TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **12/11/2025**

RE: Proposal to **Revise the Master of Public Health** in **The College of Public Health**

The **College of Public Health** is proposing a **Revision to the Master of Public Health (MPH)**.

The proposal was received by the Graduate School on **11/17/2025**. The combined GS/CAA subcommittee first reviewed the proposal on **12/10/2025** and support its review by the Council on Academic Affairs.

November 17, 2025

Dr. Maria Miriti
Associate Dean of Academic Affairs
The Ohio State University Graduate School

Dear Dr. Miriti,

Please accept this notice of revision to the Master of Public Health core curriculum. The Academic Studies Governance Committee in the College of Public Health approved this revision at their October 24, 2025 and November 14, 2025 meetings.

During the 2021/2022 academic year, the College of Public Health implemented the MPH Integrated Foundational Curriculum, which created a 12-credit hour core curriculum that was delivered via distance learning to all MPH students during their first year in the program. The four courses were intended to be integrated so that students could learn about public health concepts through active learning methods and with other students who are in different specializations.

The integrated core curriculum model had many unintended consequences. First, students who needed to complete more advanced courses in biostatistics (PUBHBIO 6211) or epidemiology (PUBHEPI 7430) were ill-prepared to learn the content. This is because the core was reduced from two, three-credit hour prerequisites for 6211 and 7430 to a four-credit hour combined class that had stripped out important content needed for more advanced study. Second, the integrated core delivery model was too rigid for our part-time students and other students who needed to start the program in a term other than autumn semester. The courses were offered one term only and students were expected to take the classes during their first year. Finally, the integrated core classes no longer taught some important public health content related to environmental health.

The new core curriculum is comprised of five, two-credit hour classes. Each division in the College of Public Health will be responsible for teaching the course. We are initially proposing asynchronous courses, but eventually the classes will be offered in-person as well.

The proposed curricular change will have no adverse impact on current students relative to increased credit, costs, or time-to-degree. Current students have already completed (or are finishing this academic year) the integrated core. The few current students who have not completed the core will work with their advisor and/or program chair to determine which of the new core courses are the best substitutes for PUBHLTH 6001-6004, or the advisor will determine if there are other classes in the curriculum that cover the competencies. The Associate Dean of Academic and Student Affairs will be the final approver of substitutions. Current students in the MPH program in Environmental Health Sciences will have the option to reduce their credit hour minimum to 43 for graduation. Current students are able to access the curriculum guide from the time of entry on the College of Public Health website and are aware that their degree requirements differ from students entering prior years.

The remaining sections of this proposal include an outline of the changes to the core, how each MPH specialization is impacted (except for Biomedical Informatics (BMI), as that change is moving through a different pathway), the revised curriculum plans, and the approved versions of the course syllabi (they will be submitted through the curricluum portal at the end of November). The goal is to implement the revised curriculum effective AU26. If feasible, we would appreciate an expedited review and approval.

Sincerely,

Amy K. Ferketich, PhD

Revised MPH Core Curriculum

Justification

The MPH Integrated Foundational Curriculum that was implemented in Autumn 2021 was developed to provide students with a way to learn about public health content and apply it to real-world problems. It also allowed students to interact more closely with students from other specializations, as all students were required to enroll in the courses at the same time. While the core was delivered asynchronously, students worked in small groups in most classes.

There were several unintended consequences. The more important one was related to the fact that the Integrated Foundational Curriculum was too introductory for students in some specializations. Specializations that had used a previous version of a core course as a prerequisite for an advanced course (in biostatistics or epidemiology) quickly discovered that students were not prepared for the more advanced course. The more advanced courses then had to be revised a bit to provide more foundational content. Other specializations were disadvantaged because students may not receive their core content until spring semester. There were other issues related to scheduling, particularly for part-time students or students who needed to start during spring semester or summer term.

To fix these problems, the faculty in the College of Public Health overwhelmingly supported revising the curriculum. The work started during the 2023-2024 academic year and was finished during this past academic year. The revisions were approved on October 24, 2025. We are proposing a new foundational core curriculum that includes five, two-credit hour classes. Each division in the College of Public Health will teach one of the classes. The 22 foundational competencies and 12 foundational knowledge objectives have been naturally grouped into these five classes. Students who will move on to take a second course in biostatistics or epidemiology will complete a three-credit hour core course that serves as a prerequisite for the advanced course, and covers the foundational competencies and knowledge objectives that are in the two-credit hour version.

Overview of Curricular Changes

MPH Core Revisions	
Current State	**Proposed Change**
PUBHLTH 6001 – 4 credit hours PUBHLTH 6002 – 2 credit hours PUBHLTH 6003 – 2 credit hours PUBHLTH 6004 – 4 credit hours	PUBHLTH 6012 – 2 credit hours (BIO core) PUBHLTH 6013 – 2 credit hours (EHS core) PUBHLTH 6014 – 2 credit hours (EPI core) PUBHLTH 6015 – 2 credit hours (HBHP core) PUBHLTH 6016 – 2 credit hours (HSMP core)

Specialization Summaries

MPH in Biostatistics			
Current Core	Credit Hours	Proposed Core	Credit Hours
PUBHLTH 6001	4	PUBHBIO 6210	3
PUBHLTH 6002	2	PUBHLTH 6013	2
PUBHLTH 6003	2	PUBHLTH 6014	2
PUBHLTH 6004	4	PUBHLTH 6015	2
		PUBHLTH 6016	2
Existing credit hours for Core	**12**	**Proposed credit hours for Core**	**11**
Specialization requirement	**23**	**Specialization requirement (changing PUBHBIO 7245 from 2 to 3 credit hours)**	**24**
Current total credit hours required for degree	**42**	**Proposed total credit hours for degree (no change)**	**42**

MPH in Environmental Health Sciences			
Current Core	Credit Hours	Proposed Core	Credit Hours
PUBHLTH 6001	4	PUBHLTH 6012	2
PUBHLTH 6002	2	PUBHLTH 6013	2
PUBHLTH 6003	2	PUBHLTH 6014	2
PUBHLTH 6004	4	PUBHLTH 6015	2
		PUBHLTH 6016	2
Existing credit hours for Core	**12**	**Proposed credit hours for Core**	**10**
Current total credit hours required for degree	**45**	**Proposed total credit hours for degree (due to reduction in core)**	**43**

MPH in Epidemiology			
Current Core	Credit Hours	Proposed Core	Credit Hours
PUBHLTH 6001	4	PUBHBIO 6210	3
PUBHLTH 6002	2	PUBHEPI 6430	3
PUBHLTH 6003	2	PUBHLTH 6013	2
PUBHLTH 6004	4	PUBHLTH 6015	2
		PUBHLTH 6016	2
Existing credit hours for Core	**12**	**Proposed credit hours for Core**	**12**
Current total credit hours required for degree	**42**	**Proposed total credit hours for degree (no change)**	**42**

MPH in Health Behavior and Health Promotion			
Current Core	Credit Hours	Proposed Core	Credit Hours
PUBHLTH 6001	4	PUBHBIO 6210	3
PUBHLTH 6002	2	PUBHLTH 6013	2
PUBHLTH 6003	2	PUBHLTH 6014	2
PUBHLTH 6004	4	PUBHLTH 6016	2
Existing credit hours for Core	**12**	**Proposed credit hours for Core**	**9**

		NOTE: PUBHBP 7522 will include the core content that is covered in PUBHLTH 6015	
Specialization requirement	**20**	**Adding a required theory class into the specialization and increasing from 8 to 9 the required hours in the track**	**23**
Current total credit hours required for degree	**42**	**Proposed total credit hours for degree (no change)**	**42**

MPH – Program for Experienced Professionals			
Current Core	Credit Hours	Proposed Core	Credit Hours
PUBHLTH 6001	4	PUBHLTH 6012	2
PUBHLTH 6002	2	PUBHLTH 6013	2
PUBHLTH 6003	2	PUBHLTH 6014	2
PUBHLTH 6004	4	PUBHLTH 6015	2
		PUBHLTH 6016	2
Existing credit hours for Core	*12*	*Proposed credit hours for Core*	*10*
		Adding a new required specialization course: PUBHHMP 6620: Critical Appraisal of Pop Hlth Evidence	**3**
Existing credit hours for Specialization	**19**	**Proposed credit hours for Specialization**	**21**
Current total credit hours required for degree	**42**	**Proposed total credit hours for degree (no change)**	**42**

MPH in Veterinary Public Health			
Current Core	Credit Hours	Proposed Core	Credit Hours
PUBHLTH 6001	4	PUBHBIO 6210	3
PUBHLTH 6002	2	PUBHEPI 6430	3
PUBHLTH 6003	2	PUBHLTH 6013	2
PUBHLTH 6004	4	PUBHLTH 6015	2
		PUBHLTH 6016	2
Existing credit hours for Core	**12**	**Proposed credit hours for Core**	**12**
Current total credit hours required for degree	**42**	**Proposed total credit hours for degree (no change)**	**42**

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Approved Curriculum Plans

2026~~5~~-2027~~6~~ Curriculum Guide for the online Master of Public Health degree program with a specialization in BIOSTATISTICS

The Online Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. It includes courses within public health's foundation disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth course work within the specialization including an applied practice experience and integrative learning experience.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance through the program until the student selects their Integrative Learning Experience advisor. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Biostatistics, but is not inclusive of all important degree, college, and university requirements.   All students are expected to be familiar with the College of Public Health (CPH) *Graduate Student Handbook*: https://cph.osu.edu/students/graduate/student-handbook, the *Graduate School Handbook:* https://gradsch.osu.edu/graduate-school-handbook-gsh and the CPH competencies: https://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

The MPH-Biostatistics curriculum consists of a minimum of 42 credit hours organized into five curricular domains:

1. MPH ~~Integrated~~ Foundational curriculum ~~including the Buck-IPE*~~ (1~~1~~2 credit hours)
2. Required biostatistics courses for the specialization (2~~4~~3 credit hours)
3. Required statistical computing course (2 credit hours)
4. Applied Practice Experience (2 credit hours)
5. Integrative Learning Experience (3 credit hours)
~~5.~~6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

~~*In addition to credit hour requirements, The Ohio State University College of Public Health requires all Master of Public Health students to participate in interprofessional practice and education activities. To meet this requirement, first-year students will participate in Buck-IPE, a longitudinal curriculum for students in health science and allied health professional programs at The Ohio State University. Information about participation and assessment will be shared with MPH students as part of the Integrated Foundational Curriculum (in PUBHLTH 6002 and 6004).~~

MPH Integrated Foundational curriculum (1~~1~~2 credit hours)

Every student in the MPH-Biostatistics program must take the following courses in areas of knowledge basic to public health:

~~PUBHTLH~~ PUBHBIO ~~6001~~6210	~~Methods in Quantitative Data Analysis~~Applied Biostatistics I	3~~4~~ credit hours
PUBHLTH ~~6002~~6013	~~History, Values and Essential Services of the U.S. Public Health System~~Current Topics in Environmental Public Health	2 credit hours
PUBHLTH ~~6003~~6014	~~Methods in Public Health Planning and Evaluation~~Epidemiololgy through Disease Investigations	2 credit hours
PUBHLTH ~~6004~~6015	~~Essentials of Population Health~~From Evidence to Action: Planning and Evaluating Public Health Programs	2~~4~~ credit hours
PUBHTLH 6016	Public Health and Healthcare Systems	2 credit hours

Biostatistics Specialization courses (2~~4~~3 credit hours)

PUBHBIO 6260	Ethics in Biostatistics	1 credit hour
PUBHBIO 6211	Applied Biostatistics II	3 credit hours
PUBHBIO 6250	Regression Methods in the Health Sciences	3 credit hours
PUBHBIO 7215	Design and Analysis of Clinical Trials	2 credit hours
PUBHBIO 7245	Biostatistical Collaboration	3~~2~~ credit hours
PUBHBIO 5280*	Introduction to Genomic Data Analysis	3 credit hours
PUBHBIO 7255*	Introduction to Causal Inference	3 credit hours
PUBHBIO 7230*	Applied Longitudinal Analysis	3 credit hours
PUBHLTH/BMI 5760	Public Health Informatics	3 credit hours

*Other 7000-level PUBHBIO courses may be substituted for these courses with advisor approval <u>in advance of registering</u>

Statistical Computing course (pick 1 course) (2 credit hours)

STAT 5731 and STAT 5732	Introduction to R for Data Science	2 credit hours
STAT 5740	Introduction to SAS Software	2 credit hours
PUBHBIO 6270	Introduction to SAS for Public Health students	2 credit hours

STAT 5731, 5732 and 5740 are both delivered online. PUBHBIO 6270 is delivered in person.

Applied Practice Experience

| PUBHLTH 7189 | Applied Practice Experience in Public Health | 2 credit hours |

Integrative Learning Experience

| PUBHLTH 7998 | Integrative Learning Experience in Public Health | 3 credit hours |

Curriculum Plan for the Master of Public Health in Biostatistics

(TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM OFFERED
Year 1 Autumn (~~12~~ 11 credit hours)	~~PUBHLTH~~ PUBHBIO 6210~~6001~~ PUBHLTH ~~6002~~6014 PUBHBIO 6260+ PUBHLTH/BMI 5760 PUBHBIO 6270 or STAT 5731+STAT 5732 or STAT 5740	~~Methods in Quantitative Data Analysis~~Applied Biostatistics I ~~Statistical Computing course~~Epidemiololgy through Disease Investigation Ethics in Biostatistics Public Health Informatics Introduction to SAS for Public Health Students or Introduction to R for Data Science or Introduction to SAS Software	3~~4~~ 2 1 3 2 ~~3~~	AU AU AU AU AU, SP
Year 1 Spring (9 credit hours)	PUBHLTH ~~6003~~60134 PUBHLTH ~~6004~~6015 PUBHLTH 6016 PUBHBIO 6211	Current Topics in Environmental Public Health ~~Methods in Public Health Planning and Evaluation~~ From Evidence to Action: Planning and Evaluating Public Health Programs~~Essentials of Public Health~~ Public Health and Healthcare Systems Applied Biostatistics II	2 2~~4~~ 2 3	SP SP AU, SP
Year 2 Autumn (13 credit hours)	PUBHBIO 5280 PUBHBIO 6250 PUBHBIO 7215+ PUBHBIO 7255+ PUBHLTH 7189^	Introduction to Genomic Data Analysis Regression Regression Methods for the Health Sciences Design and Analysis of Clinical Trials Introduction to Causal Inference Applied Practice Experience	3 3 2 3 2	AU AU AU AU ANY
Year 2 Spring (~~8~~9 credit hours)	PUBHLTH 7998 PUBHBIO 7230 PUBHBIO 7245+	Integrative Learning Experience in Public Health Applied Longitudinal Analysis Biostatistical Collaboration	3 3 3~~2~~	ANY SP SP

These courses include an online, synchronous component (times at which you must be logged on and participating in class).
All remaining required courses are available as fully asynchronous online courses.

^The Applied Practice Experience (Public Health 7189) is to be completed Autumn Semester of Year 2. It may be completed during Summer or Spring with approval from the faculty advisor.

Grade Policy

In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

Office of Academic Programs and Student Services (OAPSS)

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THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

2026-2027 Curriculum Guide for the online Master of Public Health degree program with a specialization in BIOSTATISTICS

The Online Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. It includes courses within public health's foundation disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth course work within the specialization including an applied practice experience and integrative learning experience.

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PROGRAM OF STUDY

The MPH-Biostatistics curriculum consists of a minimum of 42 credit hours organized into five curricular domains:

1. MPH Foundational curriculum (11 credit hours)
2. Required biostatistics courses for the specialization (24 credit hours)
3. Required statistical computing course (2 credit hours)
4. Applied Practice Experience (2 credit hours)
5. Integrative Learning Experience (3 credit hours)
6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

MPH Integrated Foundational curriculum (11 credit hours)

Every student in the MPH-Biostatistics program must take the following courses in areas of knowledge basic to public health:

PUBHBIO 6210	Applied Biostatistics I	3 credit hours
PUBHLTH 6013	Current Topics in Environmental Public Health	2 credit hours
PUBHLTH 6014	Epidemiology through Disease Investigations	2 credit hours
PUBHLTH 6015	From Evidence to Action: Planning and Evaluating Public Health Programs	2 credit hours
PUBHTLH 6016	Public Health and Healthcare Systems	2 credit hours

Biostatistics Specialization courses (24 credit hours)

PUBHBIO 6260	Ethics in Biostatistics	1 credit hour
PUBHBIO 6211	Applied Biostatistics II	3 credit hours
PUBHBIO 6250	Regression Methods in the Health Sciences	3 credit hours
PUBHBIO 7215	Design and Analysis of Clinical Trials	2 credit hours
PUBHBIO 7245	Biostatistical Collaboration	3 credit hours
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Applied Practice Experience

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Integrative Learning Experience

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Curriculum Plan for the Master of Public Health in Biostatistics

(TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM OFFERED
Year 1 Autumn (11 credit hours)	PUBHBIO 6210	Applied Biostatistics I	3	AU
	PUBHLTH 6014	Epidemiology through Disease Investigation	2	AU
	PUBHBIO 6260[+]	Ethics in Biostatistics	1	AU
	PUBHLTH/BMI 5760	Public Health Informatics	3	AU
	PUBHBIO 6270 or STAT 5731+STAT 5732 or STAT 5740	Introduction to SAS for Public Health Students or Introduction to R for Data Science or Introduction to SAS Software	2	AU, SP
Year 1 Spring (9 credit hours)	PUBHLTH 6013	Current Topics in Environmental Public Health	2	SP
	PUBHLTH 6015	From Evidence to Action: Planning and Evaluating Public Health Programs	2	SP
	PUBHLTH 6016	Public Health and Healthcare Systems	2	SP
	PUBHBIO 6211	Applied Biostatistics II	3	AU, SP
Year 2 Autumn (13 credit hours)	PUBHBIO 5280	Introduction to Genomic Data Analysis	3	AU
	PUBHBIO 6250	Regression Methods for the Health Sciences	3	AU
	PUBHBIO 7215[+]	Design and Analysis of Clinical Trials	2	AU
	PUBHBIO 7255[+]	Introduction to Causal Inference	3	AU
	PUBHLTH 7189^	Applied Practice Experience	2	ANY
Year 2 Spring (9 credit hours)	PUBHLTH 7998	Integrative Learning Experience in Public Health	3	ANY
	PUBHBIO 7230	Applied Longitudinal Analysis	3	SP
	PUBHBIO 7245[+]	Biostatistical Collaboration	3	SP

These courses include an online, synchronous component (times at which you must be logged on and participating in class). All remaining required courses are available as fully asynchronous online courses.

^The Applied Practice Experience (Public Health 7189) is to be completed Autumn Semester of Year 2. It may be completed during Summer or Spring with approval from the faculty advisor.

Grade Policy

In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

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2025̶6-20267 Curriculum Guide for Master of Public Health degree program
with a specialization in ENVIRONMENTAL HEALTH SCIENCES

The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health as environmental health specialists. It includes courses within public health's foundation disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth course work within the specialization including an applied practice experience and integrative learning experience.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance throughout the program. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Environmental Health Sciences (EHS), but is not inclusive of all important degree, college, and university requirements. This is not considered an on-line degree program; however, students will enroll in a combination of courses designed for on-campus in-person delivery (IP), distance learning (DL), or hybrid (HY). All students are expected to be familiar with the College of Public Health (CPH) Graduate Student Handbook: http://cph.osu.edu/students/graduate/handbooks, the Graduate School Handbook https://gradsch.osu.edu/handbook and the CPH competencies: http://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

The MPH-EHS curriculum consists of a minimum of 43̶5 credit hours organized into five curricular domains:

1. MPH ~~Integrated F~~foundational curriculum ~~including the Buck-IPE*~~ (1̶20 credit hours)
2. EHS Specialization courses (22 credit hours)
3. Approved Electives (6 credit hours)
4. Applied Practice Experience (2 credit hours)
5. Integrative Learning Experience (3 credit hours)
6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

~~*In addition to credit hour requirements, The Ohio State University College of Public Health requires all Master of Public Health students to participate in interprofessional practice and education activities. To meet this requirement, first-year students will participate in Buck-IPE, a longitudinal curriculum for students in health science and allied health professional programs at The Ohio State University. Information about participation and assessment will be shared with MPH students as part of the Integrated Foundational Curriculum (in PUBHLTH 6002 and 6004).~~

~~*In addition to credit hour requirements, The Ohio State University College of Public Health requires all Master of Public Health students to participate in interprofessional practice and education activities. To meet this requirement, first-year students will participate in Buck-IPE, a longitudinal curriculum for students in health science and allied health professional programs at The Ohio State University. Information about participation and assessment will be shared with MPH students as part of the Integrated Foundational Curriculum (in PUBHLTH 6002 and 6004).~~

MPH Integrated Foundational curriculum (1̶20 credit hours)

Every student in the MPH-EHS program must take the following MPH Integrated Foundational curriculum:

PUBHTLH 60̶012	~~Applied~~ Methods in ~~Quantitative Data Analysis~~Population Health	4̶2 credit hours	

PUBHLTH 60~~02~~13	~~History, Values and Essential Services of the U.S. Public Health System~~Current Topics in Environmental Public Health	~~2~~2 credit hours
PUBHLTH 60~~03~~14	~~Methods in Public Health Planning and Evaluation~~Epidemiology through Disease Investigations	2 credit hours
PUBHLTH 60~~04~~15	~~Essentials of Population Health~~ Evaluating Public Health Programs	~~4~~2 credit hours
PUBHLTH 6016	Public Health and Healthcare Systems	2 credit hours

Required Courses in the EHS Specialization (22 credit hours)

PUBHEHS 5315	Principles of Toxicology	3 credit hours
PUBHEHS 5325	Principles of Occupational Health Science	3 credit hours
PUBHEHS 6310	Principles of Environmental Health Science	3 credit hours
PUBHEHS 6320	Global Health and Environmental Microbiology	3 credit hours
PUBHEHS 6390	Major Human Diseases in Global Public Health	3 credit hours
PUBHEHS 7365	Environmental and Human Health Risk Assessment	3 credit hours
PUBHEHS 7380	Exposure Science Monitoring Techniques I	3 credit hours
ENVSCI 7899	Current Issues in Environmental Sciences	1 credit hour

Electives (Choose courses to bring the total credit hours in the program to minimum 4~~3~~5 credit hours)

Additional electives may be selected from other courses offered by the EHS Division, by the College of Public of Health, or elsewhere in the University with approval of the advisor. Other Division of EHS courses and the following are examples:

PUBHEHS 5335	Ecology of Infectious Diseases	3 credit hours
PUBHEHS 5340	Air Contaminants and Public Health	3 credit hours
PUBHEHS 5345	Modeling Transmission & Control of Infectious Diseases	3 credit hours
PUBHEHS 5350	Geospatial Artificial Intelligence in Public Health	3 credit hours
PUBHEHS 5395	Engineering Design for Environmental Health	3 credit hours
PUBHEHS 6325	Climate Change and Human Health	3 credit hours
PUBHEHS 6330	Environmental Epigenetics	3 credit hours
PUBHEHS 6340	Molecular Techniques for Environmental Health Sciences	3 credit hours
PUBHEHS 7193	Individual Studies in Environmental Health Sciences	1-4 credit hours
PUBHEHS 7360	Water Contamination: Sources and Health Impact	3 credit hours
PUBHEHS 7375	Quantitative Microbial Risk Analysis Modeling	3 credit hours
PUBHEHS 7382	Environmental Health & Analytical Chemistry	3 credit hours
PUBHEPI 7411	~~Epidemiology in~~ Environmental Epidemiology ~~Health~~	3 credit hours
PUBHLTH 6189.01 or .02	Field Experience in Public Health/Global Public Health	1-6 credit hours
ENTMLGY 5605	Vector Biology and Vector Borne Diseases	3 credit hours

Applied Practice Experience

| PUBHLTH 7189 | Applied Practice Experience | 2 credit hours |

Integrative Learning Experience

| PUBHLTH 7998 | Integrative Learning Experience in Public Health | 3 credit hours |

Curriculum Plan for the Master of Public Health in Environmental Health Sciences*
(*This is one option; students are advised to consult with their advisor for other options)

TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM(S) OFFERED	DELIVERY MODE
Year 1 Autumn	PUBHLTH 60~~01~~13	~~Methods in Quantitative Data Analysis~~ ~~History, Values and Essential Services of the U.S. Public Health~~ Current Topics in Environmental Health Science ~~System~~ Epidemiology through Disease Investigations	~~2~~4 2 3	AU AU AU	DL DL DL
	PUBHLTH 60~~02~~14				

Term	Course	Title	Credits	Sem	Mode
	PUBHEHS 6310	Principles of Environmental Health Science	3	AU	DL
	PUBHEHS 6320	Global Health and Environmental Microbiology ~~Design~~			
Year 1 Spring	PUBHLTH 60~~03~~12	~~Methods in Public Health Planning and Evaluation~~Applied Methods for Population Health	2	SP SP	DL DL
	PUBHLTH 60~~04~~15	~~Essentials of Population Health~~ Evaluating Public Health Programs	~~4~~2	SP ANY	IP
	PUBHEHS 5315	Principles of Toxicology	3	SP	IP
	ELECTIVE		3	SP	IP
	PUBHEHS 7365	Environmental and Human Health Risk Assessment	3		
	ENVSCI 7899	Current Issues in Environmental Sciences	1		
Year 1 Summer	PUBHLTH 7189	Applied Practice Experience	2	ANY	DL
Year 2 Autumn	PUBHEHS 5325	Principles of Occupational Health Science	3	AU	DL
	PUBHEHS 6390	Major Human Diseases in Global Public Health	3	AU	DL
	PUBHEHS 7380	Exposure Science Monitoring Techniques I	3	AU	IP
	PUBHLTH 7998	Integrative Learning Experience in Public Health	3	ANY	
	ELECTIVE		3	ANY	
	PUBHLTH 6016	Public Health and Healthcare Systems	2	ANY	DL

Grade Policy:

In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in foundation and specialization courses. Students should familiarize themselves with Section 11 of the College of Public Health Graduate Student Handbook.

