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Master of Public Health Website: [www.indiana.edu/~mph](http://www.indiana.edu/~mph)
Fall 2014

Dear MPH Students,

I would like to welcome you to Indiana University and the School of Public Health-Bloomington. You are about to embark on an educational experience that will prepare you to become a competent public health professional. We have the finest facilities, top-ranked graduate programs and award winning scholars among our facility and staff. Our public health alumni are working all over the world making a difference in the lives of many communities and individuals, and soon you will join them.

The School of Health, Physical Education, and Recreation was established in 1946 as the first school of its kind in the United States. Over the past 6 decades, the school and our programs have grown to encompass a broad spectrum of academic interest and professional fields. We have more than 2,500 students and almost 17,000 living alumni, with undergraduate and advanced degree programs in Applied Health Science, Environmental Health, Epidemiology and Biostatistics, Kinesiology, and Recreation, Park and Tourism Studies. Campus Recreational Sports provides sports and fitness services for the IU community and the public.

The School of Public Health’s motto is carved into our building’s limestone façade: *in corpora sano mens sana*, meaning “a sound body provides for a sound mind.” This sentiment, influenced by the Greek concept of the indivisible duality of body and mind, is seen all around us as people worldwide are rediscovering the importance of personal health and wellness.

Our resources include more than 12,000 square feet of research and teaching laboratories, and nearly 275,000 square feet of indoor and outdoor sport and fitness facilities, including our award-winning recreation center, aquatic center, and acreage that includes Bradford Woods.

Over the past four years, the faculty, staff, and students have been working tirelessly on the transition of HPER into becoming the school of public health. The transition has been a tremendous amount of work, but I am confident that we are embarking upon the biggest opportunity of our school’s distinguished history, taking us to an even greater level of national prominence.

I wish you the best of luck as you pursue your MPH degree. While you will be very busy with homework, exams, projects and papers, please do not forget to take time for yourself and discover all the opportunities Indiana University has to offer. See a play, go to the opera, or join an intermural sport. Furthermore, you are at one of the most beautiful campuses in the nation, so be sure to experience all that this university has to offer you.

Sincerely,

Mo Torabi, Ph.D., M.P.H., M.S.P.H.
Dean and Professor
School of Public Health-Bloomington
Indiana University
SPH Building 111
[www.publichealth.indiana.edu](http://www.publichealth.indiana.edu)
IU Reaches Milestone towards Establishing Schools of Public Health in Bloomington and Indianapolis

July 12, 2012

BLOOMINGTON, Ind. -- The Council on Education for Public Health, an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs, has approved Indiana University's request to begin the accreditation process for a School of Public Health at IU Bloomington and one at Indiana University-Purdue University Indianapolis.

Photo by Hillary Demmon

Edwin Marshall

The council's approval is the latest step in a journey to create schools of public health on IU's two largest campuses that began in 2009 when President Michael A. McRobbie announced the plans in response to the significant public health needs in the state of Indiana. The IU Board of Trustees approved creation of the schools in June 2011, and the Indiana Commission on Higher Education gave its approval in October 2011.

"As a state, Indiana ranks in the bottom quartile for most public health metrics, with some of the most morbid health indices in the country," said Edwin Marshall, IU vice president for diversity, equity and multicultural affairs and chair of the IU Public Health Coordinating Council. "The Council on Education for Public Health's recent action represents a significant milestone in IU's progress toward establishing two accredited schools of public health and will allow IU to mobilize and leverage existing resources to address critical public health programs in the state."

The schools of public health will address population health through instruction, research and services, and will offer study in at least five core areas: biostatistics; epidemiology; environmental health sciences; health services administration; and social and behavioral sciences. Both schools will offer undergraduate, master's and doctoral programs.

The IU School of Public Health-Bloomington, currently named the School of Health, Physical Education and Recreation, will have a rural community focus that will emphasize its strengths in social and behavioral health, environmental health sciences, epidemiology and community-based research and practice.

"This is a monumental time in the evolutionary history of our school. The School of Public Health-Bloomington, now with a broader mission, is committed to preventing disease and premature death, and promoting health, wellness and quality of life as well as reducing skyrocketing health care costs for our fellow citizens," said Mohammed Torabi, interim dean of the School of Health, Physical Education and Recreation. "I believe the public health of the state will be better off because of the two new schools of public health. President McRobbie and his cabinet deserve tremendous credit for this historic achievement."

The new IU School of Public Health-Indianapolis will focus more on urban health, health policy, biostatistics and epidemiology, with strong connections to the IU School of Medicine, as well as the other health sciences schools on the IUPUI campus.

"This is a truly historic moment for Indiana University and the state of Indiana. Establishing a new IU School of Public Health on the IUPUI campus will allow the faculty, staff and students to improve the health of Hoosiers in Indianapolis and beyond by working closely with local and state public health leaders," said Eric R. Wright, interim chair of the Department of Public Health in the IU School of Medicine. "We are deeply grateful to President McRobbie, Vice President Marshall and Chancellor Bantz for their unwavering support and for championing the importance of public health for the state of Indiana."

With the Council on Education for Public Health's approval, the university will now begin the accreditation process, which is expected to take up to two years to complete. As part of the process, each school must undertake a self-study and submit the results to the council by June 2014, after which a team of peer reviewers will visit both schools.
The Indiana University School of Public Health-Bloomington is currently designated with the status of “applicant” for the process of seeking accreditation by the Council on Education for Public Health (CEPH), the federally recognized entity that accredits schools and programs of public health. The self-study and accreditation review process was formally initiated in January 2012, and our school’s accreditation self-study was due to CEPH in June 2014.

Our Master of Public Health (MPH) program has been accredited by CEPH since 1995, with our most recent reaccreditation process occurring during the 2009-2010 academic year. Subsequent to a comprehensive self-study by our faculty and staff, and a site visit by an accreditation team from CEPH, the MPH program was awarded full accreditation for a period of seven years, with our next reaccreditation process occurring in 2017. Copies of documents related to the most recent reaccreditation process are available upon request. Please contact Dr. Evelyn Goldsmith (evsgold@indiana.edu) for such requests.

We invite full participation by faculty, staff, students, alumni, and community partners throughout the self-study process for accreditation as a school of public health. To learn more about how you might become involved in this process, contact Dr. Michael Reece, Associate Dean for Research and Graduate Studies, who also serves as Chair of the Accreditation Self-Study process (mireece@indiana.edu).

Below is a list of the members of the Accreditation Steering Committee, the group of individuals who are leading our current accreditation efforts:

**Michael Reece, Ph.D., MPH** (ex officio)
Associate Dean for Research & Graduate Studies
School of Public Health

**Kathleen Gilbert, Ph.D.** (ex officio)
Executive Associate Dean
School of Public Health

**Catherine Sherwood-Laughlin, HSD, MPH** (ex officio)
Director, MPH Program
School of Public Health

**Nancy Ellis, HSD, MPH**
Representative, MPH Concentration Coordinators
Department of Applied Health Science

**Barbara Hocevar, Ph.D.**
Associate Professor
Department of Environmental Health

**Kimberly Christine Vick**
Representative, MPH Student
Department of Applied Health Science

**Bernadette de Leon, MA, MS PhD(c)**
Representative, SPH Staff
Director, SPH Technology Services

**Chris Geary, M.S.**
Representative, SPH Staff
Campus Recreational Sports

**Katie Barnhart, MPH**
Representative, Doctoral Student
Department of Applied Health Science

**Lynn Jamieson, Re.D.**
Professor
Department of Recreation, Park and Tourism Studies

**Aurelian Bidulescu, MD, Ph.D., MPH**
Associate Professor
Department of Epidemiology and Biostatistics

**Donetta Cothran, Ph.D.**
Professor
Department of Kinesiology

**Barry Lessow, Ed.D.**
Executive Director
United Way of Monroe County

**Alice Lindeman, M.S.**
Associate Professor
Department of Applied Health Science

**Paula McDevitt, B.S.**
Recreation Services Division Director of Parks and Recreation
City of Bloomington

**John Schrader, HSD**
Assistant Dean for Student Academic Services

**Stanford Williams, III**
Representative, Undergraduate Student
Department of Kinesiology
MPH CONCENTRATION COORDINATORS, 2014-2015

Dr. Brian Dodge
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bmdodge@indiana.edu

