practice Experience: Public Health Internship

Overview

Students in the NCWU Masters of Public Health (MPH) in Physical Activity and Health program are required to complete a 150-hour field experience at a public health related site/agency under the supervision of preceptor and NCWU MPH faculty. The internship provides MPH students with opportunities to apply and integrate the knowledge and skills developed during their academic program in a structured, supervised, real-world professional setting. As part of the public health internship experience, students will demonstrate attainment of at least five MPH program competencies, a minimum of three of which must be foundational public health competencies (see p. 27 for a list of MPH program competencies). The other two competences can include foundational public health competencies or MPH concentration competencies. In addition to internship hours, students are required to submit a minimum of two practical work products, produced in and for the internship setting, that demonstrate individual competency attainment. Students are also required to submit a written assignment that describes the student's work at their site, and a self-evaluation of the internship experience.

Prerequisites:

Successful completion of PBH 500; PBH 510; PBH 515; PBH 520; PBH 525; PBH 530; PBH 535 (pre or co-req); PBH 540 (pre or co-req); EXS 500.

Internship Site Selection:

Discussions regarding internship placement should begin early, and the internship site must be selected prior to the start of the Public Health Internship course. Students are encouraged to select an internship site in line with their educational and/or professional goals. Appropriate Public Health internship sites may include government agencies, non-governmental agencies, non-profit organizations, industrial organizations, hospitals/clinics, schools, for-profit settings, appropriate university-affiliated settings (must be primarily focused on community engagement), university wellness or health promotion centers, etc.

Students should meet with their MPH faculty advisor, MPH Program Director, and/or MPH Internship faculty early in their program to discuss options for their internship placement. The student is ultimately responsible for finding and securing an internship that will meet their particular needs and course requirements. Students should begin researching and selecting an internship site well in advance of the Public Health Internship course.

Students must secure their internship site no later than two weeks before the end of the semester preceding their internship course. For the accelerated MPH program, internships can be completed in the summer semester of the program (year 1) or the Fall semester of year two of the program. For the Extended MPH program, students must complete their internship

experience during the summer of year 2 in their MPH program. Students in the 4+1 accelerated MPH Program pathway will complete their internships during the Spring semester of their MPH program.

Semester assignment for PBH 694: Public Health Internship will be determined by the student's faculty advisor, in consultation with the MPH Program Director. Some internship sites may require students to submit a background check or other screening (e.g., drug testing, proof of immunizations, etc.) before starting at the internship site. Students must comply with the requirements of the internship agency if they wish to intern at that specific site. Students must complete these requirements before the semester in which the student intends to complete the internship.

Public Health internship advising and supervision
The Public Health internship experience is completed under the supervision of an internship site supervisor (preceptor) and the Public Health Internship faculty instructor. Students should communicate often with both their site supervisor and internship faculty instructor prior to and during their internship course.

Course structure:
Students must complete a minimum of 150 hours at their internship site, over the course of the 16-week semester (for Fall and Spring internships) or 12-week semester (for Summer internships). To meet the 150-hour internship requirement, students should anticipate completing approximately 9-10 hours/week at their internship site (for Fall and Spring internships), or approximately 12-13 hours/week at their internship site for Summer internships. In addition, students are required to submit assignments and participate in asynchronous online course content (discussion boards, etc.). The online class component guides students to connect their internship activities with MPH curriculum, and provides opportunities for discussion and support.

Learning Contract
The Learning Contract outlines the work to be undertaken during the internship experience, and must be approved and signed by the student's site supervisor (preceptor) and internship faculty instructor, near the start of the internship. The learning contract details the nature and scope of the internship work, including the proposed products to be produced for the site (see sample activities and products), how the proposed products demonstrate attainment of at least three foundational public health knowledge competencies and at least two MPH core or MPH concentration competencies, and how the proposed products align with the needs of the internship site.