College of Public Health - Office of Academic Programs and Student Services (OAPSS)

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THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

2026-2027 Curriculum Guide for Master of Public Health degree program
with a specialization in ENVIRONMENTAL HEALTH SCIENCES

The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health as environmental health specialists. It includes courses within public health's foundation disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth course work within the specialization including an applied practice experience and integrative learning experience.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance throughout the program. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Environmental Health Sciences (EHS), but is not inclusive of all important degree, college, and university requirements. This is not considered an on-line degree program; however, students will enroll in a combination of courses designed for on-campus in-person delivery (IP), distance learning (DL), or hybrid (HY). All students are expected to be familiar with the College of Public Health (CPH) Graduate Student Handbook: http://cph.osu.edu/students/graduate/handbooks, the Graduate School Handbook https://gradsch.osu.edu/handbook and the CPH competencies: http://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

The MPH-EHS curriculum consists of a minimum of 43 credit hours organized into five curricular domains:

1. MPH foundational curriculum (10 credit hours)
2. EHS Specialization courses (22 credit hours)
3. Approved Electives (6 credit hours)
4. Applied Practice Experience (2 credit hours)
5. Integrative Learning Experience (3 credit hours)
6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

MPH Integrated Foundational curriculum (10 credit hours)

Every student in the MPH-EHS program must take the following MPH Integrated Foundational curriculum:

PUBHTLH 6012	Applied Methods in Population Health	2 credit hours
PUBHLTH 6013	Current Topics in Environmental Public Health	2 credit hours
PUBHLTH 6014	Epidemiology through Disease Investigations	2 credit hours
PUBHLTH 6015	Evaluating Public Health Programs	2 credit hours
PUBHLTH 6016	Public Health and Healthcare Systems	2 credit hours

Required Courses in the EHS Specialization (22 credit hours)

PUBHEHS 5315	Principles of Toxicology	3 credit hours
PUBHEHS 5325	Principles of Occupational Health Science	3 credit hours
PUBHEHS 6310	Principles of Environmental Health Science	3 credit hours
PUBHEHS 6320	Global Health and Environmental Microbiology	3 credit hours
PUBHEHS 6390	Major Human Diseases in Global Public Health	3 credit hours
PUBHEHS 7365	Environmental and Human Health Risk Assessment	3 credit hours
PUBHEHS 7380	Exposure Science Monitoring Techniques I	3 credit hours

ENVSCI 7899   Current Issues in Environmental Sciences   1 credit hour

Electives (Choose courses to bring the total credit hours in the program to minimum 43 credit hours)
Additional electives may be selected from other courses offered by the EHS Division, by the College of Public of Health, or elsewhere in the University with approval of the advisor. Other Division of EHS courses and the following are examples:

PUBHEHS 5335	Ecology of Infectious Diseases	3 credit hours
PUBHEHS 5340	Air Contaminants and Public Health	3 credit hours
PUBHEHS 5345	Modeling Transmission & Control of Infectious Diseases	3 credit hours
PUBHEHS 5350	Geospatial Artificial Intelligence in Public Health	3 credit hours
PUBHEHS 5395	Engineering Design for Environmental Health	3 credit hours
PUBHEHS 6325	Climate Change and Human Health	3 credit hours
PUBHEHS 6330	Environmental Epigenetics	3 credit hours
PUBHEHS 6340	Molecular Techniques for Environmental Health Sciences	3 credit hours
PUBHEHS 7193	Individual Studies in Environmental Health Sciences	1-4 credit hours
PUBHEHS 7360	Water Contamination: Sources and Health Impact	3 credit hours
PUBHEHS 7375	Quantitative Microbial Risk Analysis Modeling	3 credit hours
PUBHEHS 7382	Environmental Health & Analytical Chemistry	3 credit hours
PUBHEPI 7411	Environmental Epidemiology	3 credit hours
PUBHLTH 6189.01 or .02	Field Experience in Public Health/Global Public Health	1-6 credit hours
ENTMLGY 5605	Vector Biology and Vector Borne Diseases	3 credit hours

Applied Practice Experience

PUBHLTH 7189   Applied Practice Experience   2 credit hours

Integrative Learning Experience

PUBHLTH 7998   Integrative Learning Experience in Public Health   3 credit hours

Curriculum Plan for the Master of Public Health in Environmental Health Sciences*
(*This is one option; students are advised to consult with their advisor for other options)

TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM(S) OFFERED	DELIVERY MODE
Year 1 Autumn	PUBHLTH 6013	Current Topics in Environmental Health Science	2	AU	DL
	PUBHLTH 6014	Epidemiology through Disease Investigations	2	AU	DL
	PUBHEHS 6310	Principles of Environmental Health Science	3	AU	DL
	PUBHEHS 6320	Global Health and Environmental Microbiology	3	AU	DL
Year 1 Spring	PUBHLTH 6012	Applied Methods for Population Health	2	SP	DL
	PUBHLTH 6015	Evaluating Public Health Programs	2	SP	DL
	PUBHEHS 5315	Principles of Toxicology	3	SP	IP
	ELECTIVE		3	ANY	
	PUBHEHS 7365	Environmental and Human Health Risk Assessment	3	SP	IP
	ENVSCI 7899	Current Issues in Environmental Sciences	1	SP	IP
Year 1 Summer	PUBHLTH 7189	Applied Practice Experience	2	ANY	DL
Year 2 Autumn	PUBHEHS 5325	Principles of Occupational Health Science	3	AU	DL
	PUBHEHS 6390	Major Human Diseases in Global Public Health	3	AU	DL
	PUBHEHS 7380	Exposure Science Monitoring Techniques I	3	AU	IP
	PUBHLTH 7998	Integrative Learning Experience in Public Health	3	ANY	
	ELECTIVE		3	ANY	
	PUBHLTH 6016	Public Health and Healthcare Systems	2	ANY	DL

Grade Policy:

In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in foundation and specialization courses. Students should familiarize themselves with Section 11 of the College of Public Health Graduate Student Handbook.

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2025~~6~~-2027~~6~~ Curriculum Guide for Master of Public Health degree program with a specialization in EPIDEMIOLOGY

The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. It includes courses within public health's foundation disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth course work within the specialization including an Applied Practice Experience and Integrative Learning Experience.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance throughout the program. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Epidemiology (EPI), but is not inclusive of all important degree, college, and university requirements. This is not considered an on-line degree program; however, students will enroll in a combination of courses designed for on-campus in-person delivery (IP), distance learning (DL), or hybrid (HY). All students are expected to be familiar with the College of Public Health (CPH) *Graduate Student Handbook*: https://cph.osu.edu/students/graduate/student-handbook, the *Graduate School Handbook:* https://gradsch.osu.edu/graduate-school-handbook-gsh and the CPH competencies: https://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

The MPH-EPI curriculum consists of a minimum of 45 credit hours organized into five curricular domains:

1. MPH ~~Integrated F~~foundational curriculum ~~including the Buck-IPE*~~ (12 credit hours)
2. EPI Specialization courses (22-25 credit hours)
3. Approved Electives (3-6 credit hours)
4. Applied Practice Experience (2 credit hours)
5. Integrative Learning Experience Seminar & Integrative Learning Experience (3 credit hours)
6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education. ~~In addition to credit hour requirements, The Ohio State University College of Public Health requires all Master of Public Health students to participate in interprofessional practice and education activities. To meet this requirement, first-year students will participate in *Buck-IPE, a longitudinal curriculum for students in health science and allied health professional programs at The Ohio State University. Information about participation and assessment will be shared with MPH students as part of the Integrated Foundational Curriculum (in PUBHLTH 6002 and 6004).~~

MPH Integrated Foundational curriculum (12 credit hours)

Every student in the MPH-EPI program must take the following courses in areas of knowledge basic to public health:

~~PUBHTLH~~ ~~PUBHBIO~~	~~Methods in Quantitative Data Analysis~~Applied Biostatistics ~~1~~I	~~3~~4 credit hours
PUBHLTH	~~History, Values and Essential Services of the U.S. Public Health~~	~~2~~3 credit hours
PUBHLTH ~~6012~~	~~Methods in Public Health Planning and Evaluation~~Current Topics in Environmental ~~Public Health (DL)~~	2 credit hours
PUBHLTH 6015	Evaluating Public Health Programs (DL)	2 credit hours
~~PUBHLTH~~	~~Essentials of Population Health~~Evaluating Public Health Programs (DL)	~~4~~2 credit hours

Required Courses in the Specialization (22-25 credit hours)

	PUBHBIO 6211	Applied Biostatistics II	3 credit hours
PUBHBIO 6270	Introduction to SAS for Public Health Students	2 credit hours
PUBHEPI 6411	Biological Basis of Public Health *(required for students without a clinical degree)*	3 credit hours
PUBHEPI 6442	Methods in Social Epidemiology	3 credit hours
PUBHEPI 6431	Design & Implementation of Health Surveys	3 credit hours
PUBHEPI 7410**	Epidemiology II & Lab	4 credit hours
PUBHEPI 7430**	Epidemiology III	4 credit hours

One Applied Biostatistics course   3 credit hours

PUBHBIO 6250 Regression Methods for the Health Sciences is recommended.
Other course options are: PUBHBIO 7220, 7225, 7230, 7235, 7255
Students who wish to take an alternative applied Biostatistics course are advised to consult with their advisor

Electives (3-6 credit hours) Additional eElectives may be selected from other courses offered by the College of Public of Health, or elsewhere in the University with approval of the advisor.

PUBHEPI 5412 Global Epi of Infectious Disease	3 credit hrs	‡PUBHEPI 6437 Cancer Epidemiology	3 credit hrs
PUBHEPI 5438 Cardiovascular Disease	3 credit hrs	‡PUBHEPI 6440 Reproductive and Perinatal Epi	3 credit hrs
PUBHEPI 6415 Nutrition in Public Health	3 credit hrs	‡PUBHEPI 6441 Epidemiology of Women's Health	3 credit hrs
‡PUBHEPI 6432 Injury Epidemiology	2 credit hrs	PUBHEPI 7411 Epidemiology in Env. Health	3 credit hrs
PUBHEPI 6436 Infectious Disease Epidemiology	3 credit hrs	PUBHHMP 7686 Qualitative Methods Health Res	4 credit hrs

‡*Not offered in 26~~5~~-27~~6~~*

Applied Practice Experience

| | PUBHLTH 7189 | Applied Practice Experience | 2 credit hours |

Integrative Learning Experience

| | PUBHEPI 7998 | Integrative Learning Experience Seminar | 1 credit hour |
| PUBHLTH 7998 | Integrative Learning Experience | 2 credit hours |

Curriculum Plan for the Master of Public Health in Epidemiology

Students who want to deviate from the proposed plan below are advised to consult their advisor to ensure the logistical feasibility of their proposed plan.

TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM(S) OFFERED	DELIVERY MODE
Year 1 Autumn	PUBHLTH 6~~00~~2~~10~~	~~Methods in Quantitative Data Analysis~~ Applied Biostatistics 1	4~~3~~	AU~~,~~ SP	DL or IP
	PUBHLTH 6~~0~~430~~2~~	~~History, Values & Essential Services of U.S. PH System~~ Epidemiology 1	2~~3~~	AU	~~DL~~IP
	PUBHBIO 6270	Introduction to SAS for Public Health students	2	AU, SP	IP
	PUBHEPI 6411	Biological Basis of Public Health	3	AU	IP
Year 1 Spring	PUBHLTH 60~~0~~13	~~Methods in Public Health Planning and Evaluation~~ Current Topics in Environmental Public Health	2	SP	DL
	PUBHLTH 60~~00~~4~~15~~	~~Essentials of Population Health~~ Evaluating Public Health Programs	4~~2~~	SP	DL
	PUBHEPI 7410	Epidemiology II & Lab	4	SP	IP
	PUBHBIO 6211	Applied Biostatistics II	3	AU, SP	DL or IP
Year 1 Summer	PUBHLTH 7189	Applied Practice Experience	2	ANY	
Year 2 Autumn	PUBHEPI 6442	Methods in Social Epidemiology	3	AU	IP
	PUBHEPI 7430	Epidemiology III	4	AU	IP
	PUBHEPI 7998	Integrative Learning Experience Seminar	1	AU	IP
	PUBHBIO 6250	Regression Methods for the Health Sciences	3	AU	DL

Year 2 Spring	PUBHLTH 7998	Integrative Learning Experience	2	ANY	
	PUBHEPI 6431	Design & Implementation of Health Surveys	3	SP	IP
	ELECTIVE(S)		3 OR 6	AU, SP	
	PUBHLTH 6016	Public Health and Healthcare Systems	2	SP	DL

**After completion of the EPI course sequence, students should be able to: Demonstrate an ability to access, manage, and analyze large public-use data sets used in epidemiology, Choose the correct analysis for data obtained from an epidemiologic investigation, Analyze and interpret data obtained from an epidemiologic investigation, Assess confounding and effect modification in data from an epidemiologic investigation, Develop visuals and communicate findings from an epidemiologic analysis to academic and non-academic audiences.

Grade Policy:

In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in Foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

College of Public Health - Office of Academic Programs and Student Services (OAPSS)

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THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

2026-2027 Curriculum Guide for Master of Public Health degree program with a specialization in EPIDEMIOLOGY

The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. It includes courses within public health's foundation disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth course work within the specialization including an Applied Practice Experience and Integrative Learning Experience.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance throughout the program. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Epidemiology (EPI), but is not inclusive of all important degree, college, and university requirements. This is not considered an on-line degree program; however, students will enroll in a combination of courses designed for on-campus in-person delivery (IP), distance learning (DL), or hybrid (HY). All students are expected to be familiar with the College of Public Health (CPH) *Graduate Student Handbook*: https://cph.osu.edu/students/graduate/student-handbook, the *Graduate School Handbook:* https://gradsch.osu.edu/graduate-school-handbook-gsh and the CPH competencies: https://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

The MPH-EPI curriculum consists of a minimum of 45 credit hours organized into five curricular domains:

1. MPH foundational curriculum (12 credit hours)
2. EPI Specialization courses (22-25 credit hours)
3. Approved Electives (3-6 credit hours)
4. Applied Practice Experience (2 credit hours)
5. Integrative Learning Experience Seminar & Integrative Learning Experience (3 credit hours)
6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

MPH Integrated Foundational curriculum (12 credit hours)

Every student in the MPH-EPI program must take the following courses in areas of knowledge basic to public health:

PUBHBIO 6210	Applied Biostatistics I	3 credit hours
PUBHLTH 6430	Epidemiology 1	3 credit hours
PUBHLTH 6013	Current Topics in Environmental Public Health (DL)	2 credit hours
PUBHLTH 6015	Evaluating Public Health Programs (DL)	2 credit hours
PUBHLTH 6016	Public Health and Healthcare Systems	2 credit hours

Required Courses in the Specialization (22-25 credit hours)

PUBHBIO 6211	Applied Biostatistics II	3 credit hours
PUBHBIO 6270	Introduction to SAS for Public Health Students	2 credit hours
PUBHEPI 6411	Biological Basis of Public Health *(required for students without a clinical degree)*	3 credit hours
PUBHEPI 6442	Methods in Social Epidemiology	3 credit hours
PUBHEPI 6431	Design & Implementation of Health Surveys	3 credit hours
PUBHEPI 7410**	Epidemiology II & Lab	4 credit hours
PUBHEPI 7430**	Epidemiology III	4 credit hours

One Applied Biostatistics course   3 credit hours
PUBHBIO 6250 Regression Methods for the Health Sciences is recommended.
Other course options are: PUBHBIO 7220, 7225, 7230, 7235, 7255
Students who wish to take an alternative applied Biostatistics course are advised to consult with their advisor

Electives (3-6 credit hours) Electives may be selected from other courses offered by the College of Public of Health, or elsewhere in the University with approval of the advisor.

PUBHEPI 5412 Global Epi of Infectious Disease	3 credit hrs	‡PUBHEPI 6437 Cancer Epidemiology	3 credit hrs
PUBHEPI 5438 Cardiovascular Disease	3 credit hrs	‡PUBHEPI 6440 Reproductive and Perinatal Epi	3 credit hrs
PUBHEPI 6415 Nutrition in Public Health	3 credit hrs	PUBHEPI 6441 Epidemiology of Women's Health	3 credit hrs
PUBHEPI 6432 Injury Epidemiology	2 credit hrs	PUBHEPI 7411 Epidemiology in Env. Health	3 credit hrs
PUBHEPI 6436 Infectious Disease Epidemiology	3 credit hrs	PUBHHMP 7686 Qualitative Methods Health Res	4 credit hrs

‡*Not offered in 26-27*

Applied Practice Experience
> PUBHLTH 7189   Applied Practice Experience   2 credit hours

Integrative Learning Experience
> PUBHEPI 7998   Integrative Learning Experience Seminar   1 credit hour
> PUBHLTH 7998   Integrative Learning Experience   2 credit hours

Curriculum Plan for the Master of Public Health in Epidemiology
Students who want to deviate from the proposed plan below are advised to consult their advisor to ensure the logistical feasibility of their proposed plan.

TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM(S) OFFERED	DELIVERY MODE
Year 1 Autumn	PUBHLTH 6210	Applied Biostatistics 1	3	AU, SP	DL or IP
	PUBHLTH 6430	Epidemiology 1	3	AU	IP
	PUBHBIO 6270	Introduction to SAS for Public Health students	2	AU, SP	IP
	PUBHEPI 6411	Biological Basis of Public Health	3	AU	IP
Year 1 Spring	PUBHLTH 6013	Current Topics in Environmental Public Health	2	SP	DL
	PUBHLTH 6015	Evaluating Public Health Programs	2	SP	DL
	PUBHEPI 7410	Epidemiology II & Lab	4	SP	IP
	PUBHBIO 6211	Applied Biostatistics II	3	AU, SP	DL or IP
Year 1 Summer	PUBHLTH 7189	Applied Practice Experience	2	ANY	
Year 2 Autumn	PUBHEPI 6442	Methods in Social Epidemiology	3	AU	IP
	PUBHEPI 7430	Epidemiology III	4	AU	IP
	PUBHEPI 7998	Integrative Learning Experience Seminar	1	AU	IP
	PUBHBIO 6250	Regression Methods for the Health Sciences	3	AU	DL
Year 2 Spring	PUBHLTH 7998	Integrative Learning Experience	2	ANY	
	PUBHEPI 6431	Design & Implementation of Health Surveys	3	SP	IP
	ELECTIVE(S)		3 OR 6	AU, SP	
	PUBHLTH 6016	Public Health and Healthcare Systems	2	SP	DL

**After completion of the EPI course sequence, students should be able to: Demonstrate an ability to access, manage, and analyze large public-use data sets used in epidemiology, Choose the correct analysis for data obtained from an epidemiologic investigation, Analyze and interpret data obtained from an epidemiologic investigation, Assess confounding and effect modification in data from an epidemiologic investigation, Develop visuals and communicate findings from an epidemiologic analysis to academic and non-academic audiences.

Grade Policy:
In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in Foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

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THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

20256-20276 Curriculum Guide for Master of Public Health degree program with a specialization in HEALTH BEHAVIOR AND HEALTH PROMOTION

The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. It includes courses within public health's foundation disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth course work within the specialization including an applied practice experience and an integrative learning experience project.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance throughout the program. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Health Behavior and Health Promotion (HBHP) but is not inclusive of all important degree, college, and university requirements. This is not considered an on-line degree program; however, students will enroll in a combination of courses designed for on-campus in-person delivery (IP), distance learning (DL), or hybrid (HY).   All students are expected to be familiar with the College of Public Health (CPH) *Graduate Student Handbook*: http://cph.osu.edu/students/graduate/handbooks the *Graduate School Handbook*: https://gradsch.osu.edu/handbook and CPH competencies: http://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

The MPH-HBHP curriculum consists of a minimum of 45 credit hours organized into five curricular domains:

1. MPH Integrated F foundational curriculum including the Buck-IPE*   12 9 credit hours
2. Courses required for a specialization in HBHP   19 21 credit hours
3. Approved Track Coursework**   8 9 credit hours
4. Applied Practice Experience   2 credit hours
5.   Integrative Learning Experience Seminar and Integrative Learning Experience   4 credit hours
5.6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*   0 credit hours

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

*In addition to credit hour requirements, The Ohio State University College of Public Health requires all Master of Public Health students to participate in interprofessional practice and education activities. To meet this requirement, first-year students will participate in Buck-IPE, a longitudinal curriculum for students in health science and allied health professional programs at The Ohio State University. Information about participation and assessment will be shared with MPH students as part of the Integrated Foundational Curriculum (in PUBHLTH 6002 and 6004).

Prior to matriculation into the HBHP program, all students should have completed the ScarletCanvas "bootcamp" sessions on preparation for the graduate coursework, specifically for the quantitative methods coursework.

MPH Integrated Ffoundational curriculum (129 credit hours)*

Every student in the MPH-HBHP program must take the following MPH Integrated Ffoundational curriculum:

PUBHTLH PUBHBIO 621001	Methods in Quantitative Data AnalysisApplied Biostatistics I1	43 credit hours
PUBHLTH 600213	History, Values and Essential Services of the U.S. Public Health SystemCurrent Topics in Environmental Public Health	2 credit hours

PUBHLTH 60~~03~~14	~~Methods in Public Health Planning and Evaluation~~Epidemiology through Disease Investigation	2 credit hours
PUBHLTH 60~~04~~16	~~Essentials of Population Health~~ Public Health and Healthcare Systems	~~4~~2 credit hours

*MPH-HBHP students will complete the foundational competencies and knowledge objectives in PUBHHBP 7520 and PUBHHBP 7522

Required Courses in the Specialization (~~19~~ 21 credit hours)

PUBHHBP 6520	Advancing Community Health Through Engagement and Action	3 credit hours
PUBHHBP 7520	Community Health Assessment	2 credit hours
PUBHHBP 75~~6~~2	Theoretical Approaches to Health Behavior Change in Public Health Applications	2 credit hours
PUBHHBP 7522	Program Planning and Implementation	3 credit hours
PUBHHBP 7528	Foundations of Professional Practice in Health Promotion	2 credit hours
PUBHBIO 6211	Applied Biostatistics II	3 credit hours
PUBHHBP 7542	Settings and Special Populations in Health Promotion	3 credit hours

Select one:

PUBHHBP 7532	Program Evaluation in Public Health	3 credit hours
PUBHHBP 7534	Research Methods in Health Behavior and Health Promotion	

Track Coursework (select one track and complete a minimum of ~~8~~9 credit hours)

Policy	Communications	Maternal and Child Health	Addressing Health Disparities	Global Health	Wellness

A student may petition the HBHP faculty for permission to substitute a graduate level course not listed above as an appropriate choice within one of the listed tracks.

Applied Practice Experience

PUBHLTH 7189	Applied Practice Experience	2 credit hours

Integrative Learning Experience and Integrative Learning Experience Seminar (4 credit hours)

PUBHHBP 7899.01	Integrative Learning Experience Seminar I	1 credit hour
PUBHHBP 7899.02	Integrative Learning Experience Seminar II	1 credit hour
PUBHLTH 7998	Integrative Learning Experience in Public Health	2 credit hours

Sample Curriculum Plan for the Master of Public Health in Health Behavior and Health Promotion

Students who want to deviate from the proposed plan below must consult their advisor to ensure the logistical feasibility of their proposed plan.

TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM(S) OFFERED	DELIVERY MODE
Year 1 Autumn	PUBHHBP 7520	Community Health Assessment	2	AU	IP
	PUBH~~BIO~~~~LTH~~ 60~~02~~10	~~Methods in Quantitative Data Analysis~~Applied Biostatistics I~~1~~	~~4~~3	AU	DL
	PUBHLTH 60~~02~~13	~~History, Values & Essential Services of U.S. PH System~~ Topics in Environmental Public Health	2	AU	DL
		Settings and Special Populations in Health Promotion	3	AU	IP
	PUBHHBP 7542 PUBHHBP 7562	Theoretical Approaches to Health Behavior Change in Public Health Applications	2	AU	IP

Year 1 Spring	PUBHLTH 60~~0143~~	~~Methods in Public Health Planning and Evaluation~~Current Epidemiology through Disease Investigations	2	SP	DL
	PUBHLTH 60~~0416~~	~~Essentials of Population Health~~ Public Health and Healthcare Systems	~~2~~4	SP	DL
	PUBHHBP 7522	Program Planning and Implementation	3	SP	IP
	PUBHBIO 6211	Applied Biostatistics II	3	AU,SP	DL or IP
Year 1 Summer	PUBHLTH 7189	Applied Practice Experience	2	ANY	
Year 2 Autumn	PUBHHBP 6520	Advancing Community Health Through Engagement & Action	3	AU	IP
	PUBHHBP 7899.01	Integrative Learning Experience Seminar I	1	AU	HY
	Track Courses	Approved Courses	5	ANY	
	PUBHHBP 7532^ or PUBHHBP 7534^	Program Evaluation in Public Health or Research Methods in Health Behavior and Health Promotion	3	AU^ SP^	IP
Year 2 Spring	PUBHHBP 7528	Foundations of Professional Practice in Health Promotion	2	SP	IP
	PUBHHBP 7899.02	Integrative Learning Experience Seminar II	1	SP	DL
	PUBHLTH 7998	Integrative Learning Experience in Public Health	2	SP	
	Track Courses	Approved Courses	3	ANY	

^Students choose one course, not both

Students have to earn at least ~~8~~9 credit hours in their selected track		
Course	**Credit hours**	**Term Offered**
Policy Track		
~~PUBHHBP~~ PUBHHLTH 6~~5~~558: Policy as a Prevention Strategy	3~~2~~	
ANTHROP 5700: Anthropology, Public Health and Human Rights	3	*AU*
CRPLAN 6350: The Socially Just City	3	*AU*
HTHRHSC 5650: Aging and Public Policy Issues	3	*AU*
PUBAFRS 5240: *(cross listed with AFAMAST 5240)*: Race and Public Policy in the United States	3	*AU*
PUBAFRS 5250: Poverty, Inequality and Public Policy	3	
PUBAFRS 5890: US Food Policy	3	*AU*
PUBAFRS 5895: *(cross listed with HTHRHSC 5895)*: Food Insecurity and Food Assistance Programming & Policy in the U.S.	3	
PUBAFRS 5900: *(cross listed with CRPLAN 5900):* Food System Planning and the Economy	3	
PUBAFRS 6000: Public Policy Formulation and Implementation	4	*AU & SP*
PUBAFRS 6060: Managerial Leadership in Public and Nonprofit Organizations	4	
PUBAFRS 7505: Wicked Policy Problems	3	*SP*
PUBAFRS 7574: Mixed Methods Approaches for Policy-Related Research	3	
PUBHTLH 7000: Public Health in Developing Countries	3	*SP*
PUBHHMP 6630: Project Management for Health Care and Public Health	3	
PUBHHMP 7605: Introduction to Health Policy	3	
PUBHHMP 7610: Public Health Law	3	

PUBHHMP 7611: Health Care Law for Managers	3	
PUBHHMP 7613: Tobacco Regulation and Policy	2	
PUBHHMP 7632: Strategic Change for Public Health & Population Health Management	3	
RURLSOC 5580: Social Impact Assessment	3	*SP*
SOCWORK 6201: Social Justice, Social Systems and Social Problems	3	
SOCWORK 7570: Policy Analysis & Social Legislation Processes	3	
Communications Track		
COMM 6806: Contemporary Theories of Communication	3	*AU*
COMM 7870: Media, Campaigns, and Health	3	*SP27*
COMM 7871: Health Communication in Interpersonal Settings	3	*AU25*
ENR 7400: Communicating Environmental Risk	3	*SP*
PUBAFRS 5591: Lobbying and Government Relations	3	
PUBAFRS 5592: Social Marketing for Nonprofit and Public Organizations	3	
PUBAFRS 6050: Managing Public Sector Organizations	4	
PUBAFRS 6500: Public Affairs Skills: Written and Oral Communication	2	*AU*
PUBHHMP 6615: Public Health Leadership and Organizational Behavior	3	
Maternal and Child Health Track		
ANTHROP 5602: Women's Health in Global Perspective	3	*AU*
BIOETHC 7050: Pediatric and Perinatal Bioethics	3	
EDUCST 5777: Anti-Racist, Culturally Responsive Education: Theories, Models and Strategies	3	
HDFS 7765: Advanced Child Development	3	
PSYCH 6835: Child Development	3	
PUBHEPI 6440: Reproductive and Perinatal Epidemiology	3	
PUBHEPI 6441: Epidemiology of Women's Health	3	
PUBHHBP 7564: A Public Health Approach to Adolescent Health	2	
SOCWORK 5005: Human Trafficking: Domestic and Global Perspectives	3	
SOCWORK 5007: Child Welfare I	3	
WGSST 8800: Topics in Feminist Studies	3	*AU*

Addressing Health Disparities Track		
ANTHROP 5602: Women's Health in Global Perspective	3	*AU*
CRPLAN 6350: The Socially Just City	3	*AU*
ESSPSY 7028: Cultural Diversity	3	*AU*
HTHRHSC 6700: Global Aging	3	
PUBAFRS 5240: *(cross listed with AFAMAST 5240)*: Race and Public Policy in the United States	3	*AU*
PUBAFRS 5895: *(cross listed with HTHRHSC 5895)*: Food Insecurity and Food Assistance Programming & Policy in the U.S.	3	
PUBAFRS 5250: Poverty, Inequality and Public Policy	3	*AU*
PUBHEPI 6442: Methods in Social Epidemiology	3	*SP*
PUBHLTH 7000: Public Health in Developing Countries	3	*SP*
SOCIOL 7780: Racial and Ethnic Differences	3	
SOCWORK 5005: Human Trafficking: Domestic and Global Perspectives	3	*SP*

SOCWORK 5026: Exploring Community Food Security Strategies	3	*SP*
SOCWORK 6201: Social Justice, Social Systems, and Social Problems	3	*AU & SP*
SOCWORK 6202: Culturally Responsive Social Work	3	*AU & SP*
Global Health Track		
Required		
PUBHLTH 6000: Introduction to Global Health	2	*AU*
Then select from the following courses:		
ANTHROP 5601: The Anthropology of Sex, Drugs, and HIV	3	*SP*
ANTHROP 5602: Women's Health in Global Perspective	3	*AU*
ANTHROP 5701: Health and Healing in Latin America and the Caribbean	3	
INTSTDS 5640: (*cross listed with SPANISH 5640)*: Globalization and Latin America: Multi-Disciplinary Approaches	3	*SP*
PHR 5550: Topics in International Pharmacy	2	*SP*
PUBHEHS 6320: Global Health and Environmental Microbiology	3	
PUBHEHS 6325: Climate Change and Human Health	3	
PUBHEHS 6390: Major Human Diseases in Global Public Health	3	*SP*
PUBHEPI 5412: Global Epidemiology of Infectious Disease	3	*SP*
PUBHEPI 6436: Infectious Disease Epidemiology	3	
PUBHEPI 6441: Epidemiology of Women's Health (*must do course project with global focus*)	3	
PUBHLTH 7000: Public Health in Developing Countries	3	*SP*
PUBHHMP 6630: Project Management	3	
SOCWORK 5002: Lifespan Approaches to HIV Prevention	3	*AU, SP, SU*
SOCWORK 5005: Human Trafficking: Domestic and Global Perspectives	3	
SPANISH 5201: Spanish in the Health Professions	3	
VETPREV 7721: Epidemiology of Zoonotic Diseases	3	*AU*
VETPREV 7722: Foodborne Diseases, Food Animal Production Systems, and Food Safety	3	*SP*
VISSCI 5500: Global Issues in Eye Care	1	
Wellness Track		
ESCE 7933: Wellness and Prevention Counseling	3	*SP*
ESSPSY 7028: Cultural Diversity	3	*AU*
HUMNNTR 5705: Nutrition and Physical Performance	2	*SP*
KNEHS 5500: Fundamentals of Exercise Physiology – Theory & Application	4	
KNEHS 7713: Foundations of Physical Activity Behavior	3	
KNHES 7726: Changing Physical Activity Behavior	3	
NURSING 7491: Health Promotion and Disease Prevention across the Life Span	3	*AU & SP*
PUBAFRS 5890: US Food Policy	3	*AU*
PUBAFRS 5895: (*cross listed with HTHRHSC 5895)*: Food Insecurity and Food Assistance Programming & Policy in the U.S.	3	
PUBAFRS 5900: Food System Planning and the Economy	3	
PUBHEPI 6415: Nutrition in Public Health	3	
SOCWORK 6201: Social Justice, Social Systems, and Social Problems	3	*AU & SP*
SOCWORK 6202: Culturally Responsive Social Work	3	*AU & SP*

Students admitted to a dual master's degree or an approved graduate minor or graduate interdisciplinary specialization may fulfill Track courses through double-counting course credit hours

Grade Policy:

In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in Foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

College of Public Health - Office of Academic Programs and Student Services (OAPSS)

OAPSS staff are available to assist with College, Graduate School and University policies and procedures.

(614) 292-8350 100 Cunz Hall 1841 Neil Ave Columbus, Ohio 43210 cph.osu.edu. Questions regarding the student's program of study should be directed to their advisor.

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

2026-2027 Curriculum Guide for Master of Public Health degree program with a specialization in HEALTH BEHAVIOR AND HEALTH PROMOTION

The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. It includes courses within public health's foundation disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth course work within the specialization including an applied practice experience and an integrative learning experience project.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance throughout the program. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Health Behavior and Health Promotion (HBHP) but is not inclusive of all important degree, college, and university requirements. This is not considered an on-line degree program; however, students will enroll in a combination of courses designed for on-campus in-person delivery (IP), distance learning (DL), or hybrid (HY). All students are expected to be familiar with the College of Public Health (CPH) *Graduate Student Handbook*: http://cph.osu.edu/students/graduate/handbooks the *Graduate School Handbook*: https://gradsch.osu.edu/handbook and CPH competencies: http://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

The MPH-HBHP curriculum consists of a minimum of 45 credit hours organized into five curricular domains:

1.	MPH I foundational curriculum	9 credit hours
2.	Courses required for a specialization in HBHP	21 credit hours
3.	Approved Track Coursework**	9 credit hours
4.	Applied Practice Experience	2 credit hours
5.	Integrative Learning Experience Seminar and Integrative Learning Experience	4 credit hours
6.	Interprofessional Practice and Education (IPE) activities (0 credit hours)*	0 credit hours

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

Prior to matriculation into the HBHP program, all students should have completed the ScarletCanvas "bootcamp" sessions on preparation for the graduate coursework, specifically for the quantitative methods coursework.

MPH foundational curriculum (9 credit hours)*

Every student in the MPH-HBHP program must take the following MPH foundational curriculum:

PUBHBIO 6210	Applied Biostatistics I	3 credit hours
PUBHLTH 6013	Current Topics in Environmental Public Health	2 credit hours
PUBHLTH 6014	Epidemiology through Disease Investigation	2 credit hours
PUBHLTH 6016	Public Health and Healthcare Systems	2 credit hours

*MPH-HBHP students will complete the foundational competencies and knowledge objectives in PUBHHBP 7520 and PUBHHBP 7522

Required Courses in the Specialization (21 credit hours)

PUBHHBP 6520	Advancing Community Health Through Engagement and Action	3 credit hours
PUBHHBP 7520	Community Health Assessment	2 credit hours
PUBHHBP 7562	Theoretical Approaches to Health Behavior Change in Public Health Applications	2 credit hours

PUBHHBP 7522	Program Planning and Implementation	3 credit hours
PUBHHBP 7528	Foundations of Professional Practice in Health Promotion	2 credit hours
PUBHBIO 6211	Applied Biostatistics II	3 credit hours
PUBHHBP 7542	Settings and Special Populations in Health Promotion	3 credit hours

Select one:

PUBHHBP 7532	Program Evaluation in Public Health	3 credit hours
PUBHHBP 7534	Research Methods in Health Behavior and Health Promotion	

Track Coursework (select one track and complete a minimum of 9 credit hours)

Policy	*Communications*	*Maternal and Child Health*	*Addressing Health Disparities*	*Global Health*	*Wellness*

A student may petition the HBHP faculty for permission to substitute a graduate level course not listed above as an appropriate choice within one of the listed tracks.

Applied Practice Experience

PUBHLTH 7189	Applied Practice Experience	2 credit hours

Integrative Learning Experience and Integrative Learning Experience Seminar (4 credit hours)

PUBHHBP 7899.01	Integrative Learning Experience Seminar I	1 credit hour
PUBHHBP 7899.02	Integrative Learning Experience Seminar II	1 credit hour
PUBHLTH 7998	Integrative Learning Experience in Public Health	2 credit hours

Sample Curriculum Plan for the Master of Public Health in Health Behavior and Health Promotion

Students who want to deviate from the proposed plan below must consult their advisor to ensure the logistical feasibility of their proposed plan.

TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM(S) OFFERED	DELIVERY MODE
Year 1 Autumn	PUBHHBP 7520	Community Health Assessment	2	AU	IP
	PUBHBIO 6210	Applied Biostatistics I	3	AU	DL
	PUBHLTH 6013	Topics in Environmental Public Health			
		Settings and Special Populations in Health Promotion	2	AU	DL
	PUBHHBP 7542	Theoretical Approaches to Health Behavior Change in Public	3	AU	IP
	PUBHHBP 7562	Health Applications	2	AU	IP
Year 1 Spring	PUBHLTH 6014	Current Epidemiology through Disease Investigations			
		Public Health and Healthcare Systems	2	SP	DL
	PUBHLTH 6016	Program Planning and Implementation	2	SP	DL
		Applied Biostatistics II			
	PUBHHBP 7522		3	SP	IP
	PUBHBIO 6211		3	AU,SP	DL or IP
Year 1 Summer	PUBHLTH 7189	Applied Practice Experience	2	ANY	
Year 2 Autumn	PUBHHBP 6520	Advancing Community Health Through Engagement & Action	3	AU	IP
	PUBHHBP 7899.01	Integrative Learning Experience Seminar I	1	AU	HY
	Track Courses	Approved Courses	5	ANY	
	PUBHHBP 7532^	Program Evaluation in Public Health		AU^	IP
	or	or	3		
	PUBHHBP 7534^	Research Methods in Health Behavior and Health Promotion		SP^	
Year 2 Spring	PUBHHBP 7528	Foundations of Professional Practice in Health Promotion	2	SP	IP
	PUBHHBP 7899.02	Integrative Learning Experience Seminar II	1	SP	DL
	PUBHLTH 7998	Integrative Learning Experience in Public Health	2	SP	
	Track Courses	Approved Courses	3	ANY	

Course	Credit hours	Term Offered
Students have to earn at least 9 credit hours in their selected track		
Policy Track		
PUBHHLTH 5558: Policy as a Prevention Strategy	3	
ANTHROP 5700: Anthropology, Public Health and Human Rights	3	*AU*
CRPLAN 6350: The Socially Just City	3	*AU*
HTHRHSC 5650: Aging and Public Policy Issues	3	*AU*
PUBAFRS 5240: *(cross listed with AFAMAST 5240)*: Race and Public Policy in the United States	3	*AU*
PUBAFRS 5250: Poverty, Inequality and Public Policy	3	
PUBAFRS 5890: US Food Policy	3	*AU*
PUBAFRS 5895: *(cross listed with HTHRHSC 5895)*: Food Insecurity and Food Assistance Programming & Policy in the U.S.	3	
PUBAFRS 5900: *(cross listed with CRPLAN 5900):* Food System Planning and the Economy	3	
PUBAFRS 6000: Public Policy Formulation and Implementation	4	*AU & SP*
PUBAFRS 6060: Managerial Leadership in Public and Nonprofit Organizations	4	
PUBAFRS 7505: Wicked Policy Problems	3	*SP*
PUBAFRS 7574: Mixed Methods Approaches for Policy-Related Research	3	
PUBHTLH 7000: Public Health in Developing Countries	3	*SP*
PUBHHMP 6630: Project Management for Health Care and Public Health	3	
PUBHHMP 7605: Introduction to Health Policy	3	
PUBHHMP 7610: Public Health Law	3	
PUBHHMP 7611: Health Care Law for Managers	3	
PUBHHMP 7613: Tobacco Regulation and Policy	2	
PUBHHMP 7632: Strategic Change for Public Health & Population Health Management	3	
RURLSOC 5580: Social Impact Assessment	3	*SP*
SOCWORK 6201: Social Justice, Social Systems and Social Problems	3	
SOCWORK 7570: Policy Analysis & Social Legislation Processes	3	
Communications Track		
COMM 6806: Contemporary Theories of Communication	3	*AU*
COMM 7870: Media, Campaigns, and Health	3	*SP27*
COMM 7871: Health Communication in Interpersonal Settings	3	*AU25*
ENR 7400: Communicating Environmental Risk	3	*SP*
PUBAFRS 5591: Lobbying and Government Relations	3	
PUBAFRS 5592: Social Marketing for Nonprofit and Public Organizations	3	
PUBAFRS 6050: Managing Public Sector Organizations	4	
PUBAFRS 6500: Public Affairs Skills: Written and Oral Communication	2	*AU*

PUBHHMP 6615: Public Health Leadership and Organizational Behavior	3	
Maternal and Child Health Track		
ANTHROP 5602: Women's Health in Global Perspective	3	*AU*
BIOETHC 7050: Pediatric and Perinatal Bioethics	3	
EDUCST 5777: Anti-Racist, Culturally Responsive Education: Theories, Models and Strategies	3	
HDFS 7765: Advanced Child Development	3	
PSYCH 6835: Child Development	3	
PUBHEPI 6440: Reproductive and Perinatal Epidemiology	3	
PUBHEPI 6441: Epidemiology of Women's Health	3	
PUBHHBP 7564: A Public Health Approach to Adolescent Health	2	
SOCWORK 5005: Human Trafficking: Domestic and Global Perspectives	3	
SOCWORK 5007: Child Welfare I	3	
WGSST 8800: Topics in Feminist Studies	3	*AU*

Addressing Health Disparities Track		
ANTHROP 5602: Women's Health in Global Perspective	3	*AU*
CRPLAN 6350: The Socially Just City	3	*AU*
ESSPSY 7028: Cultural Diversity	3	*AU*
HTHRHSC 6700: Global Aging	3	
PUBAFRS 5240: *(cross listed with AFAMAST 5240)*: Race and Public Policy in the United States	3	*AU*
PUBAFRS 5895: *(cross listed with HTHRHSC 5895)*: Food Insecurity and Food Assistance Programming & Policy in the U.S.	3	
PUBAFRS 5250: Poverty, Inequality and Public Policy	3	*AU*
PUBHEPI 6442: Methods in Social Epidemiology	3	*SP*
PUBHLTH 7000: Public Health in Developing Countries	3	*SP*
SOCIOL 7780: Racial and Ethnic Differences	3	
SOCWORK 5005: Human Trafficking: Domestic and Global Perspectives	3	*SP*
SOCWORK 5026: Exploring Community Food Security Strategies	3	*SP*
SOCWORK 6201: Social Justice, Social Systems, and Social Problems	3	*AU & SP*
SOCWORK 6202: Culturally Responsive Social Work	3	*AU & SP*
Global Health Track		
Required		
PUBHLTH 6000: Introduction to Global Health	2	*AU*
Then select from the following courses:		
ANTHROP 5601: The Anthropology of Sex, Drugs, and HIV	3	*SP*
ANTHROP 5602: Women's Health in Global Perspective	3	*AU*
ANTHROP 5701: Health and Healing in Latin America and the Caribbean	3	
INTSTDS 5640: (*cross listed with SPANISH 5640)*: Globalization and Latin America: Multi-Disciplinary Approaches	3	*SP*
PHR 5550: Topics in International Pharmacy	2	*SP*
PUBHEHS 6320: Global Health and Environmental Microbiology	3	
PUBHEHS 6325: Climate Change and Human Health	3	
PUBHEHS 6390: Major Human Diseases in Global Public Health	3	*SP*

PUBHEPI 5412: Global Epidemiology of Infectious Disease	3	*SP*
PUBHEPI 6436: Infectious Disease Epidemiology	3	
PUBHEPI 6441: Epidemiology of Women's Health (*must do course project with global focus*)	3	
PUBHLTH 7000: Public Health in Developing Countries	3	*SP*
PUBHHMP 6630: Project Management	3	
SOCWORK 5002: Lifespan Approaches to HIV Prevention	3	*AU, SP, SU*
SOCWORK 5005: Human Trafficking: Domestic and Global Perspectives	3	
SPANISH 5201: Spanish in the Health Professions	3	
VETPREV 7721: Epidemiology of Zoonotic Diseases	3	*AU*
VETPREV 7722: Foodborne Diseases, Food Animal Production Systems, and Food Safety	3	*SP*
VISSCI 5500: Global Issues in Eye Care	1	
Wellness Track		
ESCE 7933: Wellness and Prevention Counseling	3	*SP*
ESSPSY 7028: Cultural Diversity	3	*AU*
HUMNNTR 5705: Nutrition and Physical Performance	2	*SP*
KNEHS 5500: Fundamentals of Exercise Physiology – Theory & Application	4	
KNEHS 7713: Foundations of Physical Activity Behavior	3	
KNHES 7726: Changing Physical Activity Behavior	3	
NURSING 7491: Health Promotion and Disease Prevention across the Life Span	3	*AU & SP*
PUBAFRS 5890: US Food Policy	3	*AU*
PUBAFRS 5895: *(cross listed with HTHRHSC 5895)*: Food Insecurity and Food Assistance Programming & Policy in the U.S.	3	
PUBAFRS 5900: Food System Planning and the Economy	3	
PUBHEPI 6415: Nutrition in Public Health	3	
SOCWORK 6201: Social Justice, Social Systems, and Social Problems	3	*AU & SP*
SOCWORK 6202: Culturally Responsive Social Work	3	*AU & SP*

Students admitted to a dual master's degree or an approved graduate minor or graduate interdisciplinary specialization may fulfill Track courses through double-counting course credit hours

Grade Policy:
In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in Foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

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THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

20256-20267 Curriculum Guide for Master of Public Health degree program
PROGRAM FOR EXPERIENCED PROFESSIONALS

The Master of Public Health-Program for Experienced Professionals with a specialization in Population Health Leadership and Management (PHLM) addresses the interaction between individuals, environments and systems and the integration of clinical care and public health. This fully distance-based program consists of an integrated approach to foundational public health knowledge, specialization courses concentrating on population health leadership and management, and an Applied Practice Experience and an Integrative Learning Experience. Students are advised throughout the program and career and professional mentorship is provided by faculty and staff throughout the college. This document serves as a resource to be used by the student and the advisor in planning, but is not inclusive of all degree, college, and university requirements. All students are expected to be familiar with the College of Public Health (CPH) Graduate Student Handbook: https://cph.osu.edu/students/graduate/student-handbook, the Graduate School Handbook: https://gradsch.osu.edu/graduate-school-handbook-gsh and the CPH competencies: https://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

1. MPH ~~Integrated F~~foundational curriculum ~~including the Buck-IPE*~~   120-credit hours
2. Required courses   1921 credit hours
3. Electives   6 credit hours
4. Applied Practice Experience   2 credit hours
5. Integrative Learning Experience Seminar and Integrative Learning Experience   3 credit hours
~~5.~~6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*   0 credit hours

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

~~*In addition to credit hour requirements, The Ohio State University College of Public Health requires all Master of Public Health students to participate in interprofessional practice and education activities. To meet this requirement, first-year students will participate in Buck-IPE, a longitudinal curriculum for students in health science and allied health professional programs at The Ohio State University. Information about participation and assessment will be shared with MPH students as part of the Integrated Foundational Curriculum (in PUBHLTH 6002 and 6004).~~

MPH Integrated Foundational curriculum (120 credit hours)

			Term Offered
PUBHTLH 60012	Applied ~~Methods in~~ Quantitative ~~Data Analysis~~Methods in Population Health	42 credit hours	~~AU~~SP
PUBHLTH 60023	~~History, Values and Essential Services of the U.S. Public Health System~~Current Topics in Environmental Public Health	2 credit hours	AU
PUBHLTH 60034	Epidemiology through Disease Investigations	2 credit hours	~~AU~~SP
PUBHLTH 6015	~~Methods in~~ Evaluating Public Health ~~Planning and Evaluation~~Programs	2 credit hours 4	SP
PUBHLTH 60046	~~Essentials of Population Health~~ Public Health and Healthcare Systems	2 credit hours	AU, SP

Required Courses in the Specialization (219 credit hours)

PUBHHMP 6615	Public Health Leadership and Organizational Behavior	3 credit hours	SU

PUBHHMP 6630	Project Management for Health Care and Public Health	3 credit hours	SU
PUBHHMP 6620	Critical Appraisal of Population Health Evidence	2 credit hours	TBD
PUBHHMP 7624	Health Economics for Experienced Professionals	3 credit hours	AU
PUBHHMP 7632	Strategic Change for Public Health and Population Health Management	3 credit hours	SP
PUBHHMP 7683	Operations Management and System Design	3 credit hours	AU
PHR 7402	Economic Evaluation of Pharmaceutical and Health Care Interventions	3 credit hours	AU, SP
PUBHHMP 7625	Systems Integration Capstone	1 credit hour	SU, AU

ELECTIVES (6 credit hours)
MPH-PEP Approved Options*

			Term Offered
PUBHHBP 6535	Community Engagement & Collaborative Community Problem-Solving	3 credit hours	AU
PUBHHMP 6625	Leverage Healthcare Data for Decision Making	3 credit hours	SP
~~PUBHHMP 6620~~	~~Critical Appraisal of Population Health Evidence~~	~~3 credit hours~~	~~SU~~

*Or other courses listed as 5000-level or above within the College of Public Health or as approved by program director.

Applied Practice Experience

PUBHLTH 7189	Applied Practice Experience	2 credit hours

Integrative Learning Experience and Integrative Learning Experience Seminar (3 credit hours)

PUBHLTH 7996	Integrative Learning Experience Preparation Seminar	1 credit hour
PUBHLTH 7998	Integrative Learning Experience in Public Health	2 credit hours

Sample first-year calendar

Year 1 Autumn 202~6~5
PUBHLTH 60~01~13: ~~Methods in Quantitative Data Analysis~~ Current Topics in Environmental Public Health (~4~2 credit hours)
PUBHLTH 60~02~14: ~~History, Values and Essential Services of the U.S. Public Health System~~ Epidemiology through Disease Investigations (2 credit hours)
PUBHLTH 6016: Public Health and Healthcare Systems (2 credit hours)
Year 1 Spring 202~7~6
PUBHLTH 60~03~12: ~~Methods in Public Health Planning and Evaluation~~ Applied Quantitative Methods in Population Health (2 credit hours)
PUBHLTH 60~04~15: Evaluating Public Health Programs ~~Essentials of Population Health~~ (~4~2 credit hours)
PUBHLTH 6620: Critical Appraisal of Population Health Evidence (2 credit hours)
Year 1 Summer 202~6~7
PUBHHMP 6615: Public Health Leadership and Organizational Behavior (3 credit hours)
PUBHLTH 7189: Applied Practice Experience (2 credit hours)

Grade Policy:
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College of Public Health - Office of Academic Programs and Student Services (OAPSS)
OAPSS staff are available to assist with College, Graduate School and University policies and procedures. The Program for Experienced Professionals has a dedicated Program Coordinator – Dawnne Wise wise.13@osu.edu. Students can make an appointment with Dawnne or another staff member in OAPSS by calling (614) 292-8350 100 Cunz Hall 1841 Neil Ave cph.osu.edu.