Dr. Zhongxue Chen
Biostatistics
zc3@indiana.edu

Dr. Barbara Hocevar
Environmental Health
bhocevar@indiana.edu

Dr. Juhua Luo
Epidemiology
juhluo@indiana.edu

Dr. Nancy Ellis
Professional Health Education
ellisn@indiana.edu

Dr. Jeanne Johnston
Physical Activity
jdjohnst@indiana.edu

Dr. Jonathon Beckmeyer
Family Health
Jbeckmey@indiana.edu

Dr. Michael Hendryx
Public Health Administration
hendryx@indiana.edu
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<th>Courses, Professional Development, and Requirements</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
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<tr>
<td>Fall Semester, Year 1: 12 credit hours of coursework</td>
<td>x</td>
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<tr>
<td>Complete Initial Self-Assessment Core Competencies (Competency Tracker)</td>
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<tr>
<td>Complete assessments in the Competency Tracker for Fall courses (Pre)</td>
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<tr>
<td>Consider joining professional organizations (MPHA, USOGI, research teams, etc.)</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Organize and collect documents for 698 (Culminating Experience)/portfolio</td>
<td>x</td>
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<tr>
<td>Complete assessments in the Competency Tracker for Fall courses (Post)</td>
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<tr>
<td>Spring Semester, Year 1: 12 credit hours of coursework</td>
<td>x</td>
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<tr>
<td>Complete assessments in the Competency Tracker for Spring courses (Pre)</td>
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<tr>
<td>Attend cohort meetings about internships and summer practicum</td>
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<tr>
<td>Register and attend a professional conference, meeting or symposium</td>
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<tr>
<td>Complete assessments in the Competency Tracker for Spring courses (Post)</td>
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<tr>
<td>Summer Semester Between Year 1 &amp; Year 2 (Elective Courses optional)</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Summer Practicum: participate in meaningful work, volunteer experience or a research with an organization that fits your academic/career goals, or research interest</td>
<td>x</td>
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<tr>
<td>Fall Semester, Year 2: 12 credit hours of coursework; 1 credit hour of 698 (Culminating Experience)</td>
<td>x</td>
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<tr>
<td>698: Culminating Experience Synthesis Project</td>
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<tr>
<td>Complete assessments in the Competency Tracker for Fall courses (Pre)</td>
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<tr>
<td>Choose your internship and begin finalizing Field Exp Agreements (See MPH Field Exp Handbook)</td>
<td>x</td>
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<tr>
<td>Optional: Register/Take Certified in Public Health (CPH) Exam or Master Certified Health Education Specialist (MCHES) Certification</td>
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<tr>
<td>Complete assessments in the Competency Tracker for Fall courses (Post)</td>
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<tr>
<td>Spring Semester, Year 2: 5 credit hours of 696 (Field Exp); 1 credit hour of 698 (Culminating Experience)</td>
<td>x</td>
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<tr>
<td>Field Experience (no less than 300 clock hours working with an agency)</td>
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<tr>
<td>Complete Post Self-Assessment Core Competencies (Competency Tracker)</td>
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<tr>
<td>Culminating Synthesis Project, Portfolio and Poster Presentation Due</td>
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<tr>
<td>Graduation</td>
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*This Timeline is meant to be a guide only. Students are advised to meet with their faculty advisor regularly and reference MPH curriculum materials often.*
## TWO YEAR COURSE SEQUENCING - ALL CONCENTRATIONS

### Behavioral, Social and Community Health

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<th>Fall Year 2</th>
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<tr>
<td>BS89 Soc/Behv Determ of Hlth (3)</td>
<td>Elective or E651 Epidemiology (3)</td>
<td>Elective (optional)</td>
<td>V541 Environmental Health (3)</td>
<td>BS98 MPH Culm Exp in BSCH (1)</td>
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<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>PS10 Org/Admin of Pub Hlth Prog (3)</td>
<td>B602 Interv Design in Pub Hlth (3)</td>
<td>B696 Field Exp in Pub Hlth BSCH (5)</td>
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<td>BS01 Pub Hlth Asmt (3)</td>
<td>E629 HIV/AIDS In Disparate Populations (3)</td>
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<td>Elective or E651 Epidemiology (3)</td>
<td>H562 Health Program Eval (3)</td>
<td>B698 MPH Culm Exp in BSCH (1)</td>
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### Biostatistics

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<td>Elective (3)</td>
<td>Elective (optional)</td>
<td>Q502 Multi Statistical Analysis (3)</td>
<td>Q698 MPH Culm Exp in BIO (1)</td>
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<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>PS10 Org/Admin of Pub Hlth Prog (3)</td>
<td>Electives (6-9)</td>
<td>Q612 Survival Analysis (3)</td>
<td>Q698 Field Exp in Pub Hlth BSCH (5)</td>
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<td>V541 Environmental Health (3)</td>
<td>Q501 Exp Analysis and Design (3)</td>
<td>Q698 MPH Culm Exp in BIO (1)</td>
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<td>E651 Epidemiology (3)</td>
<td>Q603 Categ Data Analysis (3)</td>
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<tr>
<td>E651 Epidemiology (3)</td>
<td>PS10 Org/Admin of Pub Hlth Prog (3)</td>
<td>Elective (optional)</td>
<td>V546 Risk Asmt, Policy &amp; Toxic Regs (3)</td>
<td>V698 MPH Culm Exp in EH (1)</td>
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<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>V542 Principles of Toxicology (3)</td>
<td>V548 Environ and Occup Epi (3)</td>
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<td>V541 Environmental Health (3)</td>
<td>V545 Exposure Asmt &amp; Control (3)</td>
<td>B580 Soc/Behv Determ of Hlth (3)</td>
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<tr>
<td>Elective (3)</td>
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### Epidemiology

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<td>E651 Epidemiology (3)</td>
<td>PS10 Org/Admin of Pub Hlth Prog (3)</td>
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<td>E655 Chronic Disease Epi (3)</td>
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<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>E658 Advanced Epidemiology (3)</td>
<td>E655 Infect Disease Epi (3)</td>
<td>E696 Field Exp in Pub Hlth BSCH (5)</td>
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<td>BS89 Soc/Behv Determ of Hlth (3)</td>
<td>E659 Adv Epi Methods (3)</td>
<td>Electives (3)</td>
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<td>V541 Environmental Health (3)</td>
<td>E657 Social Epidemiology (3)</td>
<td>Q698 MPH Culm Exp in EPI (1)</td>
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### Family Health

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<tbody>
<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>PS10 Org/Admin of Pub Hlth Prog (3)</td>
<td>Electives (optional)</td>
<td>F557 Stress and Resilience in the Family Context (3)</td>
<td>E690 Field Exp in Pub Hlth BSCH (5)</td>
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<td>PS33 or PS532 or PS615 (3)</td>
<td>F666 Families and Health (3)</td>
<td>Electives (6 cr.)</td>
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<td>F698 MPH Culm Exp in FH (5)</td>
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<tr>
<td>F654 Concept Frameworks (3)</td>
<td>F547 Adv Am &amp; Latino Families (3)</td>
<td>E651 Epidemiology (3)</td>
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<td>BS89 Soc/Behv Determ of Hlth (3)</td>
<td>E651 Epidemiology (3)</td>
<td>F698 MPH Culm Exp in FH (1)</td>
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### Physical Activity

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<tr>
<td>K53 Physical Activity and Health (3)</td>
<td>PS10 Org/Admin of Pub Hlth Programs (3)</td>
<td>Electives (optional)</td>
<td>V541 Environmental Health (3)</td>
<td>K596 Field Exp in Pub Hlth in PA (5)</td>
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<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>K556 Assessment In Phys Act (3)</td>
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<td>K554 Seminar in Physical Activity and Wellness (3 cr.)</td>
<td>K598 MPH Culm Exp in PHY ACT (1)</td>
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<td>E651 Epidemiology (3)</td>
<td>K524 Physical Activity in Diverse Populations (3)</td>
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<td>B602 Intervention Design in Pub Hlth (3)</td>
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<td>B589 Soc/Behv Determin of Hlth (3)</td>
<td>Electives (3)</td>
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### Professional Health Education

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<tr>
<td>B589 Soc/Behv Determin of Hlth (3)</td>
<td>E651 Epi (3) or Elective (3)</td>
<td>Electives (optional)</td>
<td>H610 Prof Apps in Health Ed (3)</td>
<td>H598 MPH Culm Exp in PHE (1)</td>
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<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>PS10 Org/Admin of Pub Hlth Programs (3)</td>
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<td>V541 Environmental Health (3)</td>
<td>H596 Field Exp in Pub Hlth in PHE (5)</td>
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<tr>
<td>H500 Phil and Princp of Hlth Education (3)</td>
<td>H552 Instructional Planning for Pub Hlth Settings (3)</td>
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<td>H698 MPH Culm Exp in PHE (1)</td>
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<tr>
<td>E651 Epidemiology (3) or Elective (3)</td>
<td>X580 Intro to Qual qr Pub Hlth Resch or X590 Intro to Rsh in Hlth, Kin &amp; Rec (3)</td>
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<td>H682 Indep Research in Health Ed (3)</td>
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<td>Elective (3)</td>
</tr>
</tbody>
</table>

### Public Health Administration

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B589 Soc/Behv Determin of Hlth (3)</td>
<td>E651 Epidemiology (3)</td>
<td>Elective (optional)</td>
<td>H651 Legal Issues in Health Promotion (3)</td>
<td>P598 MPH Culm Exp in PHA (1)</td>
</tr>
<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>PS10 Org/Administration of Pub Hlth Programs (3)</td>
<td></td>
<td>H662 Acquiring and Managing External Funds (3)</td>
<td>P596 Field Exp in Pub Hlth in PHA (5)</td>
</tr>
<tr>
<td>V541 Environmental Health (3)</td>
<td>H562 Health Program Evaluation (3)</td>
<td></td>
<td>X561 MPH Finance and Budgeting (3)</td>
<td></td>
</tr>
<tr>
<td>B650 Pub Hlth Finance and Budgeting (online)</td>
<td>P617 Pub Hlth Politics and Policy (3) (strongly recommended elective)</td>
<td></td>
<td>Elective (3)</td>
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<td></td>
<td></td>
<td></td>
<td>P598 MPH Culm Exp in PHA (1)</td>
</tr>
</tbody>
</table>
### Core Public Health Competencies

<table>
<thead>
<tr>
<th>Competencies by Course</th>
<th>Biostatistics</th>
<th>Organization &amp; Administration in Public Health</th>
<th>Epidemiology</th>
<th>Environmental Health Science</th>
<th>Social and Behavioral Determinants of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPH Q501</td>
<td>SPH P510</td>
<td>SPH E551</td>
<td>SPH V541</td>
<td>SPH B589</td>
</tr>
</tbody>
</table>

#### Behavioral, Social and Community Health

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.