Internship Work Products Examples:
In addition to internship hours, students are required to submit a minimum of two practical work products, produced in and for the internship setting, that demonstrate individual competency attainment in a minimum of three foundational public health knowledge competencies and at least two MPH or concentration-specific core competencies.

Examples of appropriate internship work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, or other products that demonstrate application of three foundational public health knowledge competencies and at least two MPH or concentration-specific core competencies.

Internship Written Assignment
In addition to the submission of two work products, MPH students must also submit a final internship written assignment and reflection. Specific information regarding the internship written assignment will be provided by the Public Health Internship faculty instructor.

Integrative Learning Experiences:
Public Health integrative seminar, comprehensive exams, and professional preparation in Public Health

Overview:
The culminating integrative learning experience (ILE) for students in the NCWU MPH Program includes a Public Health Integrative Seminar, an essay-based comprehensive exam, and a professional preparation in public health experience.

Public Health Integrative Seminar:
The public Health Integrative Seminar course is designed to facilitate students' integration of classroom content with practical applications the field of public health. In this course, students will have the opportunity to synthesize, deepen, and apply concepts learned during the MPH program through the use of interactive case studies, literature reviews, and oral presentations.

Public Health Comprehensive Exams:
The MPH comprehensive exams are designed to evaluate students' ability to apply foundational public health knowledge and skills developed in the MPH core courses to novel contexts, problems and populations. Through an essay-based comprehensive exam, MPH students will produce a high-quality written product that is appropriate for their educational and professional objectives, and that demonstrates critical thinking, and integration of at least two public health foundational competencies and at least one MPH or MPH concentration core competency.

Professional Preparation in Public Health:
As part of the ILE, MPH students will be expected to complete one public health professional development activity which may include passing a national certification exam (the National Board of Public Health Examiners Certified in Public Health exam), or similar proctored exam; attending a public health-related regional, national, or international conference; completing a public health-related certificate program, or other professional development activities, approved by the faculty instructor and faculty academic advisor.

MPH COMPETENCIES

Foundational Public Health Knowledge Competencies:

Content	Course number(s) & name(s):
Explain public health history, philosophy and values	PBH 500: Foundations in Public Health
Identify the core functions of public health and the 10 Essential Services	PBH 500: Foundations in Public Health
Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PBH 510: Quantitative & Qualitative Methods in Public Health; PBH 520: Epidemiology
List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PBH 500: Foundations in Public Health
Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	PBH 520: Epidemiology
Explain the critical importance of evidence in advancing public health knowledge	PBH 500: Foundations in Public Health; PBH 520: Epidemiology; PBH 510: Quantitative & Qualitative Methods in Public Health
Explain effects of environmental factors on a population's health	PBH 500: Foundations in Public Health; PBH 520: Epidemiology
Explain biological and genetic factors that affect a population's health	PBH 500: Foundations in Public Health; PBH 520: Epidemiology
Explain behavioral and psychological factors that affect a population's health	PBH 500: Foundations in Public Health; PBH 520: Epidemiology; PBH 515: Physical Activity & Behavior
Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	PBH 500: Foundations in Public Health; PBH 520: Epidemiology; PBH 540: Healthcare Systems & Public Health
Explain how globalization affects global burdens of disease	PBH 500: Foundations in Public Health
Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	PBH 500: Foundations in Public Health; PBH 520: Epidemiology

MPH COMPETENCIES

MPH Foundational Competencies:

Content	Course number(s) & name(s):
Evidence-based Approaches to Public Health	
Apply epidemiological methods to the breadth of settings and situations in public health practice	PBH 520: Epidemiology
Select quantitative and qualitative data collection methods appropriate for a given public health context	PBH 510: Quantitative & Qualitative Methods in Public Health
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PBH 510: Quantitative & Qualitative Methods in Public Health
Interpret results of data analysis for public health research, policy or practice	PBH 510: Quantitative & Qualitative Methods in Public Health
Public Health & Health Care Systems	
Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	PBH 540: Healthcare Systems & Public Health
Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	PBH 530: Program Planning & Implementation
Planning & Management to Promote Health	
Assess population needs, assets and capacities that affect communities' health	PBH 530: Program Planning & Implementation;
Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	PBH 530: Program Planning & Implementation;
Design a population-based policy, program, project or intervention	PBH 610: Community Physical Activity Interventions; PBH 601: Storying, Interpreting, & Constructing: Using Qualitative Inquiry
Explain basic principles and tools of budget and resource management	PBH 525: Public Health Policy, Management & Leadership
Select methods to evaluate public health programs	PBH 535: Program Evaluation & Measurement
Policy in Public Health	

Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	PBH 525: Public Health Policy, Management & Leadership
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PBH 525: Public Health Policy, Management & Leadership
Advocate for political, social or economic policies and programs that will improve health in diverse populations	PBH 525: Public Health Policy, Management & Leadership
Evaluate policies for their impact on public health and health equity	PBH 525: Public Health Policy, Management & Leadership
Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	PBH 525: Public Health Policy, Management & Leadership
Leadership	
Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	PBH 525: Public Health Policy, Management & Leadership
Apply negotiation and mediation skills to address organizational or community challenges	PBH 530: Program Planning & Implementation
Communication	
Select communication strategies for different audiences and sectors	PBH 530: Program Planning & Implementation
Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	PBH 530: Program Planning & Implementation
Describe the importance of cultural competence in communicating public health content	PBH 530: Program Planning & Implementation
Interprofessional Practice	
Perform effectively on interprofessional teams	PBH 500: Foundations in Public Health
Systems Thinking	
Apply systems thinking tools to a public health issue	PBH 500: Foundations in Public Health

MPH COMPETENCIES

Physical Activity and Health Concentration Competencies:

Content	Course number(s) & name(s):
Analyze the physiological responses to an acute bout of exercise and the physiological adaptations to chronic exercise.	EXS 500: Exercise Physiology in Context
Differentiate among, and appropriately use, fitness assessment and physical activity measurement techniques to assess and promote physical activity at the individual and population level.	EXS 600: Assessment in Physical Activity & Health
Evaluate the role of physical activity in health and the prevention of chronic disease.	PBH 600: Physical Activity & Public Health
Apply appropriate health behavior change theories and models, with consideration for social determinants of health, to the design of efficacious community-based physical activity interventions.	PBH 515: Physical Activity & Behavior
Apply evidence-based strategies to develop and evaluate a physical activity intervention, grounded in health behavior change theory.	PBH 610: Community Physical Activity Interventions

Social Epidemiology Concentration Competencies:

Content	Course number(s) & name(s):
Apply social epidemiological perspectives and strategies to public health practice	PBH 501: Introduction to Social Epidemiology
Defend and critique social epidemiological strategies designed to promote health equity	PBH 501: Introduction to Social Epidemiology
Demonstrate the connections between social epidemiology and ontology, epistemology, and axiology in research and practice	PBH 601: Storying, Interpreting, and Constructing: Using Qualitative Inquiry
Use analytic tools and strategies to map the connections between social inequities health and disease	PBH 608: Space, Place, and Health
Apply appropriate health behavior change theories and models, with consideration for social determinants of health, to the design of efficacious community-based physical activity interventions.	PBH 515: Physical Activity & Behavior

MPH LEARNING OUTCOMES AND ASSESSMENT

Program Learning Goals (PLG's)

1. Prepare students to work effectively in a variety of public health-related settings and positions including: community health, government and non-profit health agencies, corporate and healthcare/hospital spaces, health education and promotion, school-based health programming, and others.

2. Equip students with the knowledge and skills to plan, implement, and evaluate public health programs in order to improve the health of individuals and communities.

3. Center diverse audiences, stakeholders, and settings when designing, implementing, evaluating and communicating about public health programs and policies.