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

2026-2027 Curriculum Guide for Master of Public Health degree program
PROGRAM FOR EXPERIENCED PROFESSIONALS

The Master of Public Health-Program for Experienced Professionals with a specialization in Population Health Leadership and Management (PHLM) addresses the interaction between individuals, environments and systems and the integration of clinical care and public health. This fully distance-based program consists of an integrated approach to foundational public health knowledge, specialization courses concentrating on population health leadership and management, and an Applied Practice Experience and an Integrative Learning Experience. Students are advised throughout the program and career and professional mentorship is provided by faculty and staff throughout the college. This document serves as a resource to be used by the student and the advisor in planning, but is not inclusive of all degree, college, and university requirements. All students are expected to be familiar with the College of Public Health (CPH) Graduate Student Handbook: https://cph.osu.edu/students/graduate/student-handbook, the Graduate School Handbook: https://gradsch.osu.edu/graduate-school-handbook-gsh and the CPH competencies: https://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

1. MPH foundational curriculum   120credit hours
2. Required courses   21 credit hours
3. Electives   6 credit hours
4. Applied Practice Experience   2 credit hours
5. Integrative Learning Experience Seminar and Integrative Learning Experience 3 credit hours
6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*   0 credit hours

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

MPH Integrated Foundational curriculum (10 credit hours)

			Term Offered
PUBHTLH 6012	Applied Quantitative Methods in Population Health	2 credit hours	SP
PUBHLTH 6013	Current Topics in Environmental Public Health	2 credit hours	AU
PUBHLTH 6014	Epidemiology through Disease Investigations	2 credit hours	AU
PUBHLTH 6015	Evaluating Public Health Programs	2 credit hours	SP
PUBHLTH 6016	Public Health and Healthcare Systems	2 credit hours	AU, SP

Required Courses in the Specialization (21 credit hours)

PUBHHMP 6615	Public Health Leadership and Organizational Behavior	3 credit hours	SU
PUBHHMP 6630	Project Management for Health Care and Public Health	3 credit hours	SU
PUBHHMP 6620	Critical Appraisal of Population Health Evidence	2 credit hours	TBD
PUBHHMP 7624	Health Economics for Experienced Professionals	3 credit hours	AU
PUBHHMP 7632	Strategic Change for Public Health and Population Health Management	3 credit hours	SP
PUBHHMP 7683	Operations Management and System Design	3 credit hours	AU
PHR 7402	Economic Evaluation of Pharmaceutical and Health Care Interventions	3 credit hours	AU, SP
PUBHHMP 7625	Systems Integration Capstone	1 credit hour	SU, AU

ELECTIVES (6 credit hours)
MPH-PEP Approved Options*

			Term Offered
PUBHHBP 6535	Community Engagement & Collaborative Community Problem-Solving	3 credit hours	AU
PUBHHMP 6625	Leverage Healthcare Data for Decision Making	3 credit hours	SP

*Or other courses listed as 5000-level or above within the College of Public Health or as approved by program director.

Applied Practice Experience

PUBHLTH 7189	Applied Practice Experience	2 credit hours

Integrative Learning Experience and Integrative Learning Experience Seminar (3 credit hours)

PUBHLTH 7996	Integrative Learning Experience Preparation Seminar	1 credit hour
PUBHLTH 7998	Integrative Learning Experience in Public Health	2 credit hours

Sample first-year calendar

Year 1 Autumn 2026
PUBHLTH 6013: Current Topics in Environmental Public Health (2 credit hours)
PUBHLTH 6014: Epidemiology through Disease Investigations (2 credit hours)   PUBHLTH 6016: Public Health and Healthcare Systems (2 credit hours)
Year 1 Spring 2027
PUBHLTH 6012: Applied Quantitative Methods in Population Health (2 credit hours)
PUBHLTH 6015: Evaluating Public Health Programs (2 credit hours)
PUBHLTH 6620: Critical Appraisal of Population Health Evidence (2 credit hours)
Year 1 Summer 2027
PUBHHMP 6615: Public Health Leadership and Organizational Behavior (3 credit hours)
PUBHLTH 7189: Applied Practice Experience (2 credit hours)

Grade Policy:
In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in Foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

College of Public Health - Office of Academic Programs and Student Services (OAPSS)
OAPSS staff are available to assist with College, Graduate School and University policies and procedures. The Program for Experienced Professionals has a dedicated Program Coordinator – Dawnne Wise wise.13@osu.edu. Students can make an appointment with Dawnne or another staff member in OAPSS by calling (614) 292-8350 100 Cunz Hall 1841 Neil Ave cph.osu.edu.

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

2025~~6~~-20267 Curriculum Guide for Master of Public Health degree program with a specialization in VETERINARY PUBLIC HEALTH

The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. It includes courses within public health's core disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth coursework within the specialization including an applied practice experience and an integrative learning experience.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance throughout the program. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Veterinary Public Health (VPH) but is not inclusive of all important degree, college, and university requirements. This is not considered an on-line degree program; however, students will enroll in a combination of courses designed for on-campus in-person delivery (IP), distance learning (DL), or hybrid (HY).

All students are expected to be familiar with the College of Public Health (CPH) Graduate Student Handbook: https://cph.osu.edu/students/graduate/student-handbook, the Graduate School Handbook: https://gradsch.osu.edu/graduate-school-handbook-gsh, and the CPH competencies: https://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

Students may choose from one of two possible tracks: General or Epidemiology. The General track is recommended for students with very little prior experience in the field of epidemiology. The curriculum for each track consists of a minimum of 45 credit hours organized into five curricular domains:

1. MPH ~~Integrated F~~foundational curriculum ~~including BuckIPE* ~~(12~~2~~ credit hours)
2. Required courses in the Specialization for both tracks (18-19 credit hours)
3. Elective courses approved for the specialization (9-10 credit hours)
4. Applied Practice Experience (2 credit hours)
5. Integrative Learning Experience (3 credit hours)
~~5.~~6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*

~~*In addition to credit hour requirements, The Ohio State University College of Public Health requires all Master of Public Health students to participate in interprofessional practice and education activities. To meet this requirement, first-year students will participate in BuckIPE, a longitudinal curriculum for students in health science and allied health professional programs at The Ohio State University. Information about participation and assessment will be shared with MPH students as part of the Integrated Foundational Curriculum (in PUBHLTH 6002 and 6004).~~
*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

MPH Integrated Foundational curriculum (12~~2~~ credit hours)

Every student in the MPH-VPH program must take the following MPH ~~Integrated F~~foundational curriculum:

PUBH~~BIO~~ 6~~00~~21~~0~~	~~Methods in Quantitative Data Analysis~~Applied Biostatistics 1 (DL)	4~~3~~ credit hours
PUBHLTH 6~~00~~213	~~History, Values and Essential Services of the U.S. Public Health System~~Current Topics in Environmental Public Health (DL)	2 credit hours
PUBH~~LTH~~EPI 6430	Epidemiology I ~~Methods in Public Health Planning and Evaluation~~	3 credit hours
PUBHLTH 60~~04~~15	~~Essentials of Population Health~~Evaluating Public Health Practice	4~~2~~ credit hours
PUBHLTH 6016	Public Health and Healthcare Systems	2 credit hours

Required Courses in the Specialization (18-19 credit hours)

VETPREV 7721	Epidemiology of Zoonotic Diseases	3 credit hours

VETPREV 7722	Foodborne Diseases, Food Animal Production Systems and Food Safety	3 credit hours
VETPREV 7723	Biosecurity, Emergency Response, and Outbreak Investigation	2 credit hours
VETPREV 7724.01	Environmental Health at the Human-Animal Interface	1 credit hour
VETPREV 7895.02	Critical Evaluation of the Scientific Literature	1 credit hour
PUBHBIO 6211	Applied Biostatistics II	3 credit hours
VETPREV 7726	Preventive Medicine Research Design and Methods	2 credit hours

Select 1 or 2 courses, depending on track selected:

Epidemiology Track: PUBHEPI 7410   Epidemiology II & Lab   4 credit hours

or

General Track:	VETPREV 7725 *and*	Applied Veterinary Data Analysis	2 credit hours
	VETPREV 8810	Advanced Concepts & Applications in Veterinary Epidemiology	1 credit

Applied Practice Experience

PUBHLTH 7189	Applied Practice Experience in Public Health	2 credit hours

Approved Electives (9-10 credit hours minimum**)

Students are advised to work with their advisor for approval of electives for the program.

**Students who select PUBHEPI 7410 as their Track course (above) only need 9 credit hours of approved electives

Integrative Learning Experience

VETPREV 7998   Integrative Learning Experience in Veterinary Public Health   3 credit hours

Sample Curriculum Plan for the Master of Public Health in Veterinary Public Health
(THIS IS ONE OPTION, STUDENTS ARE ADVISED TO CONSULT WITH THEIR ADVISOR FOR OTHER OPTIONS)

TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM(S) OFFERED	DELIVERY MODE
Year 1 Autumn	PUBH~~LTH~~BIO 6210	Applied Biostatistics I	3	AU, SP	DL
	PUBH~~LTH~~EPI 6430	Epidemiology I	3	AU	HY
	VETPREV 7721	Epidemiology of Zoonotic Diseases	3	AU	IP
	VETPREV 7722	Foodborne Diseases, Food Animal Production Systems & Food Safety	3	AU	IP
	VETPREV 7895.02	Critical Evaluation of the Scientific Literature	1	AU	DL
	VETPREV 7726	Preventive Medicine Research Design and Methods	2	AU	DL
Year 1 Spring	PUBHLTH 6015	Current Topics in Environmental Public Health	2	SP	DL
	PUBHLTH 6016	Evaluating Public Health Programs	2	SP	DL
	VETPREV 7723	Biosecurity, Emergency Response and Outbreak Investigation	2	SP	IP
	VETPREV 7724.01	Environmental Health at the Human-Animal Interface	1	SP	DL
	PUBHBIO 6211	Applied Biostatistics II	3	AU, SP	DL or IP
	PUBHEPI 7410 *or*	Epidemiology II & Lab	4	SP	IP
	VETPREV 7725 *and*	Applied Veterinary Data Analysis	2	SP	IP
	VETPREV 8810	Advanced Concepts and Applications in Veterinary Epidemiology	1	SP	DL
Year 1 Summer	ELECTIVES	To be selected and pre-approved by the advisor	1-10	ANY	
	PUBHLTH 7189	Applied Practice Experience	2	ANY	
Year 2 Autumn	ELECTIVES	To be selected and pre-approved by the advisor	1-10	ANY	
	VETPREV 7998	Integrative Learning Experience in Veterinary Public Health	3		
	PUBHLTH 6013	Current Topics in Environmental Public Health	2	SP	

Grade Policy:

In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in Foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

College of Public Health - Office of Academic Programs and Student Services (OAPSS)
OAPSS staff are available to assist with College, Graduate School and University policies and procedures.
(614) 292-8350/100 Cunz Hall/1841 Neil Ave/Columbus, Ohio/ 43210/cph.osu.edu

Questions regarding the student's program of study should be directed to the advisor or program director, Dr. Armando E. Hoet (hoet.1@osu.edu).

The Ohio State University
COLLEGE OF PUBLIC HEALTH

2026-2027 Curriculum Guide for Master of Public Health degree program with a specialization in VETERINARY PUBLIC HEALTH

The Master of Public Health (MPH) degree program is designed to provide students with the knowledge and skills for general and specialized applied public health practice, both in the public sector and in private sector careers related to population health. It includes courses within public health's core disciplines of biostatistics, environmental health science, epidemiology, health behavior & health promotion, and health services management and policy. This broad training is complemented by the more in-depth coursework within the specialization including an applied practice experience and an integrative learning experience.

Students admitted to the MPH degree program are assigned a faculty advisor who will provide guidance throughout the program. This document serves as a resource to be used by the student and the advisor in planning a program with a specialization in Veterinary Public Health (VPH) but is not inclusive of all important degree, college, and university requirements. This is not considered an on-line degree program; however, students will enroll in a combination of courses designed for on-campus in-person delivery (IP), distance learning (DL), or hybrid (HY).

All students are expected to be familiar with the College of Public Health (CPH) Graduate Student Handbook: https://cph.osu.edu/students/graduate/student-handbook, the Graduate School Handbook: https://gradsch.osu.edu/graduate-school-handbook-gsh, and the CPH competencies: https://go.osu.edu/cphcompetencies.

PROGRAM OF STUDY

Students may choose from one of two possible tracks: General or Epidemiology. The General track is recommended for students with very little prior experience in the field of epidemiology. The curriculum for each track consists of a minimum of 45 credit hours organized into five curricular domains:

1. MPH foundational curriculum (12 credit hours)
2. Required courses in the Specialization for both tracks (18-19 credit hours)
3. Elective courses approved for the specialization (9-10 credit hours)
4. Applied Practice Experience (2 credit hours)
5. Integrative Learning Experience (3 credit hours)
6. Interprofessional Practice and Education (IPE) activities (0 credit hours)*

*In addition to credit hour requirements, the College of Public Health requires all MPH students to participate in IPE activities. To meet this requirement, students will complete IPE activities through the Office of Interprofessional Practice and Education.

MPH Integrated Foundational curriculum (12 credit hours)

Every student in the MPH-VPH program must take the following MPH foundational curriculum:

PUBHBIO 6210	Applied Biostatistics 1 (DL)	3 credit hours
PUBHLTH 6013	Current Topics in Environmental Public Health (DL)	2 credit hours
PUBHEPI 6430	Epidemiology I	3 credit hours
PUBHLTH 6015	Evaluating Public Health Practice	2 credit hours
PUBHLTH 6016	Public Health and Healthcare Systems	2 credit hours

Required Courses in the Specialization (18-19 credit hours)

VETPREV 7721	Epidemiology of Zoonotic Diseases	3 credit hours
VETPREV 7722	Foodborne Diseases, Food Animal Prod Syst and Food Safety	3 credit hours
VETPREV 7723	Biosecurity, Emergency Response, and Outbreak Investigation	2 credit hours
VETPREV 7724.01	Environmental Health at the Human-Animal Interface	1 credit hour
VETPREV 7895.02	Critical Evaluation of the Scientific Literature	1 credit hour
PUBHBIO 6211	Applied Biostatistics II	3 credit hours
VETPREV 7726	Preventive Medicine Research Design and Methods	2 credit hours

Select 1 or 2 courses, depending on track selected:

Epidemiology Track: PUBHEPI 7410   Epidemiology II & Lab   4 credit hours

or

General Track: VETPREV 7725 *and*   Applied Veterinary Data Analysis   2 credit hours

                                       VETPREV 8810   Advanced Concepts & Applications in Vet Epi   1 credit

Applied Practice Experience

  PUBHLTH 7189   Applied Practice Experience in Public Health   2 credit hours

Approved Electives (9-10 credit hours minimum**)

  Students are advised to work with their advisor for approval of electives for the program.

   **Students who select PUBHEPI 7410 as their Track course (above) only need 9 credit hours of approved electives

Integrative Learning Experience

VETPREV 7998   Integrative Learning Experience in Veterinary Public Health   3 credit hours

Sample Curriculum Plan for the Master of Public Health in Veterinary Public Health
(THIS IS ONE OPTION, STUDENTS ARE ADVISED TO CONSULT WITH THEIR ADVISOR FOR OTHER OPTIONS)

TERM	COURSE	COURSE TITLE	CREDIT HOURS	TERM(S) OFFERED	DELIVERY MODE
Year 1 Autumn	PUBHBIO 6210	Applied Biostatistics I	3	AU, SP	DL
	PUBHEPI 6430	Epidemiology I	3	AU	HY
	VETPREV 7721	Epidemiology of Zoonotic Diseases	3	AU	IP
	VETPREV 7722	Foodborne Diseases, Food Animal Production Systems & Food Safety	3	AU	IP
	VETPREV 7895.02	Critical Evaluation of the Scientific Literature	1	AU	DL
	VETPREV 7726	Preventive Medicine Research Design and Methods	2	AU	DL
Year 1 Spring	PUBHLTH 6015	Current Topics in Environmental Public Health	2	SP	DL
	PUBHLTH 6016	Evaluating Public Health Programs	2	SP	DL
	VETPREV 7723	Biosecurity, Emergency Response and Outbreak Investigation	2	SP	IP
	VETPREV 7724.01	Environmental Health at the Human-Animal Interface	1	SP	DL
	PUBHBIO 6211	Applied Biostatistics II	3	AU, SP	DL or IP
	PUBHEPI 7410 *or*	Epidemiology II & Lab	4	SP	IP
	VETPREV 7725 *and*	Applied Veterinary Data Analysis	2	SP	IP
	VETPREV 8810	Advanced Concepts and Applications in Veterinary Epidemiology	1	SP	DL
Year 1 Summer	ELECTIVES	To be selected and pre-approved by the advisor	1-10	ANY	
	PUBHLTH 7189	Applied Practice Experience	2	ANY	
Year 2 Autumn	ELECTIVES	To be selected and pre-approved by the advisor	1-10	ANY	
	VETPREV 7998	Integrative Learning Experience in Veterinary Public Health	3		
	PUBHLTH 6013	Current Topics in Environmental Public Health	2	SP	

Grade Policy:

In addition to the general Graduate School requirements of a cumulative grade point average of 3.0 or higher, students must meet specific college policies regarding grades in Foundation and specialization courses. Students should familiarize themselves with Section 12 of the College of Public Health Graduate Student Handbook.

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Questions regarding the student's program of study should be directed to the advisor or program director, Dr. Armando E. Hoet

Requirements for the MPH-DVM program (MPH in VPH)		
Course number	**Course name**	**Credits**
Concentration courses for Veterinary Public Health concentration		
VETPREV 7721	Epidemiology of Zoonotic Diseases	3
VETPREV 7722	Foodborne Dis, Food Animal Prod and Food Safety	3
VETPREV 7723	Biosecurity, Emergency Response and Outbreak Invest	2
VETPREV 7724.01	Environmental Health at Human-Animal Interface	1
VETPREV 7895.02	Critical Evaluation of the Scientific Literature	1
PUBHBIO 6211	Applied Biostatistics II	3
VETPREV 7726	Preventive Medicine Research Design and Methods	2
PUBHLTH 7189	Applied Practice Experience (APE) in Public Health	2
PUBHLTH 7998	Integrated Learning Experience (ILE) in Public Health	3
PH Core	~~6001, 6002, 6003, 6004~~ PUBHBIO 6210 Applied Biostatistics 1 PUBHEPI 6430 Epidemiology 1 PUBHLTH 6013 Current Topics in Environmental Health PUBHLTH 6015 Evaluating Public Health Programs PUBHLTH 6016 Public Health and Healthcare Systems	12
Courses for Epidemiology Track		
PUBHEPI 7410	Epidemiology II and Lab	4
Courses for General Track		
VETPREV 7725	Applied Veterinary Data Analysis	2
VETPREV 8810	Advanced Concepts and Applications in Vet Epi	1
Electives		
	Approved Electives from DVM coursework	9-10
	TOTAL CONCENTRATION CREDITS	**45**

Note: the MPH part of the MPH-DVM combined degree program is identical to the MPH in VPH, except for the 9-10 elective credit hours that come from College of Veterinary Medicine coursework (instead of College of Public Health electives that are part of the MPH VPH program).

Requirements for MPH-MPA degree in (MPH in HBP)		
Course number	**Course name**	**Credits**
Concentration courses for Health Behavior and Health Promotion		2~~4~~6-2~~5~~7
PUBHHBP 6520	Advocacy for Health Justice	3
PUBHHBP 7520	Community Health Assessment	2
PUBHHBP 7522	Program Planning and Implementation	3
PUBHHBP 7528	Foundations of Professional Practice in Health Prom	2
PUBHHBP 7542	Settings and Special Populations in Health Promotion	3
PUBHHBP 7562	Theoretical Approaches to Health Behavior Change in Public Health Applications	2
PUBHLTH 7189	Applied Practice Experience (APE) in Public Health	2
PUBHHBP 7899.01	Integrated Learning Experience (ILE) Seminar I	1
PUBHHBP 7899.02	Integrated Learning Experience (ILE) Seminar II	1
PUBHLTH 7998	Integrated Learning Experience (ILE) in Public Health	2
PUBHBIO 6211	Applied Biostatistics II	3
Pick one course:	~~PUBHHMP 7613: Tobacco Regulation and Policy~~	2-3 credits
	PUBHEPI 6432: Injury Epidemiology	
	~~PUBHHBP 7554: Pub Hlth Approach Adol Health~~	
	PUBH~~HBP~~LTH 7655~~85558~~: ~~Prevention as a~~ Policy as a Prevention Strategy	
Public Affairs Requirements		**26**
PUBAFRS 6000	Public Policy Formulation & Implementation	4
PUBAFRS 6010	Legal Environment of Public Organizations	4
PUBAFRS 6030	Public Affairs Economics	4
PUBAFRS 6040	Public Finance & Budgeting	4
PUBAFRS 6050	Managing Public Sector Organizations	4
PUBAFRS 6500	Written & Oral Communications	2
PUBAFRS 65XX*	One Skills Course (to be specified by student)	1
PUBAFRS 79XX*	Capstone (to be specified by student)	3
Dual Degree Requirements		**27**
PH Core	~~6001, 6002, 6003, 6004~~ PUBHBIO 6210 Applied Biostatistics 1 PUBHLTH 6013 Topics in Environmental Public Health PUBHLTH 6014 Epi through Disease Investigations PUBHLTH 6016 Public Health and Healthcare Systems	~~12~~9
PUBAFRS 7553	Nonprofit Management and Governance	4
PUBAFRS 6080	Public and Nonprofit Program Evaluation (sub for PUBHHBP 7532) *Prereq is PUBHLTH 6001 or PUBAFRS 6070*	4
PUBAFRS 6060	Managing Leadership in Public and Nonprofit Organizations (MPA required/MPH elective)	4
	Approved elective	3
	TOTAL CONCENTRATION CREDITS	7~~6~~5-7~~7~~6

Requirements for MPH-MSW degree in (MPH in HBP)		
Course number	**Course name**	**Credits**
Concentration courses for Health Behavior and Health Promotion		23
PUBHHBP 6520	Advocacy for Health Justice	3
PUBHHBP 7520	Community Health Assessment	2
PUBHHBP 7522	Program Planning and Implementation	3
PUBHHBP 7528	Foundations of Professional Practice in Health Promotion	2
PUBHBIO 6211	Applied Biostatistics II	3
PUBHHBP 7562	Theoretical Approaches to Health Behavior Change in Public Health Applications	2
PUBHHBP 7899.01	Integrated Learning Experience (ILE) Seminar I	1
PUBHHBP 7899.02	Integrated Learning Experience (ILE) Seminar II	1
PH Core*	PUBHLTH 6013 Topics in Environmental Public Health PUBHLTH 6014 Epidemiology through Disease Investigations PUBHLTH 6016 Public Health and Healthcare Systems 6002, 6003, 6004	8~~6~~
Social Work Degree Requirements		42
Social Work 6201	Social and Economic Justice	3
Social Work 6202	Diversity and Cultural Competence	3
Social Work 6301	Developmental Changes Across Lifespan	3
Social Work 6302	Organizational & Community Systems	3
Social Work 6401	Engaging with Evidence	3
Social Work 6501	Engaging & Entering the Profession	4
Social Work 6188	Preparing for Field Education	1
Social Work 6189	1st year Field Education	2
Social Work 75XX	Advanced Practice Methods Courses	12
Social Work 76XX	Practice Area Integrated Seminars**	3 of 6
	Social Work Electives	5
Dual Degree Requirements		2~~1~~2
PUBHHBP 7532	Program Evaluation	3
Social Work 76XX	Practice Area Integrated Seminars (replacing PUBHHBP 7542)**	3 of 6
Social Work 7189	Advanced Field Education (replacing APE)	8
Social Work/PH	Electives with approval of both programs	4
PUBH~~BIO~~LTH 6~~00~~21*~~0~~	~~Methods in Quantitative Data Analysis~~Applied Biostatistics 1	4~~3~~
	TOTAL DUAL DEGREE CREDITS	8~~76~~

*All core classes are part of the program; PUBH~~BIO~~LTH 6~~00~~21~~0~~ is listed under the dual degree requirements
**Seminars total six credit hours; three count as a required course under the MSW requirements and three count as a course under the dual degree requirements

Requirements for MPH-MS degree in (MPH in PEP)		
Course number	**Course name**	**Credits**
Concentration courses for PEP		2~~7~~9
PUBHHMP 6615	Public Health Leadership and Organizational Behavior	3
PUBHHMP 7624	Health Economics for Experienced Professionals	3
PUBHHMP 7683	Operations Management and Systems Design	3
PHR 5402	Economic Evaluation of Healthcare Interventions	3
PUBHHMP 7632	Strategic Change for Public Health and Population Health Management	3
PUBHHMP 6630	Project Management for Health Care and Public Health	3
PUBHHMP 7625	Systems Integration	1
PUBHHMP 6620	Critical Appraisal of Population Health Evidence	2
PH Core*	PUBHLTH 6013 Topics in Environmental Public Health PUBHLTH 6014 Epi through Disease Investigations PUBHLTH 6015 Evaluating Public Health Programs PUBHLTH 6016 Public Health and Healthcare Systems ~~6002, 6003, 6004~~	8
Dentistry Degree Requirements		**51.5**
DENT 8000.07	Pedo I Grad Clinic	14
DENT 8000.17	Pedo II Medical Rotation	4.5
DENT 8000.27	Pedo III Anesthesia	3
DENT 8002.07	Pedo I Contemporary Issues	8.5
DENT 8002.17	Pedo II Intro Ortho	4
DENT 8002.27	Pedo III Advanced Ortho	3
DENT 8202	Contemporary Orthodontics	0.5
DENT 8216	Craniofacial Anomalies	1.5
DENT 8705	Pedo Dent Restorative	1
DENT 8706	Oral Facial Injury and Emergency Care	1.5
DENT 8707	Sedation	1
DENT 8708	Cariology, Periodontology & Odontogenic Infections	1
DENT 8712	Simulation in Pediatric Dentistry	0.5
DENT 8999	Research in Dentistry	6.5
Dual Degree Requirements		~~27~~13
PUBHLTH 60~~0~~12*	Applied Quantitative Methods in ~~Quantitative Data Analysis~~Population Health	~~4~~2
DENT 8701	Intro Ped Dent Research (required for MS, fulfills 0.5 elective credit for MPH-PEP)	0.5
DENT 8999	Research in Dentistry (Sub for PUBHLTH 7189 APE, PUBHLTH 7996/7998 ILE Prep and ILE)	6
DENT 8703	Children w/ Special Health Care Needs (required for MS, fulfills 1.5 of elective credits for MPH-PEP)	1.5
DENT 8704	Pedo Dent Behavior (required for MS, fulfills one elective	1

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Requirements for MPH-MS degree in (MPH in PEP)		
Course number	**Course name**	**Credits**
	credit for MPH-PEP)	
DENT 8709	Public Policy and Advocacy (required for MS, fulfills one elective credit for MPH-PEP)	1
DENT 8711	Management of a Contemporary Dental Practice (required for MS, one elective credit for MPH-PEP)	1
	TOTAL DUAL DEGREE CREDITS	**93.5**

*All core classes are part of the program; PUBHLTH 6~~0~~012 is listed under the dual degree requirements~~a~~

Requirements for the MPH-DVM program (MPH in VPH)		
Course number	**Course name**	**Credits**
Concentration courses for Veterinary Public Health concentration		
VETPREV 7721	Epidemiology of Zoonotic Diseases	3
VETPREV 7722	Foodborne Dis, Food Animal Prod and Food Safety	3
VETPREV 7723	Biosecurity, Emergency Response and Outbreak Invest	2
VETPREV 7724.01	Environmental Health at Human-Animal Interface	1
VETPREV 7895.02	Critical Evaluation of the Scientific Literature	1
PUBHBIO 6211	Applied Biostatistics II	3
VETPREV 7726	Preventive Medicine Research Design and Methods	2
PUBHLTH 7189	Applied Practice Experience (APE) in Public Health	2
PUBHLTH 7998	Integrated Learning Experience (ILE) in Public Health	3
PH Core	PUBHBIO 6210 Applied Biostatistics 1 PUBHEPI 6430 Epidemiology 1 PUBHLTH 6013 Current Topics in Environmental Health PUBHLTH 6015 Evaluating Public Health Programs PUBHLTH 6016 Public Health and Healthcare Systems	12
Courses for Epidemiology Track		
PUBHEPI 7410	Epidemiology II and Lab	4
Courses for General Track		
VETPREV 7725	Applied Veterinary Data Analysis	2
VETPREV 8810	Advanced Concepts and Applications in Vet Epi	1
Electives		
	Approved Electives from DVM coursework	9-10
	TOTAL CONCENTRATION CREDITS	**45**

Note: the MPH part of the MPH-DVM combined degree program is identical to the MPH in VPH, except for the 9-10 elective credit hours that come from College of Veterinary Medicine coursework (instead of College of Public Health electives that are part of the MPH VPH program).