2. Identify the social and behavioral determinants that affect health of individuals and populations.

#### Biostatistics

1. Describe the roles biostatistics serve in the discipline of public health.

2. Apply descriptive and inferential methodologies according to the type of study data and/or study design (in public health) for answering a particular research question.

3. Interpret results of statistical analyses for/in public health studies.

#### Epidemiology

1. Identify key sources of data for epidemiologic purposes.

2. Apply the basic terminology and definitions of epidemiology.

3. Evaluate the strengths and limitations of epidemiologic reports.

#### Environmental Health

1. Describe the effects of major environmental and occupational agents on human health and safety.

2. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

#### Public Health Administration

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems.

2. Apply the principles of management and evaluation in organizational initiatives.
COMPETENCY TRACKER

The purpose of the Competency Tracker is to allow students to assess their level of attainment of competencies in the core and required courses in the MPH Program. Students assess their level of attainment at the beginning and at the conclusion of core and required courses. This assessment tool shows the student’s progress towards attainment of competencies over the course of the semester and the MPH Program. Faculty will utilize the results to determine whether or not their course activities linked to the competencies are relevant. The tracker is not a mechanism to evaluate the course or the faculty. The competency tracker website is www.indiana.edu/~mph.

Competency Worksheet Instructions

Initial Assessment. Please review all of the competencies within each concentration and core area. For each competency within each area, please rate the extent to which you feel competent on a three-point scale (3 = completely competent, 2 = somewhat competent, 1 = not at all competent). Assess your level of knowledge or skill as you enter the MPH program based on any previous coursework and field experiences. This is to be completed within the first two weeks of the semester.

Ideas for Activities. Consider activities you can pursue through your MPH program to attain these competencies. In addition to course work, think about practical professional activities that might help you apply and develop knowledge and skills through field work. These competencies guide what is covered in courses through lectures, discussions, assignments, group work, and class projects. Thus, in some cases, course activities will help you attain competencies. In many cases, however, course work can only bring an awareness of the competency. You will need to develop the competency with field work through volunteer experience, service work, summer professional development, internships, applied research, and other activities.

Review your level on the competencies and note where you need to improve. Identify competencies that are priorities given your career goals. In consultation with your advisor and other mentors, determine activities you can pursue as you complete the MPH program to attain these competencies.

Final Assessment. At the end of each core and concentration specific course, you will rate yourself on the competencies a second time utilizing the three-point scale (3 = completely competent, 2 = somewhat competent, 1 = not at all competent). By assessing yourself at the beginning of the course and again at the conclusion, you will be able to see the competencies you have attained and the improvements you have achieved. Demonstration of the level of attainment of the core competencies will be described in a professional portfolio through the Culminating Experience course. This professional portfolio will contain documents from core courses and field activities you have completed which includes projects, papers, exhibits, and other materials to illustrate your accomplishments.
## Major Specific Competencies: Masters of Public Health with a major in Behavioral, Social and Community Health

<table>
<thead>
<tr>
<th>Competencies by Course</th>
<th>Social &amp; Behavioral Determinants of Health</th>
<th>Assessment &amp; Planning in Public Health</th>
<th>Health Program Evaluation</th>
<th>Health &amp; Disease Disparities in Diverse Communities</th>
<th>Intervention Design in Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Identify the social and behavioral determinants that affect health of individuals and populations.</td>
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<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Use information from individual, organizational and community concerns, assets, resources and deficits to plan community-based public health programs, policies, and interventions.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Use input from critical stakeholders to plan community-based public health programs, policies and interventions.</td>
<td></td>
<td></td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Apply established steps and procedures to plan community-based public health programs, policies and interventions.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. Use input from critical stakeholders to evaluate community-based public health programs, policies and interventions.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. Apply established steps and procedures to evaluate community-based public health programs, policies and interventions.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. Outline behavioral, social, and community interventions that cover multiple levels in the ecological framework, that address multiple behaviors, and that include policy and environmental as well as individual change.</td>
<td></td>
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<td>X</td>
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<tr>
<td>9. Develop social and behavioral interventions, policies, and programs that are grounded in theory, supported by evidence, and based on input from the community.</td>
<td></td>
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<td>X</td>
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<tr>
<td>10. Develop and adapt approaches that acknowledge the role of cultural, social, and behavioral factors in public health practice.</td>
<td></td>
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</tr>
<tr>
<td>11. Apply principles of community-based participatory research to improve health in diverse communities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>
MAJOR COURSEWORK (22 credits)

Public Health Core (15 credits)
____ SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
____ SPH-E 651 Epidemiology (3 cr.)
____ SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
____ SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
____ SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Required (7 credits)
____ SPH-B 696 (Formerly: HPER-C 644) Field Experience in Public Health (5 cr.)  \( P: \text{GPA of} \geq 3.0 \)
____ SPH-B 698 (Formerly: HPER-C 650) MPH Culminating Experience (2 cr.)

CONCENTRATION COURSEWORK (21 credits)

BEHAVIORAL, SOCIAL, AND COMMUNITY HEALTH

Required (12 credits)
____ SPH-B 501 Assessment & Planning in Public Health (3 cr.)
____ SPH-B 529 Health and Disease Disparities in Diverse Communities (3 cr.)
____ SPH-B 602 Intervention Design in Public Health (3 cr.)  \( p: \text{B 589 and B 501} \)
____ SPH-H 562 (Formerly: HPER-H 594) Health Program Evaluation (3 cr.)

Electives (9 credits)
____ XXXX-X XXX (3 cr.)  \( P: \text{Prior permission of advisor} \)
____ XXXX-X XXX (3 cr.)  \( P: \text{Prior permission of advisor} \)
____ XXXX-X XXX (3 cr.)  \( P: \text{Prior permission of advisor} \)

### Course Schedule

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
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</thead>
<tbody>
<tr>
<td>B589 Soc/Beh Determ of Hlth (3)</td>
<td>Elective or E651 Epidemiology (3)</td>
<td>Elective (optional)</td>
<td>V541 Environmental Health (3)</td>
<td>B698 MPH Culm Exp in BSCH (1)</td>
</tr>
<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>PS10 Org/Admin of Pub Hlth Progr (3)</td>
<td></td>
<td>B602 Interv Design in Pub Hlth (3)</td>
<td>B696 Field Exp in Pub Hlth BSCH (5)</td>
</tr>
<tr>
<td>B501 Pub Hlth Asmt (3)</td>
<td>B529 Hlth/Disease Disparities in Diverse Communities (3)</td>
<td></td>
<td>Electives (6)</td>
<td></td>
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<tr>
<td>Elective or E651 Epidemiology (3)</td>
<td>H562 Health Program Eval (3)</td>
<td></td>
<td>B698 MPH Culm Exp in BSCH (1)</td>
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<tr>
<td>Competencies by Course</td>
<td>Public Health Statistics</td>
<td>Multi-variate Statistical Analysis</td>
<td>Experimental Analysis and Design</td>
<td>Categorical Data Analysis</td>
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<td>SPH Q501</td>
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<td>SPH Q502</td>
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<td>SPH Q601</td>
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<td>SPH Q603</td>
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<td>SPH Q601</td>
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<tr>
<td>SPH Q603</td>
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</tbody>
</table>

1. Describe the roles biostatistics serve in the discipline of public health. X
2. Apply descriptive and inferential methodologies according to the type of data model for answering a particular public health research question. X
3. Interpret results of statistical analyses for public health studies. X
4. Apply statistical methods to check assumptions of, and conduct analyses using, major multivariate techniques. X
5. Explain when and how the major multivariate techniques can be used to answer common quantitative research questions in public health. X
6. Explain general principles of study design in attempting to identify risk factors for disease, isolate targets for prevention, and assess the effectiveness of public health interventions. X
7. Apply probabilistic and statistical reasoning to structure thinking and solve a range of problems in public health. X
8. Use information technology to access, evaluate, and interpret public health data. X
9. Distinguish among the different data categories and the implications for selection of statistical methods based on these categories. X

Additional Competencies Based on Student Interest Area - Electives Courses

10. Describe Bayesian approaches to data analysis and correctly interpret results of Bayesian analysis. X
11. Apply common statistical methods for inference utilizing linear models. X
12. Describe the concepts of multivariate models, random effects, and the use of multilevel modeling for longitudinal data analyses. X
13. Apply descriptive and inferential statistical methods that are appropriate to longitudinal study designs. X
14. Perform appropriate sample size and power calculations to ensure that the study is sufficiently powered and reliable to achieve the scientific aims. X
15. Formulate and produce graphical displays of quantitative information that effectively communicate analytic findings. X
16. Distinguish between and select from different statistical models (e.g., regression model(s) for multivariate data). X
17. Incorporate knowledge of the ethical issues involved in research and practice into the statistical design and conduct of studies while respecting the safety, privacy, and individuality of participants. X
18. Describe and apply appropriate inferential statistical methods to answer research questions relevant to public health services. X
19. Describe the relationships of biostatistics to the factors that influence public health, including those that are environmental, behavioral, and policy-related. X
MAJOR COURSEWORK (22 credits)

Public Health Core (15 credits)

___ SPH-B 589 Social and Behavioral Determinants of Health (3cr.)
___ SPH-E 651 Epidemiology (3 cr.)
___ SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
___ SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
___ SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Required (7 credits)

___ SPH-Q 696 (Formerly: HPER-Q 644) Field Experience in Public Health (5 cr.) P: GPA of ≥ 3.0
___ SPH-Q 698 (Formerly: HPER-Q 650) MPH Culminating Experience (2 cr.)