4. Prepare students to pursue public health-related certifications including but not limited to the Certified Public Health (CPH) offered by the National Board of Public Health Examiners (NBPHE), or the Certified Health Education Specialist offered by the National Commission for Health Education Credentialing (NCHEC).

Student Learning Outcomes (SLO) by Program Learning Outcomes (PLO's):

1. **PLO1:** Students will understand the basic tenets, applications, and foci of public health, in addition to measures of population health and illness (risk factors, epidemiological data, and access to healthcare).

    a. **SLO1:** Students will apply epidemiological concepts and methods to a breadth of settings and situations in public health practice

    b. **SLO2:** Students will explain the core functions of public health and the 10 Essential Services.

2. **PLO2:** Students will interpret the role of social determinants in the promotion of health and the prevention of disease.

    a. **SLO1:** Students will use evidence to discuss and promote the relationships between social determinants and individual and community health

b. **SLO2:** Students will differentiate among, and appropriately use, measurement and surveillance techniques to assess health across the social ecology.

3. **PLO3:** Students will develop population-based interventions, develop policies and programs to meet population needs, and evaluate the effectiveness of programs and interventions.

    a. **SLO1:** Students will analyze the social determinants of health, and their influence on health policies and programs, including planning, implementation, and evaluation of such programs and policies.

    b. **SLO2:** Students will explore the roles of multiple stakeholders, budget and resource management, and cultural values and practices in health-based program planning, implementation, and evaluation.

    c. **SLO3:** Students will examine the role of behavior in health access, policy, and programming.

4. **PLO4:** Students will effectively communicate audience-appropriate public health content.

    a. **SLO1:** Students will produce high-quality writing integrating evidence-based information.

    b. **SLO2:** Students will provide culturally appropriate written, oral, and visual public health communication.

Program learning outcomes (PLOs) and associated student learning outcomes (SLOs) are used for internal University and MPH Program evaluations. They are designed to align with the eight domains of the 2021 Core Competencies for Public Health Professionals set forth by the Council on Linkages between Academia and Public Health Practice:

(http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2021October.pdf ; see table below).

Core Competencies for Public Health Professionals	Associated PLO's
Data Analytics and Assessment Skills	**PLO1; PLO2**
Policy Development and Program Planning Skills	**PLO3**
Communication Skills	**PLO4**
Health Equity Skills	**PLO3; PLO4**
Community Partnership Skills	**PLO3; PLO4**
Public Health Sciences Skills	**PLO1; PLO2**
Management and Finance Skills	**PLO3**
Leadership and Systems Thinking Skills	**PLO3; PLO4**

Academic Advising

Each student in the MPH program will be assigned two academic advisors: an Adult and Professional Studies (APS) staff advisor and an MPH Program faculty advisor. The APS staff advisor helps students with APS logistics including using the online learning management system (LMS), contacting and working with the financial aid office, getting set up in the NCWU-MPH Student Portal, registering for classes, acquiring textbooks, and other APS-related advising. The MPH Program faculty advisor helps students with program-specific questions, career and professional development, practicum site selection and placement, and other MPH Program-related advising. Together, the academic advisors help guide students throughout their program, however, the responsibility for meeting all academic requirements for the MPH Program ultimately rests with the student. Students should maintain regular contact with their academic advisors, and should remain aware of university policies, deadlines, and MPH program requirements.

Academic Policies

MPH Program students are expected to adhere to the standards set forth by the NCWU graduate academic policies. Complete details regarding these policies can be found in the "Graduate Academic Programs" section of the NCWU online course catalog: https://catalog.NCWU.edu/

Students should ensure that they have read and understand the academic policies listed in the university catalog.

Satisfactory Academic Progress

NCWU's MPH program follows the academic policy for satisfactory academic progress as outlined in the university catalog ("Graduate Academic Programs" section of the NCWU online course catalog: https://catalog.NCWU.edu/).