Requirements for MPH-MPA degree in (MPH in HBP)		
Course number	**Course name**	**Credits**
Concentration courses for Health Behavior and Health Promotion		26-27
PUBHHBP 6520	Advocacy for Health Justice	3
PUBHHBP 7520	Community Health Assessment	2
PUBHHBP 7522	Program Planning and Implementation	3
PUBHHBP 7528	Foundations of Professional Practice in Health Prom	2
PUBHHBP 7542	Settings and Special Populations in Health Promotion	3
PUBHHBP 7562	Theoretical Approaches to Health Behavior Change in Public Health Applications	2
PUBHLTH 7189	Applied Practice Experience (APE) in Public Health	2
PUBHHBP 7899.01	Integrated Learning Experience (ILE) Seminar I	1
PUBHHBP 7899.02	Integrated Learning Experience (ILE) Seminar II	1
PUBHLTH 7998	Integrated Learning Experience (ILE) in Public Health	2
PUBHBIO 6211	Applied Biostatistics II	3
Pick one course:	PUBHEPI 6432: Injury Epidemiology	2-3
	PUBHLTH 5558: Policy as a Prevention Strategy	credits
Public Affairs Requirements		26
PUBAFRS 6000	Public Policy Formulation & Implementation	4
PUBAFRS 6010	Legal Environment of Public Organizations	4
PUBAFRS 6030	Public Affairs Economics	4
PUBAFRS 6040	Public Finance & Budgeting	4
PUBAFRS 6050	Managing Public Sector Organizations	4
PUBAFRS 6500	Written & Oral Communications	2
PUBAFRS 65XX*	One Skills Course (to be specified by student)	1
PUBAFRS 79XX*	Capstone (to be specified by student)	3
Dual Degree Requirements		27
PH Core	PUBHBIO 6210 Applied Biostatistics 1 PUBHLTH 6013 Topics in Environmental Public Health PUBHLTH 6014 Epi through Disease Investigations PUBHLTH 6016 Public Health and Healthcare Systems	9
PUBAFRS 7553	Nonprofit Management and Governance	4
PUBAFRS 6080	Public and Nonprofit Program Evaluation (sub for PUBHHBP 7532) *Prereq is PUBHLTH 6001 or PUBAFRS 6070*	4
PUBAFRS 6060	Managing Leadership in Public and Nonprofit Organizations (MPA required/MPH elective)	4
	Approved elective	3
	TOTAL CONCENTRATION CREDITS	**75-76**

Requirements for MPH-MSW degree in (MPH in HBP)		
Course number	**Course name**	**Credits**
Concentration courses for Health Behavior and Health Promotion		23
PUBHHBP 6520	Advocacy for Health Justice	3
PUBHHBP 7520	Community Health Assessment	2
PUBHHBP 7522	Program Planning and Implementation	3
PUBHHBP 7528	Foundations of Professional Practice in Health Promotion	2
PUBHBIO 6211	Applied Biostatistics II	3
PUBHHBP 7562	Theoretical Approaches to Health Behavior Change in Public Health Applications	2
PUBHHBP 7899.01	Integrated Learning Experience (ILE) Seminar I	1
PUBHHBP 7899.02	Integrated Learning Experience (ILE) Seminar II	1
PH Core*	PUBHLTH 6013 Topics in Environmental Public Health PUBHLTH 6014 Epidemiology through Disease Investigations PUBHLTH 6016 Public Health and Healthcare Systems	6
Social Work Degree Requirements		**42**
Social Work 6201	Social and Economic Justice	3
Social Work 6202	Diversity and Cultural Competence	3
Social Work 6301	Developmental Changes Across Lifespan	3
Social Work 6302	Organizational & Community Systems	3
Social Work 6401	Engaging with Evidence	3
Social Work 6501	Engaging & Entering the Profession	4
Social Work 6188	Preparing for Field Education	1
Social Work 6189	1st year Field Education	2
Social Work 75XX	Advanced Practice Methods Courses	12
Social Work 76XX	Practice Area Integrated Seminars**	3 of 6
	Social Work Electives	5
Dual Degree Requirements		**21**
PUBHHBP 7532	Program Evaluation	3
Social Work 76XX	Practice Area Integrated Seminars (replacing PUBHHBP 7542)**	3 of 6
Social Work 7189	Advanced Field Education (replacing APE)	8
Social Work/PH	Electives with approval of both programs	4
PUBHBIO 6210	Applied Biostatistics 1	3
	TOTAL DUAL DEGREE CREDITS	**86**

*All core classes are part of the program; PUBHBIO 6210 is listed under the dual degree requirements
**Seminars total six credit hours; three count as a required course under the MSW requirements and three count as a course under the dual degree requirements

Requirements for MPH-MS degree in (MPH in PEP)		
Course number	**Course name**	**Credits**
Concentration courses for PEP		29
PUBHHMP 6615	Public Health Leadership and Organizational Behavior	3
PUBHHMP 7624	Health Economics for Experienced Professionals	3
PUBHHMP 7683	Operations Management and Systems Design	3
PHR 5402	Economic Evaluation of Healthcare Interventions	3
PUBHHMP 7632	Strategic Change for Public Health and Population Health Management	3
PUBHHMP 6630	Project Management for Health Care and Public Health	3
PUBHHMP 7625	Systems Integration	1
PUBHHMP 6620	Critical Appraisal of Population Health Evidence	2
PH Core*	PUBHLTH 6013 Topics in Environmental Public Health PUBHLTH 6014 Epi through Disease Investigations PUBHLTH 6015 Evaluating Public Health Programs PUBHLTH 6016 Public Health and Healthcare Systems	8
Dentistry Degree Requirements		**51.5**
DENT 8000.07	Pedo I Grad Clinic	14
DENT 8000.17	Pedo II Medical Rotation	4.5
DENT 8000.27	Pedo III Anesthesia	3
DENT 8002.07	Pedo I Contemporary Issues	8.5
DENT 8002.17	Pedo II Intro Ortho	4
DENT 8002.27	Pedo III Advanced Ortho	3
DENT 8202	Contemporary Orthodontics	0.5
DENT 8216	Craniofacial Anomalies	1.5
DENT 8705	Pedo Dent Restorative	1
DENT 8706	Oral Facial Injury and Emergency Care	1.5
DENT 8707	Sedation	1
DENT 8708	Cariology, Periodontology & Odontogenic Infections	1
DENT 8712	Simulation in Pediatric Dentistry	0.5
DENT 8999	Research in Dentistry	6.5
Dual Degree Requirements		**13**
PUBHLTH 6012*	Applied Quantitative Methods in Population Health	2
DENT 8701	Intro Ped Dent Research (required for MS, fulfills 0.5 elective credit for MPH-PEP)	0.5
DENT 8999	Research in Dentistry (Sub for PUBHLTH 7189 APE, PUBHLTH 7996/7998 ILE Prep and ILE)	6
DENT 8703	Children w/ Special Health Care Needs (required for MS, fulfills 1.5 of elective credits for MPH-PEP)	1.5
DENT 8704	Pedo Dent Behavior (required for MS, fulfills one elective credit for MPH-PEP)	1
DENT 8709	Public Policy and Advocacy (required for MS, fulfills one	1

Requirements for MPH-MS degree in (MPH in PEP)		
Course number	**Course name**	**Credits**
	elective credit for MPH-PEP)	
DENT 8711	Management of a Contemporary Dental Practice (required for MS, one elective credit for MPH-PEP)	1
	TOTAL DUAL DEGREE CREDITS	**93.5**

*All core classes are part of the program; PUBHLTH 6012 is listed under the dual degree requirements

Aproved Versions of Syllabi

Course: PUBHLTH 6012 – Applied Quantitative Methods in Population Health
2 credits – Spring 2027
Online, Asynchronous Sessions (see course schedule on Carmen syllabus page)

Course Instructor
James B. Odei, PhD
Doctor of Philosophy in Statistics, Utah State University, Logan-Utah, 2014

Office: 248 Cunz Hall
Phone: 614-247-8048
Email: odei.3@osu.edu (can contact via Carmen email)

Instructor's Office Hours
TBD for Spring 2027
Office hours and open discussions will be led by the instructor twice weekly. During these sessions, students will have the space to ask questions about course content, assignments, the previous week's muddy points, or anything else that may be unclear from lectures or readings. These sessions are designed to enhance learning and provide additional context to support the student's ability to apply the information to current issues/topics.

Faculty Feedback & Response Time:
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.
- **"Muddiest Point" Discussion board:** Either the TA or the instructor will check and reply to messages in the discussion boards at least every 12 hours on school days, and every 24 hours on weekends, unless a different turnaround time (due to travel, etc.) is announced. All questions about the course that are not of a personal nature should be posted on this discussion board. Examples include: a broken link; due date question; clarification of assignment requirements. If these questions are asked via Carmen email, expect to be asked to post on the Muddiest Points board instead of receiving an answer via email. This process allows all students to benefit from the instructor response.

Graduate Teaching Assistant (GTA)
TBD for Spring 2027: Name, email address, office hours (time and location)

GTA Responsibilities
The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description
This applied statistics course covers core knowledge areas in analytical methods to inform population health. This course introduces the fundamental principles of biostatistics, focusing on their application and interpretation within the context of public health research. The primary objective is to equip students with

the skills to critically read, understand, and interpret statistical data and findings presented in professional and scientific literature. The course minimizes manual calculations and instead leverages basic software tools like Microsoft Excel for data management and analysis.

Prerequisites
Graduate standing in the Master of Public Health (MPH) program in the College of Public Health, or permission from instructor.

Course Learning Objectives (CLO)
Upon completion of this course, students will be able to:
- CLO 1: Define key biostatistical terms and concepts used in public health research
- CLO 2: Summarize and visualize public health data using descriptive statistics and graphical displays using basic software tools (e.g., Excel, Google Sheets)
- CLO 3: Formulate hypotheses and understand the role of hypothesis testing in public health
- CLO 4: Interpret the results of common statistical tests (e.g., t-tests, chi-square tests, regression) as presented in journal articles and reports
- CLO 5: Critically appraise the statistical methods and conclusions of a peer-reviewed public health research paper

MPH Knowledge Areas (KA) and Competencies (COMP):
KA 3: Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health

KA 6: Explain the critical importance of evidence in advancing public health knowledge

COMP 2: Select quantitative and qualitative data collection methods appropriate for a given public health context

COMP 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate

COMP 4: Interpret results of data analysis for public health research, policy or practice

A complete list of College of Public Health Competencies is located on the College of Public Health website: https://cph.osu.edu/students/competencies.

Text/Readings:
There is no required textbook for this course. All required readings will be provided on the course website in Carmen Canvas. Optional readings will also be suggested because some students find that helpful. These readings are considered supplemental; they are there for reference as a companion to the lecture videos. Some of these resources may require you to be logged in to the library website (http://library.osu.edu) with your OSU name.#.

Carmen
There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works
- **Mode of delivery:** This course is 100% online delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** This class includes weekly readings and lectures, additional required and optional resources, and activities that requires students to remain engaged with the course throughout each week.
- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (e.g., watching instructor lectures and viewing other required materials) in addition to 4 hours of homework/active learning activities (e.g., reading, problem sets) to receive a grade of (C) average. ***To earn a grade higher than C, students should expect to put in additional time and effort.***
- **Attendance and participation requirements:**
  Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:
    - There are no required in person or virtual meetings for this class.
    - Students should expect to log into Carmen several times weekly to keep up with course materials, review course announcements and participate in group work, if necessary.
    - There are several opportunities each week to receive additional support and participate in discussion in this course through Instructor and TA Open Discussion and Office Hours. While optional, these times offer opportunities to have open conversations about the course material, address confusing concepts and provide additional context to the course.

Course Technology
Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment
- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.
- **Microsoft Excel or other basic software tools (e.g., JMP, Power BI, SPSS)**

Technology support
For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Quizzes: 10%
Each week has knowledge checks through short online multiple-choice quizzes designed to test your comprehension of the reading and lecture material. These quizzes, to help solidify understanding of the covered concepts, will be taken via Carmen, and students will have 60 minutes to complete each quiz. Students have two attempts on each quiz; the highest quiz score will be kept. Please note that quiz questions are drawn from a bank and may be slightly different on each attempt. You cannot stop a quiz, logout/login and resume at a later time. **Quizzes must be completed on your own without any assistance from others, but books and notes (course materials) are permitted.** AI use is not allowed during quiz completion. Quizzes must be completed in the allotted time and within the course deadlines.

Exams: 40%
There are two timed exams in this course. All exams are open-note, open-book. You will take exams using Carmen. The exams will have multiple-choice and short-answer questions. Exams will require students to select appropriate data collection and quantitative analysis methods in the context of public health practice and research, analyze quantitative data using output from a basic statistical software and interpret results of quantitative data analyses. Some questions will require students to perform calculations and will require the use of a calculator. There will not be a final exam. Each exam will be available for a 3-day period (exam-window) at the dates shown on the course calendar. Students may choose any time in the window to take the exam and will have 80 minutes to complete it once started. Exams must be completed by 11:59pm on the last day of the 3-day period (dates shown on course calendar). You cannot stop the test, logout/login and resume at a later time.

Exams must be taken within the scheduled windows. Students who miss taking any exam will be penalized fully in the absence of a documented excuse. Students with a conflict during the scheduled exam windows must contact the instructor immediately upon discovery of the problem. **Exams must be completed without the help of other individuals, but books and notes are permitted.**

Assignments: 20%
Each week has a corresponding homework assignment. Homework assignments will involve application of principles learned of biostatistical analyses as well as analysis of quantitative data. These assignments are due on the end date of the week (xxxday) by 11:59pm. Homework assignments will include both hand-calculation and computer exercises. **Students are permitted (indeed, encouraged) to work together on homework assignments, but submitted assignments must be written independently.**

In order for homework assignments to be graded and returned as quickly as possible, late homework assignments will not be accepted and will receive a 0. There are no exceptions to this rule.

Learning Check-Ins: 5%
Every week you will complete a short online reflection of your learning for that week's material. This short, three-question questionnaire is meant to help you reflect on your learning (metacognition) and to provide us with valuable feedback on what topics are the "muddiest." These will be graded S/U based on "good faith" effort answering the three questions.

Final Project: 25%
To reinforce the concepts covered in class, students will select a public health journal article, review its statistical components, and present a summary of their interpretations. This project will require students to integrate concepts from the entire course, including data visualization techniques, choice of appropriate data collection methods, analysis of quantitative data, and interpretation of data analysis in the context of a specific public health research question. You may use class notes or any available outside resources but should NOT work together on the final project. More details about the project will be provided on Carmen. The final project must be completed and submitted in Carmen by **11:59 pm EST** on **xxxx (TBD)**.

Grading
Final class grade will be determined as follows:

Quizzes	10%
Homework Assignments	20%
Exam 1	20%
Exam 2	20%
Learning Check-Ins	5%
Final Project	25%

Grading Scale
This course will use the following grading scale[*]

A	93 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <93	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of the material
C	73 to <77	Mediocre work that reflects familiarity with most of the material
C-	70 to <73	Mediocre work that reflects little familiarity with the material
D+	67 to <70	
D	60 to <67	
E	Below 60	

The instructor reserves the right to adjust the grading scale if it appears necessary due to overall class performance. These adjustments will only raise a student's grade, not lower it.

A student will be given a grade of "Incomplete" only if they have completed most of the class work and are unable to complete the work for a serious reason beyond their control. Students are responsible for educating themselves about the registrar's deadlines for withdrawal from the course. Assistance can be obtained from the College of Public Health, Office of Academic Programs and Student Services.

Assignment Scoring
Clear and effective communication is crucial in biostatistics. This rule is applied to all assignments (e.g., problem sets, exams, project). In any problem-solving question it is the student's responsibility to make sure that he/she/they justifies his/her/their answer and provides enough detail for the grader to understand. Points may be deducted for answers that are not well-justified, even if they are correct.

Any questions regarding grading must be addressed **within one week** of the return of the assignment or exam. No request of regrading on previous assignments/exams will be accepted after the final group project is submitted. As a general policy, when requested, the regrading will apply to the whole exam or the homework, not just to the specific part which the student thinks there might be a mistake. Consequently, regrading may lead to a lower overall score. **Any questions regarding grading must be directed to the professor.**

Class Policies
All quizzes and assignments are due by the required dates listed in Carmen Canvas.
- **Course Materials:** Students are absolutely prohibited from uploading course materials to Quizlet, Chegg, or similar websites under both copywrite regulations and as part of the academic integrity agreement.
- **Quizzes and Exams**: Quizzes and exams must be completed on your own without the help of others, but you can use books and notes. Students must not communicate with anyone (other than the instructor) about the exam during the exam window. It is not permissible to use any artificial intelligence (AI) software, messaging board, online tutoring service, question-answering service, or any other source of human or computer assistance to complete quizzes or exams.
- **Homework Assignments:** Students are permitted (indeed, encouraged) to work together on problem sets, but each student must independently write up and submit their own responses.
- **Final Project**: This course includes a final project, which is designed to be completed independently. Books, notes, and other outside materials are permitted. Further instructions will be provided on Carmen.
- **Learning Check-Ins:** These reflections should be completed individually (without collaboration).

Copyright Statement
This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy
Given that the learning goals of this class are calculating statistical measures, defining terms, selecting appropriate analytical methods, using biostatistical tools to make inference about a population, and identifying appropriate visualization techniques for different data type, **the use of generative artificial intelligence (GenAI) tools** such as Copilot or ChatGPT or translation platforms such as Google Translate is **generally not permitted in this course** and **should only be used for assignments when clearly specified**. If GenAI is permitted, this will be indicated on the assignment instructions. **When GenAI is permitted on an assignment, you MUST include a brief description explaining how GenAI was used to complete the assignment and how the assignment still represents your own work.** The **use of GenAI tools for any work where GenAI is NOT permitted in this class, or use without a brief description, may be considered a violation** of Ohio State's Academic Integrity policy and Code of Student Conduct **because the work is not your own**. The use of unauthorized GenAI tools will result in referral to the Committee on Academic Misconduct. If we suspect that you have used GenAI without permission on an assignment for this course, we will ask you to communicate with us to explain your process for completing the assignment in question.

If you feel you need to use GenAI for translation, please contact the instructors first. If you have any other questions regarding this course policy, please contact us.

Office of Student Life: Disability Services
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has

notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Intellectual Diversity
Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems
A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct
The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at http://civilrights.osu.edu/,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week/Class	Date	Module &Topic	Readings	Assignment (**Due date**)
1	1/11 to 1/17	1. *Introduction* - Course Overview - Definitions - Population Health (PH) - Public Health	Ch xx-xx or Article xx	Watch lecture #1; Quiz #1 (by xxxx)
2	1/18 to 1/24	2. *Foundations of Biostatistics* - Why It Matters in PH - Data Types: Quantitative vs. Categorical - Population vs. Sample - Overview of Study Designs	Ch xx-xx or Article xx	Watch lecture #2; Quiz #2 (by xxxx) HW #1 (due xxxx)
	1/18	**Martin Luther King Jr. Day**		

3	1/25 to 1/31	3. *Descriptive Statistics*
		- Measures of Central Tendency:
		   Mean, Median, Mode
		- Measures of Spread:
		   Range, Standard Deviation, IQR
		- Use basic software to compute summary statistics:
		   Means/SDs and Proportions
			Ch xx-xx or Article xx	Watch lecture #3; Quiz #3 (by xxxx)
				HW #2 (due xxxx)

4	2/1 to 2/7	4. *Data Visualization*
		- Visual Tools:
		   Bar Chart, Histogram, Boxplot
		   Scatter Plot
			Ch xx-xx or Article xx	Watch lecture #4; Quiz #4 (by xxxx)
				HW #3 (due xxxx)

5	2/8 to 2/14	5. *Understanding Probability & Distributions* - Basic concepts of Probability - Normal Distribution: Characteristics & Importance - Outliers and their impact - Sampling Distribution & CLT (conceptual only)	Ch xx-xx or Article xx	Watch lecture #5; Quiz #5 (by xxxx) HW #4 (due xxxx)
6	2/15 to 2/21	**EXAM #1 - Online & Timed**		Activity #1 – *Exam 1 Review*

7	2/22 to 2/28	6. *Making Inferences from Data*
		- Intro to Hypothesis Testing:
		   Null vs. Alternative Hypotheses
		   Concept of p-values & Statistical Significance
		- Confidence Intervals (CI):
		   What they mean and How to Interpret them
		   How they differ from p-values
			Ch xx-xx or Article xx	Watch lecture #6; Quiz #6 (by xxxx)
				HW #5 (due xxxx)

8	3/1 to 3/7	7. *Analyzing Quantitative Data: The t-Test*
		- When to use a t-test
		   (Comparing means between groups)
		- Types of t-tests:
		   Independent Samples vs. Paired Samples
		- How to interpret results
			Ch xx-xx or Article xx	Watch lecture #7; Quiz #7 (by xxxx)
				HW #6 (due xxxx)

9	3/8 to 3/14	8. *Analyzing Categorical Data: The Chi-Square Test* - When to use a Chi-Square test (Comparing proportions/rates) - Creating/Interpreting Contingency Table - How to interpret results	Ch xx-xx or Article xx	Watch lecture #8; Quiz #8 (by xxxx) HW #7 (due xxxx)
10	**3/15**			

	to **3/21**	**Spring Break – No Classes** **(No new materials and assignments)**		

11	3/22
	to
	3/28
		9. *Correlation and Regression*
		  - Concept of Correlation:
		     Coefficient – Strength & Direction of Relationship
		     Calculate correlation coefficient, *r*
		     Calculate coefficient of Determination, r^2
		  - Intro to Simple Linear Regression
		  - Use basic software to create Scatterplot and add
		     Regression Line
		  - Use basic software to calculate the Regression Line
		     (i.e., intercept, slope, and r^2)
			Ch xx-xx
			or
			Article xx
				Watch lecture #9; Quiz #9 (by xxxx)
				HW #8 (due xxxx)

12	3/29 to 4/4	**EXAM #2 - Online & Timed**		Activity #2 – *Exam 2 Review*

13	4/5
	to
	4/11
		10. *Interpreting Public Health Literature*
		  - How to read statistical results in peer reviewed
		    article
		  - Identifying study design and statistical methods
		    used in peer reviewed article
		  - Understanding tables, figures, and statistical
		    language
		  - Critically evaluating study findings and limitations
		  - Recognizing potential statistical pitfalls and
		    misinterpretations
			Ch xx-xx
			or
			Article xx
				Watch lecture #10;
				Quiz #10 (by xxxx)
				HW #9 (due xxxx)

14	4/12
	to
	4/18
		11. *Ethics, Bias, and Validity*
		  - Types of Bias in data collection and analysis
		  - Confounding and effect modification
		  - Case studies on misinterpretation and misuse of
		    statistics
			Ch xx-xx
			or
			Article xx
				Watch lecture #11;
				Quiz #11 (by xxxx)
				HW #10 (due xxxx)

15	4/19 to 4/25	**FINAL (Capstone) PROJECT**		**Final Project** (due xxxx)*
16	4/26 to 5/2			

Ch – Chapter   HW – Homework

Alignment of Competencies with Assessments

	Quizzes (N=11)	Homeworks (N=10)	Exams (N=2)	Final Project (N=1)
Foundational Public Health Knowledge				
Explain the role of ==quantitative== and qualitative methods and sciences in describing and assessing a population's health (3)	X			
Explain the critical importance of evidence in advancing public health knowledge (6)	X			
Foundational MPH Competencies				
Select ==quantitative== and qualitative data collection methods appropriate for a given public health context (2)		X	X	X
Analyze ==quantitative== and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (3)		X	X	X
Interpret results of data analysis for public health research, policy or practice (4)		X	X	X

PUBHLTH 6013 – Current Topics in Environmental Public Health
2 credits – AU26
- Asynchronous course 100% distance learning

Course Instructor
Molly Mills, PhD, Environmental Science, The Ohio State University, 2022
400B Cunz Hall
Tel: (614)-247-0853
Email: mills.650@osu.edu

Instructor's Office Hours
Faculty are strongly encouraged to have at least one hour per week (online or in-person); this shows that faculty are available to meet with students.