CONCENTRATION COURSEWORK (21 credits)

BIOSTATISTICS

Required (9 credits)

___ SPH-Q 601(Formerly: HPER-T 693) Experimental Analysis & Design (3 cr.) P: SPH-Q 501.
  Crse equiv to STAT-S 502
  --or-- STAT-S 502 Statistical Methods I (3 cr.) P: Permission of instructor
___ SPH-Q 602 (Formerly: HPER-T 694) Multivariate Statistical Analysis (3 cr.) P: SPH-Q 501
___ SPH-Q 603 (Formerly: HPER-C 695) Categorical Data Analysis (3 cr.) P: SPH-Q 501.
  Course equiv to STAT-S 503.
  --or-- STAT-S 503 Statistical Methods Iib: Generalized Linear Models & Categorical Data (3cr.) P:
  STAT-S 501 or one graduate course in statistics.

Statistics Electives (Complete 6 credits from the following courses)

___ SPH-B 642 (Formerly: HPER-C 642) Operational Research in Public Hlth (3 cr.) P: SPH-Q 501
___ STAT-S 626 Bayesian Theory and Data Analysis (3 cr.) P: Two statistics courses at the graduate
  level, or consent of instructor.
___ STAT-S 631 Applied Linear Models I (3 cr.) P: STAT-S 520 and MATH-M 301 or M 303 or S 303
  (or equivalent courses), or consent of instructor.
___ STAT-S 632 Applied Linear Models II (3 cr.) P: STAT-S 631, or consent of instructor.
___ STAT-S 637 Categorical Data Analysis (3 cr.) P: Two statistics courses at the graduate level, or
  consent of instructor. Course is equivalent to EDUC-Y 637
### STAT-S 639
Multilevel Models (3 cr.)
*P: Two statistics courses at the graduate level, or consent of instructor. Course is equivalent to EDUC-Y 639.*

### STAT-S 640
Multivariate Data Analysis (3 cr.)
*P: Two statistics courses at the graduate level, or consent of the instructor. Course is equivalent to PSY-P 654.*

### STAT-S 655
Longitudinal Data Analysis (3 cr.)
*P: Two statistics courses at the graduate level, or consent of the instructor. Course is equivalent to EDUC-Y 655.*

### STAT-S 660
Sampling (3 cr.)
*P: Two statistics courses at the graduate level, or consent of the instructor.*

### STAT-S 670
Exploratory Data Analysis (3 cr.)
*P: Two statistics courses at the graduate level, or consent of the instructor.*

### STAT-S 675
Statistical Learning and High-Dimensional Data Analysis (3 cr.)
*P: STAT-S 640, or two statistics courses at the graduate level, or consent of the instructor.*

### STAT-S 690
Statistical Consulting (3 cr.)
*P: Consent of instructor.*

**Other Electives (6 credits)**

- **XXXX-X XXX** (3 cr.)
  *P: Prior permission of advisor*

- **XXXX-X XXX** (3 cr.)
  *P: Prior permission of advisor*

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B589 Soc/Behv Determ of Hlth (3)</td>
<td>Elective (3)</td>
<td>Elective (optional)</td>
<td>Q602 Multiv Statistical Analysis (3)</td>
<td>Q698 MPH Culm Exp in BIO (1)</td>
</tr>
<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>P510 Org/Admin of Pub Hlth Prog (3)</td>
<td></td>
<td>Electives (6-9)</td>
<td>Q 696 Field Exp in Pub Hlth in BIO (5)</td>
</tr>
<tr>
<td>V541 Environmental Health (3)</td>
<td>Q601 Exp Analysis and Design (3)</td>
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<td>Q698 MPH Culm Exp in BIO (1)</td>
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</tr>
<tr>
<td>E651 Epidemiology (3)</td>
<td>Q603 Categ Data Analysis (3)</td>
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</tbody>
</table>
### Major Specific Competencies: Masters of Public Health with a major in Environmental Health Science

<table>
<thead>
<tr>
<th>Competencies by Course</th>
<th>Environmental Health Science</th>
<th>Principles of Toxicology</th>
<th>Exposure Assessment and Control</th>
<th>Risk Assessment, Policy, &amp; Toxic Regulations</th>
<th>Environmental &amp; Occupational Epidemiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the effects of major environmental and occupational agents on human health and safety.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>3. Describe the effects of biological, chemical, and physical hazards on the human body, including the role of genetic factors, pathways and routes of exposure, fate within the body, and adverse health effects.</td>
<td></td>
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<td>X</td>
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<tr>
<td>4. Explain the science underlying testing for the ability of chemicals to elicit adverse human health effects.</td>
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<tr>
<td>5. Identify and evaluate the relationship between exposure to environmental agents and human disease patterns using epidemiologic methods.</td>
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<tr>
<td>6. Explain the different exposure assessment techniques used to characterize environmental health impacts and the advantages and disadvantages of their use.</td>
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<td>X</td>
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<tr>
<td>7. Integrate the disciplines of exposure assessment and toxicology to quantify environmental health risks as they pertain to policy setting initiatives.</td>
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<tr>
<td>8. Evaluate and develop control measures to minimize environmental health risks.</td>
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<tr>
<td>9. Describe and communicate environmental and occupational health findings to diverse communities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
**MAJOR COURSEWORK (22 credits)**

Public Health Core (15 credits)
- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Required (7 credits)
- SPH-V 696 (Formerly: HPER-V 644) Field Experience in Public Health (5 cr.) *P: GPA of ≥ 3.0*
- SPH-V 698 (Formerly: HPER-V 650) MPH Culminating Experience (2 cr.)

**CONCENTRATION COURSEWORK (21 credits)**

**ENVIRONMENTAL HEALTH**

Required (12 credits)
- SPH-V 542 (Formerly: HPER-V 513) Principles of Toxicology (3 cr.)
- SPH-V 545 (Formerly: HPER-V 519) Exposure Assessment and Control (3 cr.)
- SPH-V 546 (Formerly: HPER-V 520) Risk Assessment, Policy and Toxic Regulations (3 cr.)
- SPH-V 548 (Formerly: HPER-V 522) Environmental and Occupational Epidemiology (3 cr.)

Electives (9 credits)
- XXXX-X XXX (3 cr.) *P: Prior permission of advisor*
- XXXX-X XXX (3 cr.) *P: Prior permission of advisor*
- XXXX-X XXX (3 cr.) *P: Prior permission of advisor*

**Fall Year 1**

- E651 Epidemiology (3)
- Q501 Intro to Stats in Pub Hlth (3)
- V541 Environmental Health (3)
- Elective (3)

**Spring Year 1**

- P510 Org/Admin of Pub Hlth Prog (3)
- V542 Principles of Toxicology (3)
- V545 Exposure Assmt & Control (3)
- Electives (3)

**Summer**

- Elective (optional)
- V 548 Env and Occup Epi (3)
- B589 Soc/Behv Determ of Hlth (3)
- Electives (3)

**Fall Year 2**

- V546 Risk Assmt, Policy & Toxic Regs (3)
- V548 Env and Occup Epi (3)
- B589 Soc/Behv Determ of Hlth (3)
- Electives (3)

**Spring Year 2**

- V698 MPH Culm Exp in EH (1)
- V698 MPH Culm Exp in EH (1)

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**Environmental Health (ENVHLTMPH)**

Master of Public Health degree (43 cr. plus prerequisites)
- 3.0 GPA required for graduation, Minimum C- in each course
- Effective summer 2012
- Applied Health Science – SPH 116 – (812) 855-3627
- Environmental Health – SPH C 036 – (812) 856-2448
- Epidemiology and Biostatistics – SPH C 036 – (812) 856-2260
- Kinesiology – SPH 112 – (812) 855-5523
- Recreation, Park & Tourism Studies–SPH 133–(812) 855-4711
<table>
<thead>
<tr>
<th>Competencies by Course</th>
<th>Epidemiology</th>
<th>Advanced Epidemiology</th>
<th>Advanced Epidemiological Methods</th>
<th>Chronic Disease Epidemiology</th>
<th>Infectious Disease Epidemiology</th>
<th>Social Epidemiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>SPH E651</td>
<td>SPH E658</td>
<td>SPH E659</td>
<td>SPH E653</td>
<td>SPH E657</td>
</tr>
<tr>
<td>1. Identify key sources of data for epidemiologic purposes.</td>
<td>X</td>
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<tr>
<td>2. Apply the basic terminology and definitions of epidemiology.</td>
<td>X</td>
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<tr>
<td>3. Evaluate the strengths and limitations of epidemiologic reports.</td>
<td>X</td>
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<tr>
<td>4. Describe public health problems pertinent to the community</td>
<td>X</td>
<td></td>
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<tr>
<td>5. Apply problem conceptualization and critical thinking to identification of potential risk and protective factors for disease and health problems in populations</td>
<td>X</td>
<td></td>
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<tr>
<td>6. Design studies intended to answer epidemiologic research questions. This includes development of appropriate questions, specific aims and choice of analytic techniques</td>
<td>X</td>
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<tr>
<td>7. Collect primary data or access secondary data on and demonstrate ability to manage data sets necessary for epidemiologic analysis</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>8. Use case-control and cohort study designs to develop a chronic disease research strategy</td>
<td>X</td>
<td></td>
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<tr>
<td>9. Describe ethical issues associated with study of chronic diseases</td>
<td>X</td>
<td></td>
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<tr>
<td>10. Conduct surveillance and investigative activities and organize data from these activities</td>
<td>X</td>
<td></td>
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<tr>
<td>11. Design studies intended to respond to epidemiologic disease outbreaks</td>
<td>X</td>
<td></td>
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<tr>
<td>12. Evaluate the impact of social interventions to the epidemiology of negative health states</td>
<td>X</td>
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<tr>
<td>13. Apply social behavioral theories to understanding the distribution of risk and prevention of poor health outcomes</td>
<td>X</td>
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</tr>
</tbody>
</table>
MAJOR COURSEWORK (22 credits)