MPH Program Grading Scale

A Excellent. Highest professional quality (4 quality points per credit hour)
B Good. Professional quality (3 quality points per credit hour)
C Passing work (2 quality points per credit hour)
F Failing (No quality points assigned)

A student who earns one final grade of C in any MPH course will receive a notice of Academic Warning. The student will be required to meet or confer with the MPH Program Director to discuss the circumstances and receive academic counsel.

A student who earns two final C grades will be notified in writing he/she will be placed on Academic Probation. The student will be required to meet or confer with the MPH Program Director to discuss the circumstances and receive academic counsel.

A student who earns three final C grades will be notified in writing that he/she will be academically suspended, and immediately dropped from the graduate program.

A student who receives an F grade for any MPH course will be flagged, and removed from the program for academic suspension. The student will have his/her status reviewed by the program, and will be notified, within ten working days, whether he/she will be allowed to continue the program.

Appealing Academic Suspension

A student who wishes to appeal their suspension, must follow the procedures set forth in the university catalog ("Graduate Academic Programs" section of the NCWU online course catalog: https://catalog.NCWU.edu/).

Adult and Professional Studies (APS) Policies

The MPH Program is delivered online, through NCWU's Adult and Professional Studies (APS) Program. More information about the APS program can be found here: https://NCWU.edu/academics/adult-professional-studies/. As part of the APS program, the MPH program adheres to the policies and procedures set forth by APS. Further detail regarding academic policies can be found in the "Adult and Professional Studies" section of the university's online catalog (https://catalog.NCWU.edu/).

APS Attendance Policy:

Attendance during week 1 of a course is mandatory. Students are required to physically attend a seated class. Student must post an introduction in the discussion forum in online classes. If a student is recorded as absent for the first class meeting, the student will be administratively removed from the course. An email will be sent to their NCWU student email address informing them of the administrative drop from the class. If the student wishes to stay in the class, they must be responsible and contact their academic advisor before the end of the drop/add period. The drop/add period ends on the second Tuesday of any term.

APS classes are accelerated classes offered in 8-week terms. This format requires any student attends every class session. Missing any class session adversely impacts the student's learning and course performance. In the event of an absence, the student is required to notify the instructor ahead of time and follow the instructor's course of action for dealing with the missed class time.

An instructor may fail any student who misses more than twenty-percent of a course (6 hours for an 8-week course, 4 hours for a 5-week course) after the drop period. Ultimately, it is the instructor's decision to determine how to handle absences.

Students should be aware that failing to attend class may result in financial account change. Please refer to academic policies section of the catalog.

Students who are unable to attend due to medical reasons may be able to withdraw with a Medical Withdrawal. Students who request a medical withdraw may still be financially responsible for the tuition.

Student Resources

North Carolina Wesleyan University provides a wide range of student services designed to assist students and enhance student success. The following sections include the programs and services available to online student learners:

Pearsall Library:

Access to NCWU's Pearsall Library is available to MPH program students, both live-in person and online. For current Library hours, access to Library resources, and more, visit the Pearsall Library website: https://NCWU.edu/academics/library/

Librarians are present at the library 7 days a week during library hours and the reference desk is manned while the library is open (105-1/2 hours a week, except holidays, during the fall and spring semesters and 61 hours a week, except holidays, during summer sessions). During the weekend hours, library coverage is provided by a highly skilled library paraprofessional or by a librarian. Librarians check their email and voice messages from home during closed hours and reply to messages by or before the next business day. Contact information and library hours are available on the library's website. If students need materials that they are not able to access through the databases or in the campus collection, the library offers interlibrary loan services, free of charge.

