

**Consortium of Eastern Ohio Master of Public Health  
Student Prospectus**

(To be completed by the end of the first semester or quarter)

Name (Last, First, Middle) \_\_\_\_\_  
Street address \_\_\_\_\_  
City, State, Zip code \_\_\_\_\_  
Home phone \_\_\_\_\_  
Cell phone \_\_\_\_\_  
Work phone \_\_\_\_\_  
Work days/hours \_\_\_\_\_  
Fax number \_\_\_\_\_  
Email address(es) \_\_\_\_\_  
Other contact information \_\_\_\_\_

Date MPH degree started \_\_\_\_\_  
Expected/desired date of MPH degree completion \_\_\_\_\_

Student Signature: \_\_\_\_\_

Program Coordinator (Advisor) Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Meeting/discussion dates and notes** *(please attach any additional revisions to this form):*

**Additional comments:**

**Consortium of Eastern Ohio Master of Public Health Requirements**  
(This MPH degree should be completed in six years)

<i>Core Courses</i>				
<b>Students are encouraged to take two core courses in each of three semesters</b>	<b>Term scheduled</b>	<b>Term completed</b>	<b>Hours</b>	<b>Grade</b>
Public Health Concepts (PHC)—Fall I or Summer			3	
Biostatistics in Public Health (BIO)—Fall I or Summer			3	
Social and Behavioral Sciences in Public Health (SBS)—Spring I			3	
Epidemiology in Public Health (EPI)—Spring I			3	
Health Services Administration in Public Health (HSA)—Fall II			3	
Policy & Environmental Sciences in Public Health (PES)—Fall II			3	

<b>Generalist Track Courses</b>				
Grant Writing in Public Health Practice ( <i>Required, starting fall 2011</i> ) • Offered spring and summer • No pre-requisite			3	
Public Health Practice and Issues ( <i>Required, starting fall 2008</i> ) • Offered spring and summer • Pre-requisite PHC			3	
Public Health Research and Evaluation ( <i>Required, starting fall 2015</i> ) • Offered spring and fall • Pre-requisite BIO and EPI			3	

<i>Capstone Project Courses</i>				
Capstone Project I • Offered spring, summer, and fall • Pre-requisite—4 core courses			3	
Capstone Project II • Offered spring, summer, and fall • Pre-requisite—all 6 core courses and Capstone Project I (should be in the last year of the program)			3	

<b>Electives (total 9 semester credits)</b>						
Choices of MPH-specific electives (requires faculty preceptor—please indicate faculty name under “course” column)						
<ul style="list-style-type: none"> <li>• Independent Studies in Public Health (<b>maximum</b> 3 semester credits) optional</li> <li>• Practicum (<b>maximum</b> 3 semester credits) optional</li> </ul>						
<b>Course Number</b>	<b>Course/Instructor</b>	<b>University</b>	<b>Term scheduled</b>	<b>Term completed</b>	<b>Hours</b>	<b>Grade</b>

<b>Total hours</b> (should be at least 42 semester hours)	
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## Council on Education in Public Health and Consortium of Eastern Ohio Master of Public Health Competencies

<b>CEPH Foundational Knowledge Areas</b>	
K-1	Explain public health history, philosophy and values
K-2	Identify the core functions of public health and the 10 Essential Services
K-3	Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
K-4	List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
K-5	Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
K-6	Explain the critical importance of evidence in advancing public health knowledge
K-7	Explain effects of environmental factors on a population's health
K-8	Explain biological and genetic factors that affect a population's health
K-9	Explain behavioral and psychological factors that affect a population's health
K-10	Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
K-11	Explain how globalization affects global burdens of disease
K-12	Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

<b>CEPH Competencies</b>	
C-EVI1	Apply epidemiological methods to the breadth of settings and situations in public health practice
C-EVI2	Select quantitative and qualitative data collection methods appropriate for a given public health context
C-EVI3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
C-EVI4	Interpret results of data analysis for public health research, policy or practice
C-HCS1	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
C-HCS2	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
C-MGT1	Assess population needs, assets and capacities that affect communities' health
C-MGT2	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
C-MGT3	Design a population-based policy, program, project or intervention
C-MGT4	Explain basic principles and tools of budget and resource management
C-MGT5	Select methods to evaluate public health programs
C-POL1	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
C-POL2	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
C-POL3	Advocate for political, social or economic policies and programs that will improve health in diverse populations
C-POL4	Evaluate policies for their impact on public health and health equity
C-LEA1	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
C-LEA2	Apply negotiation and mediation skills to address organizational or community challenges
C-COM1	Select communication strategies for different audiences and sectors
C-COM2	Communicate audience-appropriate public health content, both in writing and through oral presentation
C-COM3	Describe the importance of cultural competence in communicating public health content
C-IPP1	Perform effectively on interprofessional teams
C-SYS1	Apply systems thinking tools to a public health issue

<b>Generalist Track Competencies (these are CEOMPH track competencies)</b>	
G1	Prepare proposals for funding from external sources
G2	Demonstrate the ability to design, implement and execute a research, assessment, evaluation, quality improvement or other systematic protocol
G3	Propose the use of cultural models and approaches in public health situations in an organizational context
G4	Demonstrate critical evaluation of ethical values, theories, and principles that guide public health inquiry and decision-making
G5	Analyze the public health information infrastructure used to collect, process, maintain, and disseminate data in order to allow for decision-making at an administrative level
G6	Use strategies in population and risk communication situations
G7	Interpret characteristics of biological, chemical, genetic, and physical agents in the context of public health scenarios