Public Health Core (15 credits)
- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Required (7 credits)
- SPH-E 696 (Formerly: HPER-E 644) Field Experience in Public Health (5 cr.) *P: GPA of ≥ 3.0*
- SPH-E 698 (Formerly: HPER-E 650) MPH Culminating Experience (2 cr.)

CONCENTRATION COURSEWORK (21 credits)

EPIDEMIOLOGY

Required (15 credits)
- SPH-E 653 (Formerly: HPER-Y 614) Chronic Disease Epidemiology (3 cr.) *P: SPH-E 651*
- SPH-E 655 (Formerly: HPER-Y 619) Infectious Disease Epidemiology (3 cr.) *P: SPH-E 651*
- SPH-E 657 (Formerly: HPER-Y 624) Social Epidemiology (3 cr.) *P: SPH-E 651*
- SPH-E 658 (Formerly: HPER-Y 652) Advanced Epidemiology (3 cr.) *P: SPH-E 651*
- SPH-E 659 (Formerly: HPER-Y 654) Advanced Epidemiological Methods (3 cr.) *P: SPH-E 651*

Electives (6 credits)
- XXXX-X XXX (3 cr.) *P: Prior permission of advisor*
- XXXX-X XXX (3 cr.) *P: Prior permission of advisor*

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>E651 Epidemiology (3)</td>
<td>P510 Org/Admin of Pub Hlth Prog (3)</td>
<td>Elective (optional)</td>
<td>E653 Chronic Disease Epi (3)</td>
<td>E 698 MPH Culm Exp in EPI (1)</td>
</tr>
<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>E658 Advanced Epidemiology (3)</td>
<td>E655 Infect Disease Epi (3)</td>
<td>E696 Field Exp in Pub Hlth-EPI (5)</td>
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<tr>
<td>B589 Soc/Behv Determ of Hlth (3)</td>
<td>E659 Adv Epi Methods (3)</td>
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<td>Elective (3)</td>
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<tr>
<td>V541 Environmental Health (3)</td>
<td>E657 Social Epidemiology (3)</td>
<td></td>
<td>Q698 MPH Culm Exp in EPI (1)</td>
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</tbody>
</table>

Epidemiology (EPIDMPH)

Master of Public Health degree (43 cr. plus prerequisites)
3.0 GPA required for graduation, Minimum C- in each course
Effective summer 2012
Applied Health Science – SPH 116 – (812) 855-3627
Environmental Health – SPH C 036 – (812) 856-2448
Epidemiology and Biostatistics – SPH C 036 – (812) 856-2260
Kinesiology – SPH 112 – (812) 855-5523
Recreation, Park & Tourism Studies – SPH 133–(812) 855-4711
<table>
<thead>
<tr>
<th>Competencies by Course</th>
<th>Conceptual Frameworks in Human Development and Family Studies</th>
<th>Human Development</th>
<th>Stress and Resilience in the Family and Community</th>
<th>African American and Latino Families</th>
<th>Families and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze how family theories and conceptual frameworks inform contemporary research and practice in public health.</td>
<td>X</td>
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<tr>
<td>2. Analyze the physical, cognitive, social, and emotional development of individuals at various stages of the life course.</td>
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<tr>
<td>3. Analyze the effects families have on physical, mental, social, spiritual, and cultural dimensions of health.</td>
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<tr>
<td>4. Evaluate how societal attitudes and social policies affect family resources and resilience.</td>
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<tr>
<td>5. Identify how family and community demographic trends affect prevention and educational approaches used to improve family health.</td>
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<tr>
<td>6. Summarize how social and cultural factors affect the health of individuals and families.</td>
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<tr>
<td>7. Evaluate how families interact with external social systems such as educational, governmental, legal, community and religious systems.</td>
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<tr>
<td>8. Develop a strengths based prevention program to improve the health of individuals or families that incorporates family, human development, and public health theories.</td>
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<tr>
<td>9. Integrate family, human development and public health theories in relation to health concerns across the life course.</td>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>
MAJOR COURSEWORK (22 credits)

Public Health Core (15 credits)

____ SPH-B 589 Social and Behavioral Determinants of Health (3cr.)
____ SPH-E 651 Epidemiology (3 cr.)
____ SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
____ SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
____ SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Required (7 credits)
____ SPH-F 696 Field Experience in Public Health (5 cr.) \textit{P: GPA of } \geq 3.0
____ SPH-F 698 MPH Culminating Experience (2 cr.)

CONCENTRATION COURSEWORK (21 credits)

Family Health Courses

Required (15 credits)
____ SPH-F 510 African American and Latino Families (3 cr.)
____ SPH-F 557 Stress and Resilience in the Family and Community (3 cr.)
____ SPH-F 654 Conceptual Frameworks in HDFS (3 cr.) (fall only)
____ SPH-F 656 Families and Health (3 cr.)
____ Complete one of the following human development courses. (3 cr.)
   SPH-B 615 Health, Longevity and Integrative Therapies in the Later Years
   SPH-F 531 Human Development I: Preconception to Age 6 (fall only)
   SPH-F 532 Human Development II: Ages 6 – 19
   SPH-F 533 Human Development III: Adulthood

* New course/Course change approval pending

Electives (6 credits)

____ XXXX-X XXX (3 cr.) \textit{P: Prior permission of advisor}
____ XXXX-X XXX (3 cr.) \textit{P: Prior permission of advisor}
Suggested Family Health Electives:

SPH-B 535 Contemporary Issues in Aging and Health
SPH-B 615 Health, Longevity and Integrative Therapies in the Later Years (if not chosen above)
SPH-B 625 Health Information Systems and Gerotechnologies
SPH-F 531 Human development I (if not chosen above)
SPH-F 532 Human development II (if not chosen above)
SPH-F 533 Human development III (if not chosen above)
SPH-F 541 Effects of Divorce
SPH-F 544 Parent Child Relations
SPH-F 550 TOPIC: Family Health and the Media
SPH-F 560 Grief in the Family Context
SPH-F 692 Research in Human Development and Family Studies
SPH-H 524 Multidisciplinary Perspectives in Gerontology
SPH-H 599 Thesis
SPH-R 588 Leisure and Aging

<table>
<thead>
<tr>
<th>Fall Year 1</th>
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<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>P510 Org and Admin of Pub Hlth Programs (3)</td>
<td>Electives (optional)</td>
<td>F557 Stress and Resilience in the Family Context (3)</td>
<td>F 696 Field Exp in Pub Hlth in FH (5)</td>
</tr>
<tr>
<td>F531 or F532 or F533 or B615 (3)</td>
<td>F656 Families and Health (3)</td>
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<tr>
<td>F654 Concept Frameworks (3)</td>
<td>F510 Af Am &amp; Latino Families (3)</td>
<td></td>
<td>Electives (6 cr.)</td>
<td>F 698 MPH Culm Exp in Fam Hlth (1)</td>
</tr>
<tr>
<td>BS89 Soc/Behv Determ of Hlth (3)</td>
<td>E651 Epidemiology (3)</td>
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<tr>
<td>Competencies by Course</td>
<td>Physical Activity and Health</td>
<td>Seminar in Physical Activity and Wellness</td>
<td>Methods in Physical Activity Assessment</td>
<td>Intervention Design in Public Health</td>
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<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. Interpret physical activity data as a tool to develop and prioritize community-based interventions, including policies, to promote physical activity.</td>
<td>X</td>
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<tr>
<td>2. Understand methods to assess physical activity across diverse community populations.</td>
<td>X</td>
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<tr>
<td>3. Develop and apply evidence-based knowledge and understanding of the relationship between physical activity and health across the life-span.</td>
<td>X</td>
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<tr>
<td>4. Understand evidence-based models to plan, evaluate, and translate physical activity interventions at community levels.</td>
<td>X</td>
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<tr>
<td>5. Design, implement, and evaluate effective strategies to promote physical activity interventions across diverse community settings.</td>
<td>X</td>
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</tr>
<tr>
<td>6. Understand how social and behavioral theories and cultural factors are used to promote physical activity participation in community settings.</td>
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</tr>
<tr>
<td>7. Utilize and apply social and behavioral theories in physical activity and other health promotion programs.</td>
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<tr>
<td>8. Address cultural, social, behavioral, and environmental factors that affect the development and implementation of physical activity promotion.</td>
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<tr>
<td>9. Recommend and translate effective intervention strategies to partners and other constituents.</td>
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<tr>
<td>10. Use social marketing principles to promote physical activity within target populations.</td>
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<tr>
<td>11. Facilitate and coordinate with local and community organizations to develop and implement policy and environmental changes designed to increase opportunities for physical activity.</td>
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<tr>
<td>12. Collaborate with other disciplines to promote and administer physical activity research, practice, and policy at the community, state, or federal level.</td>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>
MAJOR COURSEWORK (22 credits)

Public Health Core (15 credits)
____ SPH-B 589 Social and Behavioral Determinants of Health (3cr.)
____ SPH-E 651 Epidemiology (3 cr.)
____ SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
____ SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
____ SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Required (7 credits)
____ SPH-K 696 Field Experience in Public Health (5 cr.) P: GPA of ≥ 3.0
____ SPH-K 698 MPH Culminating Experience (2 cr.)