Faculty Feedback & Response Time:
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days
  Discussion board: Either the TA or the instructor will check and reply to messages in the discussion boards every 24 hours on school days.

Graduate Teaching Assistant (GTA)
Name, email address, office hours (time and location)

GTA Responsibilities [remove if not applicable]
The GTA assigned to the course will assist with scoring assignments and other duties in course management; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Structure
This course is fully online and organized into 8 2-week modules. Each module will open on XXX at 12:01 am and close 2 weeks later on XXX at 11:59 pm. All assignments in each module will be due at the close of the module, unless otherwise noted in the calendar. In this course, there are no scheduled in-person or live virtual meetings, offering flexibility in when and where you complete your work. With that flexibility comes the responsibility to manage your time and learning effectively. Plan ahead and aim to complete activities and assignments well before their deadlines to avoid unexpected last-minute issues.

Course Description
The environments that we occupy play a major role in shaping our health and risk of disease. This course will introduce students to key foundational concepts in the field of Environmental Health Sciences (EHS). Students will learn how factors in the environment impact health outcomes. Moreover, students will learn about sustainable solutions to improve well-being while minimizing toxic effects at individual and community levels, including higher-level policies and practices. The course is designed to expose students to the foundational concepts of EHS, as well as explore emerging issues in the diverse environments that shape our health.

Prerequisites
Enrollment in the MPH, MS or PhD program in the College of Public Health, or permission from instructor.

Course Learning Objectives
Upon completion of this course, students will be better prepared to:
- Describe how environmental factors impact human health.
- Summarize the sources of indoor and outdoor environmental contaminants.
- Describe the impact of globalization on environmental and human health.
- Summarize the ways in which humans, animals and the environment interact to impact health outcomes.
- Summarize the types and sources of environmental health data that are collected locally and nationally.
- Describe the ways environmental health data are used to protect communities.
- Communicate environmental health risk and mitigation strategies to various audiences.
- Communicate the importance of community context in environmental health studies.
- Describe the importance of using evidence-based information to combat misinformation in communicating health risk.

Foundational Competencies
Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Foundational Public Health Knowledge
Factors related to human health
7. Explain the effects of environmental factors on a population's health
11. Explain how globalization affects global burdens of disease
12. Explain the ecological perspective on the connections among human, animal, and ecosystem health (e.g., One Health)

A complete list of College of Public Health Competencies is located on the College of Public Health website: https://cph.osu.edu/students/competencies.

Text/Readings:
This course does not require a specific textbook. Assigned reading materials are available on the course Carmen page and linked in the course schedule below. Noted readings can be found in E-books in the OSU libraries catalog. You must be logged into OSU libraries to access the links to the E-books found in the syllabus (denoted with an asterisk*). Instructions to navigate OSU libraries to find E-books can be found here: https://www.youtube.com/watch?v=dDpn7ORDOc0 You may search for the E-books on your own by searching the author/title at https://library.osu.edu/.

Carmen
There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen. We will be using Carmen for all aspects of course management. You are required to subscribe to "Announcements," which will notify you via email of a new posting. See https://www.youtube.com/watch?v=Yj_fIcz0lmk

You will need to use Buckeye Pass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** This course is 100% online delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** This course is designed with bi-weekly due dates. It is strongly encouraged that you plan to complete the material in advance of the due dates. Students who are most successful in the class space out the material to ensure that there is sufficient time to absorb it and to meet the requirements in the module. Late policy exceptions will only be granted under exceptional circumstances and extended emergencies with properly documented evidence.
- **Modules have requirements.** You must complete all the requirements for a module to gain access to the next modules. For example, Module 2 cannot be started until Module 1 is completed. Modules are considered "complete" once all conditions for module completion have been met.
- **Credit hours and work expectations:** This is a **2-credit-hour course.** For a typical Ohio State class in any modality, university policy calls for an average of 1 hour "direct instruction" plus 2 hours "out-of-class" time per week for each 1 credit hour for a "C" grade. This equates to 6 hours of in-class and out-of-class activities per week or 12 hours for a 2-week module. During a typical two-week module, students will spend ~2 hours on the required readings, 1.5 hours watching the required lectures, 1.5 hours to prepare their notes/review for the quiz, 1 hour on the quiz (2 attempts), 1 hour on the discussion board (initial post and responses), and 3 hours on the homework assignment. The term project has assignments due ~ every 2 modules, which equates to about 2 hours per module, divided up over the entire semester.
- **Attendance and participation requirements**: Because this is an online course, your attendance is based on your online activity and participation. You are expected to log in to the course in Carmen **at least once** every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor as soon as possible.

Course Technology

Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment
- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection

- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
  - **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)
  - **Webcam:** built-in or external webcam, fully installed and tested
  - **Microphone:** built-in laptop or tablet mic or external microphone

Required software
- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Quizzes : 25%
To assess your level of understanding of the lecture topics and contents for each module, you will be required to complete quizzes. Quizzes may contain true/false, multiple choice, short answer, or other question forms. Quizzes are open-book and open notes. You have 2 attempts at each quiz.

Homework : 25%
This class will utilize homework assignments to foster critical thinking skills. Each homework assignment will present a scenario or case study related to the topics covered in the module and ask a series of guided questions. Specific assignment instructions can be found on Carmen in each module. Homework in selected modules (2 and 6) will focus on public health communication, and specifically ask you to design strategies to effectively communicate risk to different audiences and populations. Assignment instructions and submission requirements can be found in each assignment in your Canvas course. You may use any materials in the course to answer the questions or complete the assignment, but all work must be your own.

Discussion Boards : 20%
Each module will include a required discussion board. The instructor will post questions related to the theme of the module. To receive maximum credit, you must post an initial response to the prompt and at least one additional response to your peers' posts. In selected modules (3 and 5), the discussion will ask you to reflect on the importance of considering your audience and community context in communicating public health information. More detailed expectations for discussion posts and responses, as well as information on how you will be evaluated, is posted on the Carmen page.

Term Project : 30%
The term project will give you the opportunity to select and research a topic in Environmental Public Health. After doing initial literature search about your environmental contaminant or disease of interest and writing a brief academic summary of your findings, you will design and create a flyer to communicate the risk to the general public, as well as prevention or treatment strategies (i.e. what you may see

distributed by a local health department or the CDC). You will then create a short (<5 minutes) recorded presentation, explaining your topic to a designated type of audience (e.g. local schools, community members, farmers, lobbyists, scientific audience, etc.). Finally, at the end of the project, you will write a short reflection paper describing your approach to using these different communication styles in the various assignments associated with this project. Detailed assignment instructions and rubrics can be found on the Carmen page.

Grading

Course activities are comprised of the following activities listed below and will be graded as follows:

ITEM	%	NOTES
Quizzes	25	Required for completion of the module
Homework	25	Required for completion of the module
Discussion Board	20	Required for completion of the module
Term Project	30	Required for completion of the Course
Topic Summary	5	
Flyer	5	
Presentation and responses	10	
Reflection Essay	10	
TOTAL	100	

Grading Scale

A	**93 to 100**	Outstanding work that reflects mastery of the material and the ability to apply it
A-	**90 to <93**	Excellent work that reflects mastery of the material
B+	**87 to <90**	Good work that reflects mastery of most of the material
B	**83 to <87**	Good work that reflects mastery of some of the material
B-	**80 to <83**	Good work that reflects mastery of a few aspects of the material
C+	**77 to <80**	Mediocre work that reflects familiarity with, but not mastery of the material
C	**73 to <77**	Mediocre work that reflects familiarity with most of the material
C-	**70 to <73**	Mediocre work that reflects little familiarity with the material
D+	**67 to <70**	
D	**60 to <67**	
E	**Below 60**	

Class Policies

Late policy and make-ups: If you miss a deadline for any assignments, excused extensions or make-ups will only be permitted for legitimate reasons. Legitimate reasons include, but are not limited to, serious illness and injury, disability-related concerns, military service, death in the immediate family, or religious observance. If so, **you must contact the instructor before(preferable) or as soon as you are able**. You must provide evidence that you were unable to meet a deadline. Exceptions may be made at the instructor's discretion.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

While GenAI can be a valuable tool, academic integrity remains paramount. You are responsible for developing and articulating your own ideas. Attribute GenAI-generated content with proper citations and avoid plagiarism. If you use GenAI for any of your assignments, please include the following statement with each assignment:

- Application Used: Specify the GenAI application or tool you used (e.g., Copilot, ChatGPT, Claude AI, Gemini).
- Intended Purpose: Describe the purpose for which you used GenAI (e.g., idea generation, content creation).
- Quality of Initial GenAI Output: Evaluate the initial output generated by GenAI. For example, was it accurate, biased, coherent, and/or relevant?
- Iteration and Refinement: Explain how you revised prompts or adjusted parameters to refine the GenAI output. Did you experiment with different input prompts to improve the output?
- Incorporation in Completed Assignment: Reflect on how you incorporated the GenAI-generated content into your assignment. How did you edit, adapt, or combine it with other ideas?

If I suspect that you have used GenAI inappropriately on an assignment, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity (opens in new window) policy and Code of Student Conduct (opens in new window) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct (opens in new window).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Intellectual Diversity
Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct
The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office: Online reporting form at http://civilrights.osu.edu/, Call 614-247-5838 or TTY 614-688-8605, Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline
*Available as an E-book via OSU libraries

Module Dates	Learning Materials (May change at the desecration of the instructor (Check the module in Carmen for Required and Optional Learning Materials)	Assignments (due at the end of the module, unless otherwise specified)
*Must be completed to unlock Module 1	Welcome to the Course Introduce yourself in the discussion board and watch the introductory videos about your instructor, your course, and the assignments	
#1 Module dates	Lecture Topics: The Role of the Environment in Health and Disease Introduction to Environmental Health Sciences Readings: *Frumkin, H. (2010). Introduction. In H. Frumkin Editor (Ed.), *Environmental Health: From Global to Local*. (pp. xxix-li). https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/reader.action?docID=484870&ppg=31&c=UERG *Selected text from: Carson, R. (1962). *Silent Spring*. Mariner Books. https://research-ebsco-com.proxy.lib.ohio-state.edu/c/wpogxq/search/details/m6s5ym4xxb?db=nlebk Clark et al., 2025. Global Burden of Disease from Environmental Factors. *Annual Review of Public Health*. https://doi.org/10.1146/annurev-publhealth-071823-105338 Tulchinsky, 2018. Chapter 5 - John Snow, Cholera, the Broad Street Pump; Waterborne Diseases Then and Now. *Case Studies in Public Health*. https://doi.org/10.1016/B978-0-12-804571-8.00017-2 Boissoneault, 2019. The Cuyahoga River Caught Fire at Least a Dozen Times, but No One Cared Until 1969. *Smithsonian magazine*. https://www.smithsonianmag.com/history/cuyahoga-river-caught-fire-least-dozen-times-no-one-cared-until-1969-180972444/ The Guardian: Origins of the EPA. 1992. *EPA* (historical publication). https://www.epa.gov/archive/epa/aboutepa/guardian-origins-epa.html#first Viewings: 1970: The first Earth Day in New York City. *CBS*. https://youtu.be/nEmARFci__I?si=STWH-MNvzD6OJvWY As Earth Day Turns 50, Organizers Recall Successes That Followed the First. *KPBS Public Media*. https://youtu.be/Jc18TNwX1PQ?si=yc47vnMTrKSmxGNA	Quiz 1, Homework 1, Discussion Board 1

| #2 <mark>Module dates</mark> | Lecture Topics:
Exposure, Etiological Agents, and Environmental Matrices Hazards and Risk Communication

Readings:
*Ryan, P.B. (2010). Chapter Four: Exposure Assessment, Industrial Hygiene, and Environmental Management. In H. Frumkin Editor (Ed.), *Environmental Health: From Global to Local*. (pp. 109-134). https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/reader.action?docID=484870&ppg=31&c=UERG

Vandenberg et al., 2023. Addressing systemic problems with exposure assessments to protect the public's health. *Environmental Health*. https://doi.org/10.1186/s12940-022-00917-0
Hampel, 2006. Different concepts of risk – A challenge for risk communication. *International Journal of Medical Microbiology*. https://doi.org/10.1016/j.ijmm.2005.12.002
The SALT Framework (Risk Communication). *EPA*. https://www.epa.gov/risk-communication/salt-framework
Svendsen et al., 2016. Risk Communication Strategies: Lessons Learned from Previous Disasters with a Focus on the Fukushima Radiation Accident. *Global Environmental Health and Sustainability.* https://doi.org/10.1007/s40572-016-0111-2
Swire-Thompson and Lazer, 2019. Public Health and Online Misinformation: Challenges and Recommendations. *Annual Review of Public Health*. https://doi.org/10.1146/annurev-publhealth-040119-094127

Viewings:
EPA Risk Communication SALT Framework: Strategy. *EPA*. https://youtu.be/UtwT1yi6l0I
EPA Risk Communication SALT Framework: Audience First Approach. *EPA*. https://youtu.be/1i5VFb3i20E
EPA Risk Communication SALT Framework: Risk Perception. *EPA*. https://youtu.be/TWnV5Ebw3jY
Andrew Zwicker: Scientific literacy is necessary. TEDx Talks. https://youtu.be/b-EsmVbIjLU?si=w3VwNh2njnuu2o1X | Quiz 2, Homework 2 (**Perceptions of risk and communicating risk in workplace and community settings**), Discussion Board 2 |
| #3 <mark>Module dates</mark> | Lecture Topics:
Climate change and human health
Communicating climate change risk
One Health

Readings: | Quiz 3, Homework 3, Discussion Board 3 (**Communicating climate change hazards to individuals with different health and science literacy**) |

	What is Climate Change? NASA. https://science.nasa.gov/climate-change/what-is-climate-change/ Campbell-Lendrum et al., 2023. Climate change and health: three grand challenges. *Nature Medicine*. https://doi.org/10.1038/s41591-023-02438-w Mah et al., 2020. Coping with climate change: Three insights for research, intervention, and communication to promote adaptive coping to climate change. *Journal of Anxiety Disorders*. https://doi.org/10.1016/j.janxdis.2020.102282 Hathaway & Maibach, 2018. Health Implications of Climate Change: a Review of the Literature About the Perception of the Public and Health Professionals. *Current Environmental Health Reports*. https://doi.org/10.1007/s40572-018-0190-3 Lewandowsky, 2021. Climate Change Disinformation and How to Combat It. *Annual Review of Public Health*. https://doi.org/10.1146/annurev-publhealth-090419-102409 About One Health. *CDC.* https://www.cdc.gov/one-health/about/index.html Pitt and Gunn, 2024. The One Health Concept. *British Journal of Biomedical Science*. https://doi.org/10.3389/bjbs.2024.12366 Zinsstag et al., 2018. Climate change and One Health. *FEMS Microbiology Letters*. https://doi.org/10.1093/femsle/fny085 Cipolla et al., 2015. From "One Health" to "One Communication": The Contribution of Communication in Veterinary Medicine to Public Health. *Veterinary Sciences*. https://doi.org/10.3390/vetsci2030135 Optional Viewings: Alan Alda: Why you should trust science even if you're a skeptic. https://youtu.be/Omdu5Ve5fuo?si=9C3h68MThzvbs0tw Kris De Meyer: Why we need to change how we talk about climate change*. TEDx Talks*. https://youtu.be/yty9OtMHbLw?si=pVo0nWj3mRjl8gaW Judith Curry: Relax, there is no climate emergency! https://youtu.be/i4YUnZIKneY?si=ZZV-ZnSd09yykpkq	*Term project selection due **xx/xx/xxxx @ 11:59PM** (feedback will be provided during this module on your Term Project)
#4 <mark>Module dates</mark>	Lecture Topics: Air pollution – Sources Air pollution – Health Impacts Air pollution – Regulation and Mitigation Readings:	Quiz 4, Homework 4, Discussion Board 4

	*Friis, R.H. (2018). Chapter 10- Air Quality. In R. Riegelman (Ed.), *Essentials of Environmental Health* (3rd ed.). (Pg. 727-802). https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/reader.action?docID=5322279&ppg=727&c=UERG Summary of the Clean Air Act. *EPA*. https://www.epa.gov/laws-regulations/summary-clean-air-act Manisalidis et al., 2020. Environmental and Health Impacts of Air Pollution: A Review. *Frontiers in Public Health*. https://doi.org/10.3389/fpubh.2020.00014 Viewings: The Indoor-Outdoor Air-Pollution Continuum. *Imperial College London*. https://youtu.be/sJxbqbQ4a6M?si=_sbJsDwV8fq5lPqC María Neira: This is your brain on air pollution. *TED*. https://youtu.be/utiLrnvawQQ?si=Li7R9e_athq0oM0Q	
#5 <mark>Module dates</mark>	Lecture Topics: Water Pollution – Water Supply Water pollution – Water Quality and Health Water pollution – Communicating water quality risks, Regulation, and Mitigation Readings: *Friis, R.H. (2018). Chapter 9- Water Quality. In R. Riegelman (Ed.), *Essentials of Environmental Health* (3rd ed.). (Pg. 656-716). https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/reader.action?docID=5322279&ppg=656&c=UERG Overview of the Safe Drinking Water Act. *EPA*. https://www.epa.gov/sites/default/files/2015-04/documents/epa816f04030.pdf Wolf et al., 2022. Effectiveness of interventions to improve drinking water, sanitation, and handwashing with soap on risk of diarrhoeal disease in children in low-income and middle-income settings: a systematic review and meta-analysis. *The Lancet*. https://doi.org/10.1016/S0140-6736(22)00937-0 Miller et al., 2024. Self-reported anticipated harm from drinking water across 141 countries. *Nature Communications*. https://doi.org/10.1038/s41467-024-51528-x Dunn et al., 2014. Microbial water quality communication: public and practitioner insights from British Columbia, Canada. *Journal of Water and Health*. https://doi.org/10.2166/wh.2014.126	Quiz 5, Homework 5, Discussion Board 5 (**Perceptions of drinking water quality in different communities**) *Term project topic Academic Summary due **xx/xx/xxxx @ 11:59PM** (feedback will be provided during this module on your Term Project)

| #6 <mark>Module dates</mark> | Lecture Topics:
 Other Major Environmental Matrices - Soil
 Other Major Environmental Matrices - Food
 Other Major Environmental Matrices - Surfaces

 Readings:
 Brevik et al., 2020. Soil and Human Health: Current Status and Future Needs. *Air, Soil, and Water Research*. https://doi.org/10.1177/1178622120934441
 *McSwane, D. (2010). Chapter Eighteen: Food Safety. In H. Frumkin Editor (Ed.), *Environmental Health: From Global to Local*. (pp. 635-682). https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/reader.action?docID=484870&ppg=31&c=UERG
 Fung et al., 2018. Food safety in the 21st century. *Biomedical Journal*. https://doi.org/10.1016/j.bj.2018.03.003
 Lybert and Rhode, 2024. Why Surface Materials Matter in Health Care Settings. *American Society for Microbiology*. https://asm.org/articles/2024/january/why-surface-materials-matter-in-health-care-settin
 Lei et al., 2017. Logistic growth of a surface contamination network and its role in disease spread. *Scientific Reports*. https://doi.org/10.1038/s41598-017-13840-z | Quiz 6, Homework 6 **(Scenario-Communicating Risk after a Foodborne Illness Outbreak**), Discussion Board 6 |
| #7 <mark>Module dates</mark> | Lecture Topics:
 Managing our environment- Built environments and infrastructure
 Indoor environments and health
 Waste management

 Readings:
 Samet & Spengler, 2003. Indoor Environments and Health: Moving Into the 21st Century. *American Journal of Public Health*. https://doi.org/10.2105/ajph.93.9.1489
 Lewis et al., 2023. Hidden harms of indoor air pollution — five steps to expose them. *Nature*. https://doi.org/10.1038/d41586-023-00287-8
 *Friis, R.H. (2018). Chapter 12- Solid and Liquid Wastes. In R. Riegelman (Ed.), *Essentials of Environmental Health* (3rd ed.).https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/reader.action?docID=5322279&ppg=929&c=UERG
 National Overview: Facts and Figures on Materials, Wastes and Recycling. *EPA*. https://www.epa.gov/facts-and-figures-about-materials-waste-and-recycling/national-overview-facts-and-figures-materials#Trends1960-Today

 Viewings: | Quiz 7, Homework 7, Discussion Board 7 |

	Matt Schaubroeck: Is indoor air quality making us sick? *TEDx*. https://youtu.be/Bt2NbmsxZVA?si=Gh1ktiPcm0n6mev3	
#8 <mark>Module dates</mark>	<u>Lecture Topics:</u> None Work on and submit Term Project (flyer, video, and discussion board) Final project presentation viewings and discussion	*Term Project Flyer due **xx/xx/xxxx @ 11:59PM** *Term Project Video Presentation due **xx/xx/xxxx @ 11:59PM** **(End of week one of the module)** *Term Project Video Presentation discussion due **xx/xx/xxxx @ 11:59PM** **(End of week two of the module)**
Finals week	Term Project Reflection due **XX/XX/XXXX @ 11:59PM**	NO FINAL EXAM

Alignment of Competencies with Assessments

Foundational Competencies	Assessment 1: Quizzes	Assessment 2: Homeworks (Modules 2 and 6)	Assessment 3: Discussions (Modules 3 and 5)	Assessment 4: Term Project-Flyer	Assessment 5: Term Project-Video	Assessment 6: Term Project-Reflection Essay
1. Select communication strategies for different audiences and sectors		X		X	X	
2. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation				X	X	
3. Describe the importance of cultural competence in communicating public health content			X			X
Foundational Public Health Knowledge						
1. Explain the effects of environmental factors on a population's health	X	X	X	X	X	X
2. Explain how globalization affects global burdens of disease		X	X	X	X	X
3. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)		X	X	X	X	X

PUBHLTH-6014 – Epidemiology through Disease Investigations
2 credits – Autum 2027
Online, Asynchronous

Course Instructor
Name, Degree, Area, Institution, Date *[this specific info is required per SB1]*
Office Location and Phone Number
Email address

Instructor's Office Hours
Faculty are strongly encouraged to have at least one hour per week (online or in-person); this shows that faculty are available to meet with students.

Faculty Feedback & Response Time:
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.
- **Discussion board:** Either the TA or the instructor will check and reply to messages in the discussion boards at least every 24 hours on school days, and every 48 hours on weekends, unless a different turnaround time (due to travel, etc.) is announced.

Graduate Teaching Assistant (GTA)
Name, email address, office hours (time and location)

GTA Responsibilities
The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description
This course provides an overview of the principles of epidemiology using investigations of disease clusters as a case study throughout. Emphasis will be placed on core study design principles, and methods employed in disease investigations.

Prerequisites
Grad standing in the Master of Public Health program, Master of Health Administration program, or permission of instructor.

Course Learning Objectives
- Define terms, concepts, and key features of epidemiologic study designs.
- Identify strategies in the design and conduct of epidemiologic studies that will minimize the adverse effects of error, especially bias.
- Critically review and interpret scientific articles.

Competencies:
- Foundational Competencies #1. Apply epidemiological methods to settings and situations in public health practice.
- Foundational Competencies #6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.
- Foundational Competencies #7. Assess population needs, assets, and capacities that affect communities' health.
- Foundational Competencies #15. Evaluate policies for their impact on public health and health equity.
- Foundational Knowledge #4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
- Foundational Knowledge #8. Explain biological and genetic factors that affect a population's health
- Foundational Knowledge #9. Explain behavioral and psychological factors that affect a population's health
- Foundational Knowledge #10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities

A complete list of College of Public Health Competencies is located on the College of Public Health website: https://cph.osu.edu/students/competencies.

Text/Readings:
There is no required textbook for this class. Required readings will come for published studies or other resources and will be posted to the course Carmen site.

Carmen
There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works
- **Mode of delivery:** This course is 100% online delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** This course is divided into weekly modules that are released one week ahead of time. In this course the week begins on Monday and ends on Sunday. Assignments are due at 11:59PM on Sundays. Students are expected to keep pace with weekly deadlines but may freely schedule their efforts within that time frame.

- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy [(go.osu.edu/credithours)](go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (e.g., reviewing course videos, reviewing required reading, etc.) in addition to 4 hours of homework/active learning activities (e.g., reflections, case studies, final presentation, etc.) to receive a grade of (C) average.
  - **Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:
    - *Participating in online activities for attendance:* AT LEAST ONCE PER WEEK You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with the instructors as soon as possible.
    - *Office hours and live sessions:* OPTIONAL All live, scheduled events for the course, including office hours, are optional.
    - *Participating in discussion forums:* OPTIONAL Discussion boards will be a place to interact with the instructors and TA, for example, to ask questions about the material and assignments. Participation is optional, but highly encouraged.