Additionally, the MPH program has a dedicated Library Resource Guide (LibGuide) for quick access to discipline-specific learning resources including research tutorials, resource search tips, how to find peer-reviewed articles, discipline-specific databases, how to evaluate information, APA formatting guides, discipline-specific journal articles, and more). The MPH LibGuide can be found here: https://NCWU.libguides.com/c.php?g=1330790

The NCWU Writing Center:

The NCWU Writing Center is dedicated to helping students with any form of writing, from any class, and at any stage of the writing process. The Writing Center offers both face-to-face and synchronous online sessions that allow students to collaborate with trained peer consultants. Writing Workshops are also held each semester to help students walk through important writing topics. The Writing Center is open during the fall and spring semesters only. It is closed during the summer.

Students in any class and at any stage in their writing process can schedule an Individual Consultation with a trained peer consultant. Consultations may be face-to-face or online. For more information, visit the writing center website:
https://NCWU.edu/academics/library/writing-center/

Student Success Center:

The student success center is available to MPH program students. The Student Success Center serves the campus community by providing a full range of programs and services designed to empower and connect Wesleyan students with the resources needed to enhance their academic and personal development. Services provided by the Student Success Center include tutoring, career services, counseling services disability services, and more. Further information can be found here: https://NCWU.edu/campus-life/resources/student-success-center/

Counseling and Accessibility Services:

Counseling and accessibility services (available online to students at https://NCWU.edu/campus-life/resources/counseling-services) are readily available to online students. The goal of Counseling services is to provide students with a safe, confidential, and supportive environment to discuss life concerns, challenges, and opportunities. The purpose of Accessibility services is to provide equal access opportunities, including the establishment and coordination of academic accommodations, auxiliary aids and programs to qualified students in accordance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990. The office of CDS exercises a reasonable good faith effort to coordinate accommodations to enable students with disabilities to maximize their educational potential. Further information can be found in the Accessibility Services handbook: https://NCWU.edu/wp-content/uploads/2023/07/Accessibility-Services-Handbook-2023.pdf

Office of Career Development and Leadership (OCDL):

The Office of Career Development and Leadership (OCDL; available online to students at https://NCWU.edu/campus-life/resources/career-development-leadership/) provides a variety of services which include career fairs, workshops, resume feedback, and more. The OCDL works alongside students throughout their career planning process as they explore careers, engage in networking, write effective resumes, polish interview skills and pursue their initial professional employment steps through internships and early career roles.

Technical Requirements

Textbooks:

MPH program students can order or sell back their textbooks by visiting the Rachel T. Dix Bookstore, located on the NCWU campus in Rocky Mount, NC, or through their online website (https://www.NCWUstore.com/). Students have the option to pay out of pocket or to charge their books to their account and use available financial aid funds. If the book charge is more than the available excess financial aid funds, the student will be responsible for paying the balance out of pocket. Books may also be secured via outside online book retailers.

Technology Requirements:

The MPH program is delivered 100% online. As such, it is expected that students have reliable technology for completing course requirements. It is highly suggested that students visit the following link to check their technology compatibility for taking online classes. https://NCWU.edu/about/departments/information-systems/technology-requirements/

Many MPH courses require some synchronous ("live") virtual attendance, in addition to asynchronous, online content. NCWU MPH course synchronous sessions are delivered via the Microsoft Teams platform. The Microsoft Teams can be downloaded for free here: https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app , or via the App store on most devices. Students should consult with their course instructor regarding frequency and requirements (such as use of video) of the course's synchronous virtual sessions.

Technology Support:

Technology support is available to MPH program students 24/7 by calling the technology support phone number: 252-984-5000.

During regular business hours, students will be able to connect with Information Services staff at NCWU in Rocky Mount, NC. From 5pm-8am (Monday-Thursday) and 5pm Friday until 8am Monday, students will be connected to a live person at a call center to help them with their needs. This call center is mainly trained to help with our LMS system (online classes), but they can also help trouble shoot some basic IT/Computer issues (cookie issues, etc).

Master of Public Health Faculty and Staff Contact Information

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