CONCENTRATION COURSEWORK (21 credits)

Physical Activity Courses

Required (15 credits)

_____ SPH-B-602 Intervention Design in Public Health (3 cr.)
_____ SPH-K 524 Exercise and Physical Activity for People with Disabilities (3 cr.)
_____ SPH-K 553 Physical Activity & Health (3 cr.)
_____ SPH-K 554 Seminar in Physical Activity and Wellness (3 cr.)
_____ SPH-K 556 Physical Activity Assessment in Public Health (3 cr.)

Electives (6 credits)
____ XXXX-X XXX (3 cr.) P: Prior permission of advisor
____ XXXX-X XXX (3 cr.) P: Prior permission of advisor

<table>
<thead>
<tr>
<th>Fall Year 1</th>
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<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 553 Physical Activity and Health (3)</td>
<td>P510 Org/Admin of Pub Hlth Programs (3)</td>
<td>Electives (optional)</td>
<td>V541 Environmental Health (3)</td>
<td>K696 Field Exp in Pub Hlth in PA (5)</td>
</tr>
<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>K556 Assessment in Phys Act (3)</td>
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<td>K554 Seminar in Physical Activity and Wellness (3 cr.)</td>
<td>K 698 MPH Culm Exp in PHY ACT (1)</td>
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<tr>
<td>E651 Epidemiology (3)</td>
<td>K 524 Physical Activity in Diverse Populations (3)</td>
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<td>B602 Intervention Design in Pub Hlth (3)</td>
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<tr>
<td>B589 Soc/Behv Determ of Hlth (3)</td>
<td>Electives (3)</td>
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<td>K698 MPH Culm Exp in PA (1)</td>
</tr>
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</table>
## Major Specific Competencies: Masters of Public Health with a major in Professional Health Education

<table>
<thead>
<tr>
<th>Competencies by Course</th>
<th>Major Specific Competencies: Masters of Public Health with a major in Professional Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research in Health Education</td>
<td>SPH H602</td>
</tr>
<tr>
<td>Professional Applications in Health Education</td>
<td>SPH H610</td>
</tr>
<tr>
<td>Instructional Planning in Public Health Settings</td>
<td>SPH H552</td>
</tr>
<tr>
<td>Philosophy &amp; Principles of Health Education</td>
<td>SPH H500</td>
</tr>
</tbody>
</table>

1. Collect health related data regarding needs, assets and capacity for health education programs.
2. Design health related programs consistent with health education concepts, theories and specified program objectives.
3. Exhibit competence in delivering planned health education programs.
4. Use appropriate methods (quantitative/qualitative) to evaluate and conduct research related to health education.
5. Facilitate partnerships among health and education related agencies and organizations to accept and support health education.
6. Exhibit competency for the selection, development and dissemination of health education resources and training materials.
7. Demonstrate professional responsibility toward the promotion of health education and the discipline.
MAJOR COURSEWORK (25 credits)

Public Health Core (15 credits)
- SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
- SPH-E 651 Epidemiology (3 cr.)
- SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
- SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
- SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Required (10 credits)
- SPH-H 696 Field Experience in Public Health (5 cr.) *P: GPA of ≥ 3.0*
- SPH-H 698 MPH Culminating Experience (2 cr.)
- SPH-X 590 Introduction to Research in Health, Kinesiology & Recreation (3 cr.)
  or SPH-X 580 Introduction to Qualitative Inquiry in Public Health Research (3 cr.)

CONCENTRATION COURSEWORK (18 credits)

PROFESSIONAL HEALTH EDUCATION

Required (12 credits)
- SPH-H 500 Philosophy & Principles of Health Education (3 cr.)
- SPH-H 552 Instructional Planning for Public Health Settings (3 cr.)
- SPH-H 610 Professional Applications in Health Education (3 cr.) *P: SPH-H 552*
- SPH-H 682 Research in Health Education (3 cr.)

Electives (6 credits)
- XXXX-X XXX (3 cr.) *P: Prior permission of advisor*
- XXXX-X XXX (3 cr.) *P: Prior permission of advisor*

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<tr>
<th>Fall Year 1</th>
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<tbody>
<tr>
<td>B589 Soc/Behv Determ of Hlth (3)</td>
<td>E651 Epi (3) or Elective (3)</td>
<td>Electives (optional)</td>
<td>H610 Prof Apps in Health Ed (3)</td>
<td>H698 MPH Culm Exp in PHE (1)</td>
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<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>PS10 Org/Admin of Pub Hlth Programs (3)</td>
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<td>V541 Environmental Health (3)</td>
<td>H696 Field Exp in Pub Hlth in PHE (5)</td>
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<tr>
<td>H 500 Phil and Princp of Hlth Education (3)</td>
<td>H552 Instructional Planning for Pub Hlth Settings (3)</td>
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<td>H698 MPH Culm Exp in PHE (1)</td>
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<tr>
<td>E651 Epidemiology (3) or Elective (3)</td>
<td>X580 Intro to Qual Inq Pub Hlth Rsch or X590 Intro to Rsch in Hlth, Kin &amp; Rec (3)</td>
<td></td>
<td>H682 Indep Research in Hlth Ed (3)</td>
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Elective (3)
<table>
<thead>
<tr>
<th>Competencies by Course</th>
<th>Organization &amp; Administration of Public Health Programs</th>
<th>Health Program Evaluation</th>
<th>Legal Issues in Health Promotion</th>
<th>Acquiring &amp; Managing External Funds for health and Human Services</th>
<th>Finance &amp; Budgeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems.</td>
<td>SPH P510</td>
<td>SPH H562</td>
<td>SPH H625/ R544</td>
<td>SPH H662</td>
<td>SPH X561</td>
</tr>
<tr>
<td>2. Apply the principles of management to organizational initiatives.</td>
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<tr>
<td>3. Use input from critical stakeholders to evaluate community-based public health programs, policies and interventions</td>
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<tr>
<td>4. Apply established steps and procedures to evaluate community-based public health programs, policies and interventions.</td>
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<tr>
<td>5. Identify and interpret public health laws, regulations, and policies.</td>
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<td>6. Articulate the health, fiscal, administrative, legal, social, and political implications of public health policy options.</td>
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<tr>
<td>7. Prepare proposals for funding from external sources for public health programs and research projects.</td>
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<tr>
<td>8. Develop and construct budgets for public health programs and research projects.</td>
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<tr>
<td>9. Develop strategies for determining budget priorities for public health programs.</td>
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<td>X</td>
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MAJOR COURSEWORK (22 credits)

Public Health Core (15 credits)
___ SPH-B 589 Social and Behavioral Determinants of Health (3 cr.)
___ SPH-E 651 Epidemiology (3 cr.)
___ SPH-P 510 Organization and Administration of Public Health Programs (3 cr.)
___ SPH-Q 501 (Formerly: HPER-T 591) Introduction to Statistics in Public Health (3 cr.)
___ SPH-V 541 (Formerly: HPER-V 512) Environmental Health Science (3 cr.)

Required (7 credits)
___ SPH-P 696 (Formerly: HPER-P 644) Field Experience in Public Health (5 cr.) P: GPA of ≥ 3.0
___ SPH-P 698 (Formerly: HPER-P 650) MPH Culminating Experience (2 cr.)

CONCENTRATION COURSEWORK (21 credits)

PUBLIC HEALTH ADMINISTRATION

Required (12 credits)
___ SPH-H 562 (Formerly: HPER-H 594) Health Program Evaluation (3 cr.)
___ SPH-H 661 (Formerly: HPER-H 625) Legal Issues in Health Promotion (3 cr.)
    --or-- SPH-R 544 Legal Aspects of Recreation Administration (3 cr.)
___ SPH-H 662 (Formerly: HPER-H 695) Acquiring and Managing External Funds for Health and Human Services (3 cr.)
___ SPH-X 561 (Formerly: HPER-T 594) MPH Finance and Budgeting (3 cr.)