Course Technology
Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment
- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software
- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Reflection: 15%
Ten weekly reflections will be given throughout the course of the semester. Reflections are three to five questions aimed at assessing students' thoughts on the material and identifying gaps that need to be

addressed further. Reflections will typically include questions about the material covered and may ask students to apply course material to other related scenarios. Students may work with others on their reflection but ultimately should submit their own work/assignment.

Case Study: 20%
Two case studies will be given throughout the course of the semester. The aims of these case studies is for students to synthesize materials across the modules and apply them to a real-world public health problem. Students may work with others on their case study but ultimately should submit their own work/assignment.

Quiz: 15%
Three online quizzes will be given, and their due dates are posted below. The quiz format, for all three quizzes, will require multiple choice and some short answer questions with calculations. The quizzes will assess students' understanding of course material and application of calculations. Quizzes should be completed alone.

Exam: 20%
Two online exams will be given, and their due dates are posted below. The exam format, for both exams, will require multiple choice and short essay responses, and students may be asked to interpret tables or graphs and solve equations. The exams will assess students' understanding of all course material covered prior to the exam date. Exams should be completed alone.

Presentation: 30%
Students will work in groups to prepare a recorded final presentation. The goal of the final presentations will be to demonstrate the students' synthesis and application of the course material to a new disease not covered in class. Students may select a disease covered in the Global Disease Burden report (see Module 7) or another disease not included in this report with the approval of the instructor. Two thirds of the final presentation grade will be assigned to the group based on content, and the other third will be individually assigned based on self and peer evaluations of group participation. Throughout the semester, students will have small check-in assignments to receive feedback from the instructor for their Final Presentation. Rubrics will be available on Carmen.

Grading
Final class grade will be determined as follows:

Reflection	15%
Case Study	20%
Quiz	15%
Exam	20%
Presentation	30%

Grading Scale
A	93 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <93	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	84 to <87	Good work that reflects mastery of some of the material
B-	80 to <84	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of the material
C	74 to <77	Mediocre work that reflects familiarity with most of the material

C-	70 to <74	Mediocre work that reflects little familiarity with the material
D	60 to <70	
E	<60	

Class Policies

- **Reflections:** These reflections should be completed individually (without collaboration).
- **Case Studies:** These case studies may be discussed with other students, but each student should submit their own assignment.
- **Quizzes and Exams:** Quizzes and exams must be completed on your own without the help of others, but you can use books and notes. Students must not communicate with anyone (other than the instructors) about the exam during the exam window. It is not permissible to use any artificial intelligence (AI) software, messaging board, online tutoring service, question-answering
- **Final Presentation:** This course includes a final group project, which is designed to be completed collaboratively within an assigned small group. Books, notes, and other outside materials are permitted. Further instructions will be provided on Carmen.

Copyright Statement
This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy
Given that the learning goals of this class are to build awareness and practice with basic epidemiologic methods and develop critical thinking skills, the use of generative artificial intelligence (GenAI) tools such as **Copilot, ChatGPT, Gemini,** is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct.

Office of Student Life: Disability Services
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic

performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at http://civilrights.osu.edu/,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week	Class	Date	Readings & Topics
1	Module 1		• Topic: Cholera, London, 1854 o What is epidemiology? o History of epidemiology o Person, place, and time and why these matter? • Reading(s) o Tulchinsky TH. John Snow, Cholera, the Broad Street Pump; Waterborne Diseases Then and Now. Case Studies in Public Health. 2018:77–99. o Shiode N, Shiode S, Rod-Thatcher E, Rana S, Vinten-Johansen P. The mortality rates and the space-time patterns of John Snow's cholera epidemic map. Int J Health Geogr. 2015 Jun 17;14:21. • Assignment(s) o Reflection #1
2	Module 2		• Topic: Cancer Cluster, New York, 2001 • Measures of disease o Person, place, and time o Person-time • Reading(s): o National Center for Environmental Health, CDC, Atlanta, Georgia. Investigating suspected cancer clusters and responding to community concerns: guidelines from CDC and the Council of State and Territorial Epidemiologists. MMWR Recomm Rep. 2013 Sep 27;62(RR-08):1-24. o Li J, Cone JE, Kahn AR, Brackbill RM, Farfel MR, Greene CM, Hadler JL, Stayner LT, Stellman SD. Association between World Trade Center exposure and excess cancer risk. JAMA. 2012 Dec 19;308(23):2479-88. o Li J, Brackbill RM, Liao TS, Qiao B, Cone JE, Farfel MR, Hadler JL, Kahn AR, Konty KJ, Stayner LT, Stellman SD. Ten-year cancer incidence in rescue/recovery workers and civilians exposed to the September 11, 2001 terrorist attacks on the World Trade Center. Am J Ind Med. 2016 Sep;59(9):709-21. • Assignment(s): o Reflection #2 o Quiz #1

Week	Class	Date	Readings & Topics

3	Module 3		• Topic: Lung cancer, Global, 1964
			   o Causal inference
			   o Hill Criteria
			• Reading(s)
			   o Alberg AJ, Shopland DR, Cummings KM. The 2014 Surgeon General's report: commemorating the 50th Anniversary of the 1964 Report of the Advisory Committee to the US Surgeon General and updating the evidence on the health consequences of cigarette smoking. Am J Epidemiol. 2014 Feb 15;179(4):403-12.
			   o Hill AB. The environment and disease: association or causation? Proc R Soc Med. 1965 May;58(5):295-300. doi: 10.1177/003591576505800503.
			• Assignment(s)
			   o Reflection #3

4	Module 4		• Topic: HIV, Global, 1981
			   o Screening
			   o Sensitivity & Specificity
			   o Positive predictive value & Negative predictive value
			• Reading(s):
			   o Swinkels HM, Nguyen AD, Gulick PG. HIV and AIDS. [Updated 2024 Jul 27]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2025 Jan-. Available from: https://www.ncbi.nlm.nih.gov/books/NBK534860/
			   o Hunting K, Brown J. Ch 2: A feasibility study of routine screening for HIV in an urban emergency department. In: Essential Case Studies in Public Health. Jones & Bartlett Learning, LLC; 2011.
			• Assignment(s):
			   o Case Study #1

Week	Class	Date	Readings & Topics
5	Module 5		• Topic: Ebola, West Africa, 2018 ○ Surveillance ▪ Passive ▪ Active ○ Case definition • Reading(s): ○ Aruna A, Mbala P, Minikulu L, Mukadi D, Bulemfu D, Edidi F, Bulabula J, Tshapenda G, Nsio J, Kitenge R, Mbuyi G, Mwanzembe C, Kombe J, Lubula L, Shako JC, Mossoko M, Mulangu F, Mutombo A, Sana E, Tutu Y, Kabange L, Makengo J, Tshibinkufua F, Ahuka-Mundeke S, Muyembe JJ, Cdc ER; CDC Ebola Response. Ebola Virus Disease Outbreak - Democratic Republic of the Congo, August 2018-November 2019. MMWR Morb Mortal Wkly Rep. 2019 Dec 20;68(50):1162-1165. ○ Biedron C, Lyman M, Stuckey MJ, Homsy J, Lamorde M, Luvsansharav UO, Wilson K, Gomes D, Omuut W, Okware S, Semanda JN, Kiggundu R, Bulwadda D, Brown V, Nelson LJ, Driwale A, Fagan R, Park BJ, Smith RM. Evaluation of Infection Prevention and Control Readiness at Frontline Health Care Facilities in High-Risk Districts Bordering Ebola Virus Disease-Affected Areas in the Democratic Republic of the Congo - Uganda, 2018. MMWR Morb Mortal Wkly Rep. 2019 Oct 4;68(39):851-854. • Assignment(s): ○ Reflection #4
6	Module 6: Exam 1		• Topic: N/A • Reading(s): N/A • Assignment(s): ○ Exam 1

Week	Class	Date	Readings & Topics
7	Module 7		• Topic: Mortality, US & World, 2022 ○ Absolute measures ○ Age-adjustment ▪ Indirect ▪ Direct • Reading(s): ○ Xu J, Murphy SL, Kochanek KD, Arias E. National Vital Statistics Reports. Natl Vital Stat Rep. 2025 Jun 10;(4):1. ○ GBD 2021 Causes of Death Collaborators. Global burden of 288 causes of death and life expectancy decomposition in 204 countries and territories and 811 subnational locations, 1990-2021: a systematic analysis for the Global Burden of Disease Study 2021. Lancet. 2024 May 18;403(10440):2100-2132. • Assignment(s): ○ Reflection #5
8	Module 8		• Topic: Scurvy, England, 1746 ○ Randomized trials ○ Ethics of trials • Reading(s): ○ Reikersdorfer KN, Singh A, Young JD, Batty MB, Steele AE, Yuen LC, Momtaz DA, Weissert JN, Liu DS, Hogue GD. The Troubling Rise of Scurvy: A Review and National Analysis of Incidence, Associated Risk Factors, and Clinical Manifestations. J Am Acad Orthop Surg Glob Res Rev. 2024 Jul 15;8(7):e24.00162. ○ Tulchinsky TH. J James Lind and Scurvy. Case Studies in Public Health. 2018:1–16. • Assignment(s): ○ Reflection #6 ○ Quiz #2

Week	Class	Date	Readings & Topics
9	Module 9		• Topic: Cadiovascular disease, World, 1960s o Cohort study o Risk factors o Relative risk (ratios and rates) • Reading(s): o Tulchinsky TH. J Framingham and North Karelia: Studies that Changed the Cardiovascular Disease Pandemic. Case Studies in Public Health. 2018:317–356. • Assignment(s): o Reflection #7
10	Module 10		• Topic: PBB Contamination, Michigan, 1973 o Case-Control study o Matching o Odds ratio • Reading(s): o Hoffman SS, Kaufman JA, Hood RB, Wainstock T, Hartnett K, Barton H, Pearson MA, Terrell ML, Marcus M. A State of the Science Review of Human Health Effects of the Michigan Polybrominated Biphenyl Contamination after Five Decades. Environ Health Perspect. 2025 Jun;133(6):66002. o Terrell ML, Rosenblatt KA, Wirth J, Cameron LL, Marcus M. Breast cancer among women in Michigan following exposure to brominated flame retardants. Occup Environ Med. 2016 Aug;73(8):564-7. • Assignment(s): o Case study #2
11	Module 11: Exam 2		• Topic: N/A • Reading(s): N/A • Assignment(s): o Exam 2

Week	Class	Date	Readings & Topics
12	Module 11		• Topic: Hormone replacement therapy, US, 1970s o Confounding ▪ Matching ▪ Stratification ▪ Regression modeling • Reading(s): o Grodstein F, Manson JE, Colditz GA, Willett WC, Speizer FE, Stampfer MJ. A prospective, observational study of postmenopausal hormone therapy and primary prevention of cardiovascular disease. Ann Intern Med. 2000 Dec 19;133(12):933-41. o Nelson HD, Humphrey LL, Nygren P, Teutsch SM, Allan JD. Postmenopausal hormone replacement therapy: scientific review. JAMA. 2002 Aug 21;288(7):872-81. o Grodstein F, Manson JE. Relationship between hormone replacement therapy, socioeconomic status, and coronary heart disease. JAMA. 2003 Jan 1;289(1):44-5 • Assignment(s): o Reflection #8
13	Module 12		• Topic: Angiosarcoma, US & Italy, 1970s o Selection bias ▪ Healthy worker effect ▪ Loss to follow up • Reading(s): o Centers for Disease Control and Prevention (CDC). Epidemiologic notes and reports. Angiosarcoma of the liver among polyvinyl chloride workers--Kentucky. 1974. MMWR Morb Mortal Wkly Rep. 1997 Feb 7;46(5):97-101. o Gennaro V, Ceppi M, Crosignani P, Montanaro F. Reanalysis of updated mortality among vinyl and polyvinyl chloride workers: Confirmation of historical evidence and new findings. BMC Public Health. 2008 Jan 22;8:21. • Assignment(s): o Reflection #9

Week	Class	Date	Readings & Topics
14	Module 12		• Topic: Hepatitis C Virus, US, 2010s o Information bias ▪ Social desirability bias ▪ Recall bias • Reading(s): o Schillie S, Wester C, Osborne M, Wesolowski L, Ryerson AB. CDC Recommendations for Hepatitis C Screening Among Adults - United States, 2020. MMWR Recomm Rep. 2020 Apr 10;69(2):1-17. o Foster MA, Grigg C, Hagon J, Batson PA, Kim J, Choi M, Moorman A, Dean C. Notes from the Field: Investigation of Hepatitis C Virus Transmission Associated with Injection Therapy for Chronic Pain - California, 2015. MMWR Morb Mortal Wkly Rep. 2016 Jun 3;65(21):547-9. o Snodgrass SD, Poissant TM, Thomas AR. Notes from the Field: Underreporting of Maternal Hepatitis C Virus Infection Status and the Need for Infant Testing - Oregon, 2015. MMWR Morb Mortal Wkly Rep. 2018 Feb 16;67(6):201-202. • Assignment(s): o Reflection #10 o Quiz #3
15	---		Thanksgiving Break
16	Final		• Topic: N/A • Reading(s): N/A • Assignment(s): o Final Presentation o Peer Evaluation

Alignment of Competencies with Assessments

Competencies	Reflections	Case Studies	Quizzes	Exam	Presentation
Foundational Competencies					
Apply epidemiological methods to settings and situations in public health practice.	X			X	
Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.	X		X		
Evaluate policies for their impact on public health and health equity.			X		X
Assess population needs, assets, and capacities that affect communities' health.	X			X	
Foundational Knowledge					
List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.	X			X	
Explain biological and genetic factors that affect a population's health		X			X
Explain behavioral and psychological factors that affect a population's health		X			X
Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities		X			X

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

PUBHLTH6015 – Frameworks for Change: Planning and Evaluating Public Health Programs
2 credits – Autumn 2026/Spring 2027
Distance Learning Mode: Online, Asynchronous

Course Instructor
[NAME, DEGREES, HIGHEST DEGREE INFORMATION]
Office: [OFFICE INFORMATION]
Phone: 614-292-8350
Email: [EMAIL ADDRESS]

Instructor's Office Hours
Virtual office hour meetings with the instructor are available by appointment only. Please contact the instructor by email to arrange a meeting by phone or video conference.

Faculty Feedback & Response Time
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 7-10 days.
- **E-mail:** I aim to reply to course-related e-mails and Carmen messages within 48 hours during the week. Please note emails/messages sent on the weekend may not receive a response until the next weekday.

Graduate Teaching Assistant (GTA)
NAME
EMAIL
Office hours will be held on Zoom during the following times:
TIME 1
TIME 2
Zoom Link:
   Meeting ID:
   Password:

GTA Responsibilities
The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the faculty instructor** (not the TA).

Course Description
This course will address methods, frameworks, and strategies used when planning, implementing, and evaluating evidence-based public health programs among various populations and settings. Topics to be covered in this course include:
- Key concepts and factors for health promotion and population health
- Frameworks and models frequently used to guide the planning of public health programs
- Theoretical and conceptual models to inform the development of public health programs
- Effective communication and messaging approaches for health promotion

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- Designing accessible and appealing materials for public health programs
- Contextual considerations for health promotion, including health literacy and cultural awareness
- Qualitative research methods used to plan and evaluate public health programs
- Program budget development and management
- Approaches and strategies commonly used to evaluate public health programs

Prerequisites
Grad standing in Master of Public Health (MPH) program or permission of instructor

Course Learning Objectives
Upon completion of this course, the successful student will be able to:
- Explain the scope and philosophical basis of population health and health promotion
- Assess the evidence linking behavioral and socioecological factors to health and illness
- Use behavioral and social science theory to inform the planning, implementation, and evaluation of public health programs
- Describe the role of qualitative research, including data collection and analysis in program planning and evaluation
- Identify methods and strategies for planning and evaluating public health programs

Competencies:

Foundational knowledge: Profession and science of public health
   5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.

Foundational competency: Evidence-based approaches to public health
   2. Select quantitative and *qualitative* data collection methods appropriate for a given public health context
   3. Analyze quantitative and *qualitative* data using biostatistics, informatics, computer-based programming, and software, as appropriate

Foundational competency: Planning and management to promote health
   8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
   9. Design a population-based policy, program, project, or intervention
   10. Explain basic principles and tools of budget and resource management
   11. Select methods to evaluate public health programs

A complete list of College of Public Health Competencies is located on the College of Public Health website: https://cph.osu.edu/students/competencies.

Text/Readings
All course texts and readings are available on Carmen. There is no textbook for this class.

Carmen
There is a Carmen site for this course: https://carmen.osu.edu. All course materials, including pre-recorded lectures, readings, assignments, and quizzes are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Course Format: How this Class Works

- **Mode of delivery:** This course is 100% online delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** The content for this course is released to students on a weekly basis, with content released on Sunday evenings unless specified otherwise. You may schedule your efforts freely throughout the week as you keep pace with weekly due dates.
- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy [(go.osu.edu/credithours)](go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (e.g., lectures, text/readings) in addition to 4 hours of homework/active learning activities (e.g., assignments, discussions/reflections, quizzes) to receive a grade of (C) average.
- **Attendance and participation requirements:** Because this is a distance learning mode course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation for this class:
  - **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
    You are expected to log in to the course in Carmen every week. During most weeks, you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, please discuss it with the instructor **as soon as possible**.

Course Technology

Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment
- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software
- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support
For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Course Assessments

Assignments: 60%
There will be assignments throughout the semester where students will have the opportunity to discuss course content, demonstrate understanding of course concepts, and practice application of course materials. All assignments will be in an open book/note format so that any course materials can be used to complete an assignment, but working with others, including other students in the course, to complete an assignment is strictly prohibited. Assignments will include both individual- and discussion board-based activities.

- *Individual-based Assignments*
  - o These assignments will include activities to complete and submit individually and will focus on application of course content and concepts. Individual-based assignments will not include engagement with other students.
- *Discussion-based Assignments:*
  - o These assignments will take place in smaller online-discussion groups and will include discussion and reflection activities based on course content and concepts as well as current events. Discussion-based assignments will include engagement with other students.

All assignments should be submitted in Carmen by the date and time they are due. Assignments sent to instructors or TAs via email will not be accepted. Assignments should clearly reflect students' own independent responses. The number of points each assignment is worth is indicated on Carmen.

For questions about either type of assignments, please first contact the TA via Carmen or email. If your question remains unanswered after contacting the TA, please contact the course instructor via Carmen or email. Please note that while the TA (and instructor if needed) are available to answer questions about assignments and course material, they will not review or provide feedback on drafts of assignments.

Late assignments will be docked by 5% per day (i.e., up to 24 hours late = loss of 5% of available points, up to 48 hours late = loss of 10% of available points, etc.). If a serious reason causes you to be late with an assignment, you can prevent the loss of points by contacting the instructor via email before the due date to discuss plans to submit a late assignment without penalty.

Example: Assignment Rubric

Item	Exceptional (4-5 points)	Satisfactory (2-3 points)	Unsatisfactory (0-1 point)	Score
Item #1	Response is clearly described and appropriate	Response is partially described and/or appropriate	Responses is not described and/or appropriate	

Item #2	Response is clearly described and appropriate	Response is partially described and/or appropriate	Responses is not described and/or appropriate	
Item #3	Response is clearly described and appropriate	Response is partially described and/or appropriate	Responses is not described and/or appropriate	
Item #4	Response is clearly described and appropriate	Response is partially described and/or appropriate	Responses is not described and/or appropriate	
			Total Score	n/20

Quizzes: 40%
There will be a total of 4 quiz assessments during the semester, with a quiz at the end of each block. All quizzes will be administered via Carmen. Quizzes may include multiple choice, true/false, matching, and/or short answer items. Each quiz will be block-specific, meaning only material from that particular block will be covered on the quiz. Quizzes will not be cumulative, and there is no cumulative final exam for this course. Students will have 45 minutes to complete each quiz. All quizzes will be in an open book/note format, which means any course materials can be used to complete the quiz but working with others, including other students in the course, on a quiz is strictly prohibited.

Late quizzes will be docked by 5% per day (i.e., up to 24 hours late = loss of 5% of available points, up to 48 hours late = loss of 10% of available points, etc.). If a serious reason causes you to be late with a quiz, you can prevent the loss of points by contacting the instructor via email before the due date to discuss plans to submit a late quiz without penalty.

Grading
Grades will be calculated using the following weights:

Assignments: 60% of total grade
Individual-based Assignments: 40% of Assignments Grade
Discussion-based Assignments: 20% of Assignments Grade

Quizzes: 40% of total grade
Each quiz is worth 10%

Grading Scale
Letter grades will be assigned as follows:

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
E	0-59.99%

Incomplete Policy: An incomplete grade will be given only in cases of extraordinary circumstances and following consultation with the instructor. In such cases, an "I" grade will require a specific written

agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements.

Course Policies
For course policies, please see the previous sections on attendance, grading, and assessments as well as the following copyright statement.

Copyright Statement
This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission. This includes uploading materials to online sources such as Quizlet, Chegg, etc.

Generative AI Policy
There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (GenAI) tools, including Co-Pilot, ChatGPT, Claude and others. These tools will help shape the future of work, research and technology but when used inappropriately, they can stand in conflict with academic integrity at Ohio State.

Given that the learning goals of this class are to develop and practice skills necessary for developing, planning and evaluating public health programs, **the use of GenAI tools is generally NOT permitted in this course** and should only be used for assignments when clearly specified**.** If GenAI is permitted, this will be indicated on the assignment instructions. **When GenAI is permitted on an assignment, you MUST include a brief description explaining how GenAI was used to complete the assignment and how the assignment still represents your own work. Use of GenAI tools for any work where GenAI is NOT permitted, or use without a brief description, may be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own.** The use of unauthorized GenAI tools may result in referral to the [Committee on Academic Misconduct](#).

If the instructor suspects you have used GenAI on an assignment for this course, they will ask you to communicate with them to explain your process for completing the assignment in question. If you feel you need to use GenAI for translation, please contact the instructor first. If you have any other questions regarding this course policy, please contact the instructor.

Office of Student Life: Disability Services
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let the instructor know immediately so you can privately discuss options. To establish reasonable accommodations, the instructor may ask that you register with Student Life Disability Services. After registration, make arrangements with the instructor as soon as possible to discuss your accommodations so they may be implemented in a timely fashion.

If you are ill and will miss class activities or due dates, please let the instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services (SLDS) to request reasonable accommodations. You can connect with SLDS at slds@osu.edu; 614-292-3307; or [slds.osu.edu](#).