Electives (9 credits)
___ XXXX-XXXX (3 cr.) P: Prior permission of advisor
___ XXXX-XXXX (3 cr.) P: Prior permission of advisor
___ XXXX-XXXX (3 cr.) P: Prior permission of advisor

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<tbody>
<tr>
<td>B589 Soc/Behv Detrm of Hlth (3)</td>
<td>E651 Epidemiology (3)</td>
<td>Elective (optional)</td>
<td>H661 Legal Issues: Health Promotion (3)</td>
<td>P 698 MPH Culm Exp in PHA (1)</td>
</tr>
<tr>
<td>Q501 Intro to Stats in Pub Hlth (3)</td>
<td>PS10 Org/Administration of Pub Hlth Programs (3)</td>
<td></td>
<td>H662 Acquiring and Managing External Funds (3)</td>
<td>P 696 Field Exp in Pub Hlth in PHA (5)</td>
</tr>
<tr>
<td>V541 Environmental Health (3)</td>
<td>H562 Health Program Evaluation (3)</td>
<td></td>
<td>X561 MPH Finance and Budgeting (3)</td>
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</tr>
<tr>
<td>B650 Pub Hlth Finance and Budgeting (online)</td>
<td>P617 Pub Hlth Politics and Policy (3)</td>
<td></td>
<td>P698 MPH Culm Exp in PHA (1)</td>
<td></td>
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</tbody>
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CULMINATING EXPERIENCE

INTEGRATION

MPH Culminating Experience

Synthesizing and integrating knowledge and learning experiences to demonstrate mastery

In the final year of the MPH program, students will select a project to serve as a focal point for the synthesis of concentration and MPH competencies. Each synthesis project is unique to the student and concentration, and will approximate an aspect of professional practice. Project outcomes will be shared during a school-wide poster session in the spring.

(Left: Mike Mannell '13 presents his award winning epidemiology poster).

Advice to entering MPH students as you prepare for the culminating experience:

- Get involved in public health practice: volunteer, intern, work
- Understand the competencies of each course and your attainment of them
- Work together with other MPH students to understand public health and opportunities to become a change agent
- Know and follow your passion – what matters to YOU?

(Left: MPH Public Health Administration students ’13 with Dr. Beth Meyerson. From Left: Odion Clunis, Clemesia Beverly, Katie Young, Gabe Gonzalez, Ryan Collins, Rachel Dowty, Jamela Williams, Mike Lockard, Justina Wells)
FIELD EXPERIENCE IN PUBLIC HEALTH

Requirements
All core and required courses must be completed before beginning the field experience
Student must have a cumulative 3.00 GPA
Minimum of 300 hours
Minimum of 20 hours per week
5.0 credit hours
Student must be registered during the semester in which he/she is fulfilling field experience hours
Incompletes can be assigned if student does not complete final field experience requirements before the end of a semester, however if the student still has hours to complete at the conclusion of the spring semester, the student must register for course credit in the summer semester and until the hours are completed
Graded Satisfactory/Fail
Paperwork:
Memorandum of Understanding (MOU): Major Independent Project (MIP), 2 Competencies, Goals
Field Experience Agreement Form
Release of Risk and Liability Form
Preceptor must have MPH and/or Equivalent degree and work experience in public health
Evaluations by site supervisor: Mid-Term and Final
Evaluations by student: Mid-Term, Course, Site, and Site Supervisor
Weekly Journal Report
Field Experience Binder
Preceptor Orientation- Online PPT

Timeline:
August (1st Year): Introduction to Field Experience at MPH Student Orientation
January (1st Year): Field Experience Meeting for MPH Students
January (1st Year) - December (2nd Year): Meet with MPH faculty coordinator to discuss field experience requirements and to explore agency sites.
During these sessions, the student is required to bring the following documents:
Student Field Experience Information Form
A professional resume and cover letter
A current transcript showing the minimum requirement of GPA of 3.00
A current academic record indicating when the field experience will be implemented (Spring, 2nd Year)

Registration
Register between mid-October and early-December of 2nd Year after obtaining approvals from advisor and instructor
Paperwork:
MOU, Field Experience Agreement Form, Release of Risk and Liability
Graduate Internship Authorization Form
Required Signatures: Department Chair, Faculty Coordinator, Academic Advisor
Graduate Internship Authorization Form submitted to SPH 115
Student registers for internship (696) on OneStart for 5 credits

Recent Internship Sites
Centers for Disease Control and Prevention
National Cancer Institute
National Institutes for Health
World Health Organization
Pan American Health Organization
CSX Transportation
IU Health
Columbus Regional Hospital
El Centro Comunal Latino
Indiana Minority Health Coalition
City of Bloomington
Indiana State Department of Health
Marion County Health Department
Michigan Department of Education
Indiana Public Health Association
Positive Link
AARP
HealthNet
Health Resources in Action, Boston, MA
IU Health Center
Indiana Institute for Disability and Community
Area 10 Agency on Aging
How to use the Internship Portal

Step-by-step instructions on accessing the internship portal

- Open up a web browser, and insert the following web address into the search bar: http://www.publichealth.indiana.edu/careers/internshipportal.shtml
- This will take you to the Internship Portal page of the Career Services website. From here you should click on the tan button titled: Log Into Internship Portal. You will be prompted to CAS authenticate with your username and password.
- After logging in, you will have to select the appropriate course that applies to your major. If you are not sure which course to choose, ask your advisor for assistance on selecting the correct course. It is important to select the correct course number because the requirements vary by course & major.
- Now you will be at the HPER Internship Portal with step-by-step instructions (see sample below) of what needs to be completed before, during, and after your internship.
- You can also click on Search Internship Experiences to access a database of previous student internships. This can be very helpful when exploring your internship options.
**SPH CAREER SERVICES**

**Career Services Resources:** MPH students may access a number of experts both in the School of Public Health-Bloomington and in other IU-Bloomington offices. These professionals can provide valuable career counseling and career building support. Opportunities include editing resumes, developing a strategy to find a job, refining professional skills, and preparing for interviews. For additional information and links to online resources visit [http://www.publichealth.indiana.edu/careers/index.shtml](http://www.publichealth.indiana.edu/careers/index.shtml)

**Optimal Resume:** All School of Public Health students are encouraged to use this suite of career tools for resumes and cover letter construction, online portfolio creation, skills assessment, mock interview preparation, and personal branding through video resumes and personalized websites. Additionally, during the Culminating Experience the second year of the MPH program, students use Optimal Resume features for development of their Portfolios. Visit Optimal Resume at [http://www.publichealth.indiana.edu/careers/careerprep.shtml](http://www.publichealth.indiana.edu/careers/careerprep.shtml)

**Graduate Career Seminar Series:** The Office of Career Services offers a career seminar series to graduate students. These workshops are held approximately once per month during fall and spring semesters. Watch for details online at and in emails sent from Career Services. [http://www.publichealth.indiana.edu/careers/gradstudents.shtml](http://www.publichealth.indiana.edu/careers/gradstudents.shtml)

**Career Specialists** – Office of Career Services, School of Public Health-Bloomington, Room 115 (lower level of the courtyard).

Career Advisors are available to assist with your career planning needs.

**Susan Simmons, Ph.D.**  
**Director of Career Services**  
suscrowe@indiana.edu  
Schedule an appointment with Dr. Simmons by logging into the Job Portal

Dr. Simmons directs Career Services within the School. She oversees career center management, employer relations, and career events. She focuses on career advising for graduate students across departments.
AmeriCorps is a federal program funded by the Corporation for National and Community Service. AmeriCorps programs include AmeriCorps Vista, AmeriCorps State, Learn and Serve America and Senior Corps.

Each year, AmeriCorps offers 75,000 Americans opportunities to give intensive service to their communities. AmeriCorps members serve with more than 40,000 local and national non-profits, helping them expand their reach and impact.

AmeriCorps Improving Health Throughout Indiana (AIHTI) is an AmeriCorps State program sponsored by the Department of Applied Health Science at Indiana University Bloomington. Our goal is to help eliminate health disparities in Indiana by promoting healthy weight management through proper nutrition and physical activity.

AIHTI pairs local non-profit organizations who need help to create or improve healthy weight programs with AmeriCorps members interested in gaining experience in health promotion while serving their community.

AIHTI offers Half Time (900 hours of service), Full Time (1700 hours of service) and Minimum Time/Education Award Only (300 hours of service) positions. Since our program began in 2007, we have placed 150 AmeriCorps Members with over 40 host site organizations. Our members range in age from 17 to 71 and in education from those working on their high school diplomas to Masters School graduates.

Click here to visit the AmeriCorps Improving Health Throughout Indiana (AIHTI) blog or like us on Facebook.

Member Benefits Include:

- Professional Experience and Training
- Living Allowance of $2,099 for Quarter Time Members, $3,149 for Reduced Half Time Members, $4,200 for Half-Time Members, and $12,100 for Full-Time Members
- Eligible Minimum Time Members will receive a $1,175 education award, Quarter Time Members will receive $1,468, Reduced Half Time Members will receive $2,114, Half-Time Members will receive $2,775, and Full-Time Members will receive an education award of $5,550
- Loan Forbearance
- FICA; Workers compensation paid
- Full-Time Members are eligible for Health Insurance and Child Care Assistance
Example Host Sites

1. Area 10 Agency on Aging
2. Boys and Girls Club of Bloomington
3. Boys and Girls Club of Ellettsville
4. City of Bloomington Department of Parks and Recreation
5. Deaconess Family Medicine Residency, Evansville
6. IU Health Community Health
7. Jameson Camp
8. Monroe County Health Department: Kids’ Choice Program
9. Mother Hubbard's Cupboard
10. New Hope Family Shelter
11. Rehabilitation Hospital of Indiana: Sports Program
12. Stepping Stones
13. Monroe County YMCA
14. Youth Services Bureau of Monroe County

Contact

Erin Cooperman, Executive Director
Email: cooperme@indiana.edu

Linda Henderson, Community Relations Specialist
Email: lihender@indiana.edu
MULTICULTURAL INITIATIVES AND DIVERSITY RESOURCES
AT INDIANA UNIVERSITY

Vice President for Diversity, Equity, and Multicultural Affairs
http://www.iu.edu/~dema/resources_iub.shtml

Academic Support and Student Services
http://www.iu.edu/~dema/support.shtml

Campus Offices

- Office of Affirmative Action
- Office for Women's Affairs
- Office for Academic Support and Diversity
- Goodwill Ambassadors Program
- Graduate Minority Office
- Office of Diversity Programs
- Minority Faculty Fellowship Program

Student Activities Office (listing of all registered IU-Bloomington student organizations)
http://www.iu.edu/~dema/support.shtml

Student Associations (partial listing)

- African Students Association
- Asian American Student Association
- Brazilian Association of Indiana University
- Chinese Student Association
- Filipino Student Association
- Gay, Lesbian, Bisexual and Transgender (GLBT) and the IU Community
- Hillel (Jewish Students Center)
- Hungarian Cultural Association
- Indian Students Association
- Indonesian Student Association
- Muslim Students Association
- Muslim Student Union
- Japanese Students Association
- Korean Students Association
- Latinos Unidos
- OUT
- Thai Student Association
- Turkish Student Association
- Vietnamese Student Association
- Women's Students Organization

Religious Organizations
Office of International Services
http://ois.indiana.edu/
Leo R. Dowling International Center

Other Resources

- African American Arts Institute
- Black Culture Center
- Asian Culture Center
- Commission on Multicultural Understanding (COMU)
- CommUNITY Education Program
- Disability Services for Students (DSS)
- Neal-Marshall Black Culture Center
- Faculty and Staff for Excellence (FASE) Mentoring Program
- Gay, Lesbian, Bisexual, and Transgender Student Support Services
- Latino Cultural Center (La Casa)
- Neal-Marshall Black Culture Center
- Office for Women's Affairs
- Department of African American and African Diaspora Studies
- Diversity Education
- Gender Studies
- Hudson & Holland Scholars Programs
- Latino Studies Program

Area Studies Centers and Programs

- African Studies Program
- Center for the Study of Global Change
- East Asian Languages and Cultures
- East Asian Studies Center
- European Union Center of Excellence
- India Studies Program
- Inner Asian & Uralic National Resource Center
- International Studies
- Languages of the Central Asian Region, Center for
- Latin American & Caribbean Studies, Center for
- Jewish Studies Program
- Middle Eastern & Islamic Studies Program
- Near Eastern Language & Cultures
- Russian & East European Institute
- West European Studies

Vice President for Diversity, Equity, and Multicultural Affairs - Selected Scholarships, Fellowships, and Internships

http://www.iu.edu/~dema/scholar_fellowships.shtml
Preamble

The Formal name of this organization is the Indiana University Master of Public Health Assembly. It will be referred to informally as MPHA. The Indiana University Master of Public Health Assembly in convention assembled declares and affirms the following purposes:

- To promote the interests of those students in the Master of Public Health program at Indiana University and other public health degrees through networking, implementing policies, and evaluation procedures.
- To build and sustain a strong network of graduates of the Master of Public Health program and other public health degrees.
- To foster strong student-faculty relationships for promoting academics.
- To build bonds with the surrounding community through volunteering and provision of services.

Article I. Membership

Membership is open to any graduate or doctoral student in the Indiana University School of Public Health. There are no membership fee requirements. Members holding no Committee Chair position have no predetermined responsibilities and may resign from the organization at any time. Participation in Indiana University Master of Public Health Assembly must be without regard to arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Article II. University Compliance

This organization shall comply with all Indiana University regulations, and local, state and federal laws.

Article III. Executive Officers

The following are official officers of the Indiana University Master of Public Health Assembly:

- President: This person is the primary student contact for the Indiana University Master of Public Health Assembly; the “external spokesperson” of organization that regularly interacts with other student organizations and University officials. Primary planning duties are the responsibility of the President. The President calls all general and Executive Board meetings and oversees all actions of the Executive Board. The President plans all short-term and long-term goals of the organization. All responsibilities not assigned by the constitution are to be allocated by the President. The President will be the main contact for the faculty advisor.

- Vice President: This person is the secondary student contact for the Indiana University Master of Public Health Assembly that also regularly interacts with other student organizations and University officials. The Vice President is responsible for assisting the president with all planning and
programming.

- Secretary: This person is responsible for taking Minutes at meetings and distributing them to all of the officers. Recording meetings attendance is the secretary’s responsibility.

- Treasurer: This person will be primarily responsible for the organization’s finances. The Treasurer is responsible for maintaining and monitoring the Student Organization Account. The Treasurer is expected to report the status of the account at every executive officer meeting. The Treasurer is also expected to help plan the budget for every budgeted event. Any money exchange involving the student organization account must be recorded by the treasurer. The Treasurer must attend any training sessions required by the Student Activities Office/Student Organization Accounts.

Note: Depending on member interest, these positions may or may not be filled from year to year.

The Executive Board is responsible for making meeting agendas at monthly Executive meetings. The Executive Board will review issues discussed at meetings, decide on any changes that are necessary, and discuss any budget issues.

Executive officers take office in the Spring Semester of every academic year and serve for one whole year. Call for officers will be held in the Fall Semester and all those interested may run for a position. Members of the organization will then vote for those they wish to represent the organization for the next year. Newly elected officers begin working with old officers upon their election and will take over full control of their position once the Fall semester has ended.

Members holding an Executive Office position that fail to attend two consecutive monthly meetings and fail to communicate extenuating circumstances with the Executive Board will be removed from their position. The President will inform the members of the Executive Board of their removal after the second missed meeting. If the President is the member that misses two consecutive meetings, the Vice President will take their office. A different member will assume the vacant position following a two-thirds vote from present members.

Article IV: Advisor

A Faculty Advisor will be appointed to the Indiana University Master of Public Health Assembly to assist the Executive Board with organizational matters as needed. The advisor is expected to sign paperwork when needed and attend meetings/events when possible. They should be familiar with the organizations constitution and responsibilities of each Executive Board member. The Faculty Advisor is also responsible for approving financial reimbursements among members.

Article V. Meetings

Organizational meetings will be held every month. If there is consensus of the Executive Board, an Executive Board meeting will also be held every month. Additionally, if necessary, authority to call meetings may occur if there is consensus of the Executive Board.

Article VI: Elections

Officers are selected during the Fall Semester and will be trained by the outgoing Officers during the end of the Fall Semester. Officers will do the same for newly elected Officers the following school year. The elected Officers will assume all Officer positions during the Spring Semester and following Fall
Semester. Call for officers will be held in the Fall semester and all those interested may run for office. Voting occurs by secret ballot. Membership will be notified of an upcoming election one month in advance.

Article VII. Non-Hazing

Hazing is strictly prohibited. Hazing shall be defined as any conduct which subjects another person, whether physically, mentally, emotionally, or psychologically, to anything that may endanger abuse, degrade, or intimidate the person as a condition of association with a group or organization, regardless of the person's consent or lack of consent.

Article VIII. Dues & Budgets

There are no fees, dues, or assessments.

Article IX: Finances

The President and the Treasurer must approve all money used from the Indiana University Master of Public Health Assembly account. The organization will maintain a Student Organization Account and all procedures will be in accordance with the Student Organization Accounts office policies and procedures.

Article X: Personal Gain Clause

This organization, if raising funds, shall ethically raise and distribute profits from organizational functions to either the organization or to members who provide a service that directly benefits the organization. Individual members may not receive compensation from for-profit ventures or partnerships if acting as a representative of a student organization.

Article XI. Amendments

Any amendments to this Constitution must require previous notification and two-thirds affirmative vote of those presenting and voting, or of those present for its adoption. A proposed amendment to the Constitution must be submitted for voting by an Officer to all at least one week before the monthly Organizational Meeting. Upon receiving the two-thirds vote in favor of a Constitutional amendment, the Faculty Advisor will be informed of the amendment. A revised copy of the Constitution shall be distributed to the active membership.

Article XI. Enabling Clause

This Constitution shall go into effect on May 16, 2014 upon approval of two-thirds vote in favor by all present voting members. This Constitution shall replace and render null any and all previous Constitutions, procedures, practices, and precedents for the Indiana University Master of Public Health Assembly.
STUDENT PRE-ADVISING FORM
Master of Public Health
School of Public Health - Bloomington

Please complete this form and take it to your first appointment with your faculty advisor.

Name:_________________________________________  Appointment Date:________________
Concentration:__________________________________  Faculty Advisor:____________________

What primary goal would you like to achieve by the end of the MPH Program?

List at least two reasons you want to achieve this goal:
1.______________________________________________________________________________________
   ______________________________________________________________________________________

2.___________________________________________________________________________________________
   _________________________________________________________________________________________

Identify several specific steps – or a plan – for achieving your goal:

Identify several specific activities that will help you achieve your goal:

What personal strengths will help you reach your goal?

What limitations might present challenges to achieving your goal?

What are your long-term career goals?