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack

of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at http://civilrights.osu.edu/,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Week	Topic(s)	Readings and Materials	Assessment
Block 1: Public Health Program Planning			

Week 1 Dates: TBD	• Overview of population health
	• Prevention approaches
	  ○ Prevention paradox
	  ○ Primary, secondary, tertiary
	• Social ecological model
		• Rose (1985; reprint 2001) Sick individuals and populations
		• Woolf (2009) Economics of prevention
		• McLeroy et al. (1988) Ecological perspective to health promotion
		• Golden Earp (2012) Social ecological approaches
		• Latimore et al. (2023) Primary, Secondary, and Tertiary Prevention through Socioecological Strategies
			Assignment: Creating a social ecological model for prevention. Due TBD

Week 2 Dates: TBD	• Introduction to public health programs ○ Program goals and objectives • PRECEDE-PROCEED model	• McKenzie et al. (2013) Planning, implementing, and evaluating programs – Chapter 2 (pages 18-41) • McKenzie et al. (2013) Planning, implementing, and evaluating programs – Chapter 6 (pages 141-160) • National Cancer Institute (2005) Theory at a glance (pages 39-41) • Porter (2016) Revisiting Precede-Proceed • Meador Linnan (2006) Using the PRECEDE model	Assignment: Applying the PRECEDE- PROCEED model. Due TBD
Week 3 Dates: TBD	• Program content and activities ○ Logic models • Proctor's Conceptual Model of Implementation Research • RE-AIM Framework	• CDC Evaluation guide: developing and using a logic model • Glasgow et al. (1999) REAIM framework • Harden et al. (2018) REAIM in settings • Proctor et al. (2008). Implementation Research in Mental Health Services	Assignment: Build-A-Program Plan (Part 1: Logic Models). Due TBD
Week 4 Dates: TBD	• Community-engaged approaches to health promotion • Theory of change models • Community health assessments	• McKenzie et al. (2013) Planning, implementing, and evaluating programs – Chapter 4 (pages 71-109) • Annie E. Casey Foundation	Assignment: Community health assessment discussion and reflection. Due TBD

		(2022) Developing a Theory of Change: Part 1 • McCullom (2024) No research about us without us?	Block 1 Quiz: Due TBD
Block 2: Theory in Public Health Programs			
Week 5 Dates: TBD	• Introduction to health behavior theories and models • Health Belief Model • Theory of Reasoned Action • Theory of Planned Behavior	• National Cancer Institute (2005) Theory at a glance (pages 4-7; 10-14; 16-18) • Rosenstock (1974) Origins of health belief model • Carpenter (2010) Meta-analysis of health belief model • Ajzen Madden (1986) Prediction of goal-directed behavior	Assignment: Applying the Health Belief Model and Theory of Planned Behavior. Due TBD

Week 6
Dates: TBD
	• Social Cognitive Theory
	• Stage Models
	  o Transtheoretical model
	  o Precaution adoption process model
		• National Cancer Institute (2005) Theory at a glance (pages 15-16; 18-21, 43-47)
		• Bandura (2004) Health promotion by social cognitive means
		• Prochaska Velicer (1997) Transtheoretical model
		• Weinstein Sandman (1992) Precaution adoption process model
			Assignment: Build-A-Program Plan (Part 2: Integrating Theory). Due TBD

Week 7 Dates: TBD	• Structural approaches to health promotion • Policies, systems, and built-environment • Participatory research frameworks	• Brown et al. (2019) Structural interventions to reduce disparities • Katz (2009) Structural interventions • Laddu et al. (2021) Role of built environment in promoting physical activity • Minkler (2000) Participatory Action Research	Assignment: Health behavior theories in the media discussion and reflection. Due TBD Block 2 Quiz: Due TBD
Block 3: Public Health Program Implementation			
Week 8 Dates: TBD	• Health literacy • Cultural awareness • Health communication	• Stableford Mettger (2007) Plain language • Baker (2006) The meaning and the measure of health literacy • Berkman et al. (2011) Low health literacy and health outcomes	Assignment: Critiquing health materials. Due TBD

		• Selig et al. (2006) Teaching cultural competence • Tervalon Murray-Garcia (1998) Cultural humility versus cultural competence • Jones (2018) Toward the science and practice of anti-racism • Kreuter McClure (2004) Role of culture in health communication	
Week 9 Dates: TBD	• Program material development • Targeting and tailoring content • Strategic messaging	• Kreuter Wray (2003) Targeted and tailored health communication • Hawkins et al. (2008) Understanding tailoring in communicating about health • Wilson (2007) Designing media messages • Scott et al. (2017) How to make an engaging infographic • Rothman et al. (2006) Strategic use of gain- and loss-framed messages	Assignment: Designing targeted health materials discussion and reflection. Due TBD
Week 10 Dates: TBD	**No Classes or Assignment for Spring Break** **(Note: This will be adjusted for Fall Break in Autumn semesters)**		
Week 11 Dates: TBD	• Program budgets and resource allocation • Budget management • Participatory budgeting	• McKenzie et al. (2013) Planning, implementing, and evaluating programs – Chapter 10 (pages 280-308) • Hagelskamp et al. (2018) Participatory budgeting • Leider et al. (2015) Budgets and priorities at state health agencies	Assignment: Developing and managing a program budget. Due TBD Block 3 Quiz: Due TBD
Block 4: Public Health Program Evaluation			
Week 12 Dates: TBD	• Formative evaluation • Qualitative data collection • Qualitative data analysis	• Dehar et al. (1993) Formative and process evaluation • Bradley et al. (2007) Qualitative data analysis for health services research • Liamputtong (2009) Qualitative data analysis: conceptual and practical considerations	Assignment: Qualitative data analysis practice. Due TBD

Week 13 Dates: TBD	• Outcome evaluation • Mediators and moderators	• DiClemente et al. (2015) Chapter 15: Statistical analysis for RCTs (pages 429-454) • Mihovich et al. (2023) Qualitative approaches to program evaluation • Wewers et al. (2009) Outcome evaluation of an intervention • MacKinnon (2011) Integrating mediators and moderators	<u>Assignment:</u> Outcome Evaluation practice. Due TBD
Week 14 Dates: TBD	• Process evaluation	• Linnan et al. (2002) Chapter 1 process evaluation • Saunders et al. (2005) Developing process evaluation plan • Baquero et al. (2014) Process evaluation of a food intervention	<u>Assignment:</u> Process evaluation practice. Due TBD
Week 15 Dates: TBD	• Economic evaluation • Cost-effectiveness	• Shiell McIntosh (2006) Economics of health promotion • Turner et al. (2021) An Introduction to the Main Types of Economic Evaluations • Uhd et al. (2023) Money Matters	<u>Block 4 Quiz:</u> Due TBD

Course Readings

Week 1

- Rose G. Sick individuals and sick populations. *Int J Epidemiol* 2001; 30: 427-432.
- Woolf SH. A closer look at the economic argument for disease prevention. *JAMA* 2009; 301(5): 536-538.
- McLeroy KR, Bibeau D, Steckler A, Glanz K. An ecological perspective on health promotion programs. Health Educ Q 1988; 15(4): 351-377.
- Golden SD, Earp JA. Social ecological approaches to individuals and their contexts: twenty years of health education & behavior health promotion interventions. Health Educ Behav 2012; 39(3): 364-372.
- Latimore AD, Salisbury-Afshar E, Duff N, Freiling E, Kellett B, Sullenger RD, Salman A. Primary, secondary, and tertiary prevention of substance use disorders through socioecological strategies. NAM perspectives. Discussion paper, National Academy of Medicine, Washington, DC. 2023 Sep 6;2023:10-31478.

Week 2

- McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs. 2013. Chapter 2 (pages 18-41).
- McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs. 2013. Chapter 6 (pages 141-160).
- National Cancer Institute. Theory at a glance. 2005 (pages 39-46).
- Porter CM. Revisiting Precede-Proceed: a leading model for ecological and ethical health promotion. Health Educ J 2016; 75: 753-764.
- Meador MG, Linnan LA. Using the PRECEDE model to plan men's health programs in a managed care setting. Health Promot Pract 2006; 7: 186-196.

Week 3

- CDC Division for Heart Disease and Stroke Prevention. Evaluation guide: developing and using a logic model.
- Glasgow RE, Vogt TM, Boles SM. Evaluating the public health impact of health promotion interventions: the RE-AIM framework. Am J Public Health 1999;89(9):1322-1327.
- Harden SM, Smith ML, Ory MG, Smith-Ray RL, Estabrooks PA, Glasgow RE. RE-AIM in clinical, community, and corporate settings: perspectives, strategies, and recommendations to enhance public health impact. Front Public Health 2018;6:1-10.
- Proctor EK, Landsverk J, Aarons G, Chambers D, Glisson C, Mittman B. Implementation research in mental health services: an emerging science with conceptual, methodological, and training challenges. Administration and Policy in Mental Health and Mental Health Services Research. 2009 Jan;36(1):24-34.

Week 4

- McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs. 2013. Chapter 4 (pages 71-109).
- The Annie E. Casey Foundation. Part I: Overview of theory of change concepts and language Developing a theory of change: Practical guidance. 2022.
- McCullom R. No research about us without us? Harvard Public Health Magazine. 2024.

Week 5

- National Cancer Institute. Theory at a glance 2005 (pages 4-7; 10-14; 16-18).
- Rosenstock IM. Historical origins of the Health Belief Model. Health Educ Monographs 1974; 2: 328-335.
- Carpenter CJ. A meta-analysis of the effectiveness of health belief model variables in predicting behavior. Health Commun 2010; 25: 661-669.
- Ajzen I, Madden TJ. Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. J Ex Soc Psycho 1986; 22: 453-474.

Week 6

- National Cancer Institute. Theory at a glance. 2005 (pages 15-16, 18-21, 43-47)
- Bandura A. Health promotion by social cognitive means. Health Educ Behav 2004; 31: 143-164.
- Prochaska JO, Velicer WF. The transtheoretical model of health behavior change. Am J Health Promot 1997; 12: 38-48.
- Weinstein ND, Sandman PM. A model of the Precaution Adoption Process: evidence from home radon testing. Health Psych 1992; 11: 170-180.

Week 7

- Brown AF, Ma GX, Miranda J, Eng E, Castille D, Brockie T, et al. Structural interventions to reduce and eliminate health disparities. Am J Public Health 2019; Suppl 1, 109: S72-S78.
- Katz MH. Structural interventions for addressing chronic health problems. JAMA 2009; 302: 683-685.
- Fitzhugh EC, Bassett DR, Evans MF. Urban trails and physical activity. A natural experiment. Am J Prev Med 2010; 39: 259-262.
- Laddu D, Paluch AE, LaMonte MJ. The role of the built environment in promoting movement and physical activity across the lifespan: Implications for public health. Progress in cardiovascular diseases. 2021 Jan 1;64:33-40.
- Minkler M. Using participatory action research to build healthy communities. Public health reports. 2000 Mar;115(2-3):191.

Week 8

- Stableford S, Mettger W. Plain language: A strategic response to the health literacy challenge. J Public Health Policy 2007; 28: 71-93.
- Baker DW. The meaning and the measure of health literacy. J Gen Intern Med 2006; 21: 878-883.
- Berkman ND, Sheridan SL, Donahue KE, Halpern DJ, Crotty K. Low health literacy and health outcomes: An updated systematic review. Ann Intern Med 2011; 155: 97-107.
- Selig S, Tropiano E, Greene-Moton E. Teaching cultural competence to reduce health disparities. Health Promot Pract 2006; 7: 247S-255S.
- Tervalon M, Murray-Garcia J. Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. J Health Care Poor and Underserved 1998; 2: 117-125
- Jones CP. Toward the science and practice of anti-racism: Launching a national campaign against racism. Ethnicity & Disease 2018; 28, Suppl1: 231-234.
- Kreuter MW, McClure SM. The role of culture in health communication. Annu Rev Pub Health 2004; 25: 439-455.

Week 9

- Kreuter MW, Wray RJ. Tailored and targeted health communication: strategies for enhancing

information relevance. Am J Health Behav 2003; 27 (Suppl 3): S227-S232.

- Hawkins RP, Kreuter M, Resnicow K, Fishbein M, Dijkstra, A. Understanding tailoring in communicating about health. Health Educ Res 2008;23:454-466.
- Wilson BJ. Designing media messages about health and nutrition: What strategies are most effective? J Nutr Educ Behav 2007;39:S13-S19.
- Scott H, Fawkner S, Oliver CW, Murray A. How to make an engaging infographic? Br J Sports Med 2017; 51: 1183-1184.
- Rothman AJ, Bartels RD, Wiaschin J, Salovey P. The strategic use of gain- and loss-framed messages to promote healthy behavior: How theory can inform practice. J of Comm 2006;56:S202-S220.

Week 10
No class or readings this week

Week 11

- McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs. 2013. Chapter 10 (pages 280-308).
- Hagelskamp C, Schleifer D, Rinehart C, Silliman R. Participatory budgeting: Could it diminish health disparities in the United States?. Journal of Urban Health. 2018 Oct 15;95(5):766-71.
- Leider JP, Resnick B, Sellers K, Kass N, Bernet P, Young JL, Jarris P. Setting budgets and priorities at state health agencies. Journal of Public Health Management and Practice. 2015 Jul 1;21(4):336-44.

Week 12

- Dehar MA, Casswell S, Duignan P. Formative and process evaluation of health promotion and disease prevention programs. Evaluation Review 1993; 17: 204-220.
- Liamputtong L. Qualitative data analysis: conceptual and practical considerations. Health Promotion Journal of Australia 2009; 20(2): 133-139.
- Bradley EH et al. Qualitative data analysis for health services research: developing taxonomy, themes, and theory. Health Serv Res 2007; 42: 1758-1772.

Week 13

- Salazar LF, Crosby RA, DiClemente RJ. Research methods in health promotion. 2015. Chapter 15 (pages 429-454).
- Mihovich, C., & Welch, R. 2023. Qualitative approaches to program evaluation (OPRE Report No. 2023-302). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.
- Wewers ME, Ferketich AK, Harness J, Paskett ED. Effectiveness of a nurse-managed, lay-led tobacco cessation intervention among Ohio Appalachian women. Cancer Epidemiol Biomarkers Prev 2009;18(12):3451-3458
- MacKinnon DP. Integrating mediators and moderators in research design. Research on Social Work Practice 2011;21(6):675-681.

Week 14

- Linnan L, Steckler A. Chapter 1: Process evaluation for public health interventions and research. 2002. Pages 1-23.
- Saunders RP, Evans MH, Joshi P. Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. Health Promot Pract 2005;6(2):134-147.

- Baquero B, Linnan L, Laraia BA, Ayala GX. Process evaluation of a food marketing and environmental change intervention in Tiendas that serve Latino immigrants in North Carolina. Health Promot Pract 2014;15(6):839-848.

Week 15

- Shiell A, McIntosh K. Some economics of health promotion: what we know, don't know and need to know before spending to promote public health. Harvard Health Policy Review 2006;7(2):21-31.
- Turner HC, Archer RA, Downey LE, Isaranuwatchai W, Chalkidou K, Jit M, Teerawattananon Y. An introduction to the main types of economic evaluations used for informing priority setting and resource allocation in healthcare: key features, uses, and limitations. Frontiers in public health. 2021 Aug 25;9:722927.
- Uhd J, DeGroff A, Sharma K. Money matters: A three-step process for using budget data in program evaluation to assess the design and management of a novel public health program. Health promotion practice. 2023 Jan;24(1):70-5

Alignment of Competencies with Assessments

Competencies	Assessment 1: Individual-Based Assignments	Assessment 2: Discussion-Based Assignments	Assessment 3: Quizzes
5. Foundational knowledge: Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	X		X
8. Foundational competency: Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	X	X	
9. Foundational competency: Design a population-based policy, program, project, or intervention	X	X	
10. Foundational competency: Explain basic principles and tools of budget and resource management	X		X
11. Foundational competency: Select methods to evaluate public health programs	X		
2. Foundational competency: Select quantitative and qualitative data collection methods appropriate for a given public health context			X
3. Foundational competency: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	X		

THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

PUBHLTH 6016 – Public Health and Healthcare Systems
Online, Asynchronous
Autumn 2026 / Spring 2027

Course Instructor
Andrew Wapner, DO, MPH, Doctor of Osteopathic Medicine, Des Moines University Medicine and Health
Sciences, 2001; Master of Public Health, Ohio State University College of Public Health, 2012
Clinical Associate Professor of Public Health, Ohio State College of Public Health

Cunz Hall
1841 Neil Ave, Columbus OH, 43210
Wapner.1@osu.edu
614-292-8675

Instructor's Office Hours
Open Discussion and Office Hours will be led by the instructor twice weekly. During these sessions, students
will discuss the previous week's muddy points and student group responses. These sessions are designed to
enhance learning and provide additional context to support the student's ability to apply the information to
current issues.

Faculty Feedback & Response Time:
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.

Graduate Teaching Assistant (GTA)
Name, email address, office hours (time and location)

GTA Responsibilities
The GTA assigned to the course will hold regular office hours and lead review sessions for any students who
need help with class material. The TA may assist with scoring assignments; however, final grades will be
assigned by the professor. **Any questions regarding grading should be directed to the professor and not
the TA.**

Course Description
This graduate-level course introduces students to the public health and healthcare systems in the United
States. Students will explore the historical evolution, core functions, and governance of the U.S. public
health system, including the 10 Essential Public Health Services and foundational areas of practice. The
course also introduces basic concepts of healthcare delivery and financing structures, highlighting
differences across global systems. The policy making process is summarized, with students learning about
the process, partnerships, ethical reasoning, negotiation skills and leadership principles needed to justify a
public health policy.

Prerequisites
Graduate standing in the College of Public Health or with permission from instructor.

Course Learning Objectives (CLO)
CLO 1 Compare the structures, functions, strengths and weaknesses of the US public health and healthcare systems to international systems
CLO 2. Diagram complex systems and their interactions to describe a public health problem
CLO 3. Develop a plan for systems change through the policy process
CLO 4. Justify systems change using ethical reasoning, negotiation strategies and leadership principles.

MPH Knowledge Areas (KA) and Competencies (Comp):
KA 1: Explain public health history, philosophy, and values
KA 2: Identify the core functions of public health and the 10 Essential Services
Comp 5: Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
Comp 12: Discuss the policy-making process, including the roles of ethics and evidence
Comp 13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
Comp 14: Advocate for political, social, or economic policies and programs that will improve health in diverse populations
Comp 16: Apply leadership and/or management principles to address a relevant issue
Comp 17: Apply negotiation and mediation skills to address organizational or community challenges
Comp 22: Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

A complete list of College of Public Health Competencies is located on the College of Public Health website: https://cph.osu.edu/students/competencies.

Text/Readings:
There is no required textbook for this course. All required readings will be provided on the course Carmen site.

Carmen
There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works
- **Mode of delivery:** This course is 100% online delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** This class includes weekly readings and lectures, additional required and optional resources, and activities that requires students to remain engaged with the course throughout each week.
- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 2 hours per week of time spent on direct instruction (e.g., watching instructor lectures and viewing other required materials) in addition to 4 hours of homework/active learning activities (e.g., doing research and completing assignments) to receive a grade of (C) average. ***To earn a grade higher than C, students should expect to put in additional time and effort.***
  - **Attendance and participation requirements:**
    - There are no required in person or virtual meetings for this class.
    - Students should expect to log into Carmen several times weekly to keep up with course materials, review course announcements and participate in group work.
    - There are several opportunities each week to receive additional support and participate in discussion in this course through Instructor and TA Open Discussion and Office Hours. While optional, these times offer opportunities to have open conversations about the course material, address confusing concepts and provide additional context to the course.
    - Group work is included in this course. In order for groups to function effectively, students must be respective of their peers' time and effort. Communication can be through Carmen, Zoom, or other platform, but all students are expected to participate equally and promptly.

Course Technology
Technology skills needed for this course
- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings) or Microsoft Teams, part of the Microsoft Office 365 suite of software (see below for access instructions).

Required equipment
- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software
- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support
For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Knowledge checks:
Knowledge checks are short multiple-choice quizzes designed to test your comprehension of the reading and lecture material. Quizzes are taken in Carmen, and students will have 60 minutes to complete each quiz and one opportunity to retake each quiz for an average of the two grades. Quizzes are open book, meaning students can use course materials while completing the quiz. Students are not allowed to work with other students in completing a quiz. AI use is not allowed during quiz completion. Quizzes must be completed in the allotted time and within the course deadlines. Please see the late assignment section for information on late penalties.

Muddy points group responses:
Each week students will submit at least one concept, topic or question that remains unclear or on something the student wants more information. Each week, one group will oversee collating the submissions, summarizing the key questions and providing explanations and responses using course materials and other sources as needed. Following the week each group was assigned, group members will attend at least one of the Open Discussion and Office Hours to present their work and responses and engage in discussion with the instructor and other students. Grading will include an evaluation of each student's input and participation.

Assessments:
- Great Public Health Achievements: Students will complete a short assessment of one of the public health achievements of the 20th and first 10 years of the 21st Centuries, describing 1) the evolution of the problem and trends in impact and burden and the populations most at risk over time; 2) at least three of the EPHS used to positively impact the problem; and 3) how governmental non-governmental agencies or organizations responded to the problem
- Comparative System Assessment: Students will compare outcomes and metrics from the US, one OECD country, one non-OECD and compare healthcare and public health related outcomes. Students will submit a short reflection describing the primary similarities and differences in outcomes between the three countries.
- Causal Loop Diagram: Student will create a simplified causal loop diagram using the website Visual Paradigm to describe a public health problem of their choice. CLDs will include components of both the US public health and healthcare systems to demonstrate how each impacts the problem.
- Policy strategy: and ethical framework: Using the topic identified for the CLD assignment, students will develop a one-page policy-brief outlining a proposed policy to address the problem, the reasoning and evidence to support the policy, the name of a state or Federal legislator of the student's choice and an ethical justification for the policy.
- Partner mapping assignment: Students will identify and describe the role of nongovernmental and community partners in supporting the policy proposal
- Advocacy brief: Students will create one-page fact sheet advocating for the proposal for a community town hall
- Critique and Response: Students will critique one of their peer's fact sheets with a counter point and evidence to suggest a different or modified strategy. Each student will then create a 500-word response acknowledging the proposed modifications and presenting a common way forward.
- Chief Health Strategist video: Students will create a 2-minute video describing their vision for the community's health and how the vision supports/justifies the policy.

Grading
Knowledge Checks: 5% of total grade
Muddy Points Group Work: 5%
Great Achievements of Public Health: 20%
Comparative Health System Assessment: 10%
Causal Loop Diagram: 10%
Policy Strategy: 10%
Partner Mapping: 10%
Advocacy brief: 10%
Editorial: 10%
Chief Health Strategist Video: 10%

Grading Scale

A	**93 to 100**	Outstanding work that reflects mastery of the material and the ability to apply it
A-	**90 to <93**	Excellent work that reflects mastery of the material
B+	**87 to <90**	Good work that reflects mastery of most of the material
B	**83 to <87**	Good work that reflects mastery of some of the material
B-	**80 to <83**	Good work that reflects mastery of a few aspects of the material
C+	**77 to <80**	Mediocre work that reflects familiarity with, but not mastery of the material
C	**73 to <77**	Mediocre work that reflects familiarity with most of the material
C-	**70 to <73**	Mediocre work that reflects little familiarity with the material
D+	**67 to <70**	
D	**60 to <67**	
E	**Below 60**	

Class Policies
All quizzes and assignments are due by the required dates listed in Canvas. Assignments submitted late will be penalized 10% for every 24 hours late, up to 50% off. Students unable to complete the assignment on time receive permission to submit a late assignment BEFORE the due date to waive this late penalty. Students are absolutely prohibited from uploading course materials to Quizlet, Chegg, or similar websites under both copywrite regulations and as part of the academic integrity agreement.

Copyright Statement
This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy
Given that the learning goals of this class involve research, comprehension and application of different concepts, in this course, students are welcome to explore innovative tools and technologies for finding information and ensuring effective communication of the evidence, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools ONLY FOR SPECIFIED activities. All submissions should be your own original work.

If I suspect that you have used GenAI on an assignment or activity for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct(opens in new window) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct(opens in new window).

Office of Student Life: Disability Services
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a

request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at http://civilrights.osu.edu/,

Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Wk	Block	Module & Topics	Readings
1	1. The US PH System	**1.1 The Public's Health** What are systems? A systems approach to health	Lectures: AW: What are systems? What is the Public Health System? Readings: https://www.kff.org/health-policy-101-u-s-public-health/?entry=table-of-contents-what-is-public-health
2		**1.2: The US Public Health System** The evolution of the PH approach; PH governance	Lecture: Where has public health been? Roots of Change timeline Readings: Future of Public health, Chapter 3: A History of the Public Health System Additional resources: Video: Public Health: Past Present and Future. HRiA ; 31:10-1:03:00 Public Health Case Study timeline.
3		**1.3: The Practice of PH** Essential PH Services; Evidence-based PH	Lecture: Who is public health? What does Public Health do? Readings: https://www.astho.org/topic/toolkit/public-health-authority-toolkit/ EPHS-Alignment-EPHSvsFPHS.pdf;FPHS video from PHAB; https://youtu.be/DEURtwhty7g; https://debeaumont.org/10-essential-services/ ; https://phf.org/wp-content/uploads/2025/04/Community_Specific_Services_Examples-1.pdf Additional resources: https://www.health.state.mn.us/communities/practice/resources/chsadmin/mnsystem-responsibility.html; https://www.kff.org/health-policy-101-u-s-public-health/?entry=table-of-contents-how-is-public-health-governed-and-delivered-in-the-u-s
4	2. Healthcare in the US and around the World	**2.1: Overview of HC Systems** Overview of the US Healthcare systems and international models	Lectures: The US Healthcare system; International Healthcare Models Readings: National Healthcare Quality and Disparities Report, Executive Summary;additional reading TBD on international models Additional resources: https://www.kff.org/health-policy-101-congress-and-the-executive-branch-and-health-policy/?entry=table-of-contents-the-federal-role-in-health-policy
5		**2.2: Healthcare Finance, Costs and Insurance** How care is paid for; Insurance coverage, risk and gaps	Lectures: Healthcare financing and Insurance; Paying Providers Readings: https://www.kff.org/health-policy-101-health-care-costs-and-affordability/?entry=table-of-contents-introduction;additional Additional readings on paying providers and Insurance Additional resources: https://www.pbs.org/video/would-universal-healthcare-really-work-in-the-us-vez3vb/
6		**2.3: Healthcare Delivery** Primary vs. tertiary care; Reimbursement	Lectures: Healthcare Delivery Settings and the workforce; Readings: Furukawa, Michael F., et al. "Landscape of Health Systems in the United States." Medical Care Research and Review (2019); Furukawa, Michael F., et al. "Landscape of Health Systems in the United States." Medical Care Research and Review (2019) Oakman, Tara and Smith-Ramakrishnan, Vina, "Physician Burnout Will Burn All of US", Century Foundation (2023).

Wk	Block	Module & Topics	Readings
7		**2.4: Comparative Health System Performance** Strengths, weakness, challenges and policy opportunities	Lecture: Healthcare quality and quality improvement; Health outcomes Readings: health-policy-101-international-comparison-of-health-systems Additional resources: us-health-care-global-perspective-2022
8		**3.1: Mapping Systems** Causal loops diagrams and interactions between determinants	Lecture: CLD's and system mapping Readings: causal-loop-diagrams Additional resources: BC SUPPORT unit CLD videos 1-6 available on YouTube
9		**3.2: Ethics and Health** Overview of ethics in public health and healthcare; Biomedical ethics vs. PH ethics	Lecture: Ethics and health overview; Ethics in Public Health Readings: Burris et al., The New Public Health Law, Chapter 4 Ethics in Transdisciplinary Practice; Five cases, four actors and a moral: lessons from studies of ... National Institutes of Health (NIH), https://pmc.ncbi.nlm.nih.gov/articles/PMC5080959/ Case Study: U.S. Public Health Service Research on Sexually Transmitted Disease: Alabama and Guatemala: https://www.ncbi.nlm.nih.gov/books/NBK435784/ Additional resources: https://youtu.be/jCVmY1iOJQs: Is healthcare a right or luxury?
10	3. Systems Change	**3.3: Changing Policy** The policy making process; enforcement of PH policies;	Lecture: Health in All Policies Readings: Burris et al., The New Public Health Law, Chapters 6 and 7 Additional resources:
11		**3.4: Advocating for change** Overview of advocacy; incorporating evidence into advocacy; incorporating ethics into advocacy	Lecture: Evidence, Values and Advocacy Readings: Burris et al., The New Public Health Law, Chapter 17 Additional resources:
12		**3.5 Engaging the community** Levels of collaboration Strategies for building collaboration	Lecture: What is Collaboration? Building Community Coalitions Readings: TBD Additional resources: TBD
13		**3.6: Negotiating solutions** Overview of negotiations principles and methods	Lecture: Negotiation and Influencing Readings: https://www.communitycatalyst.org/wp-content/uploads/2022/11/the_abcs_of_negotiation_feb04.pdf; Principles of negotiation and influencing _ Health Knowledge.pdf; Conflict, Susan L. Podziba; Conflict, Negotiation, and Public Policy Mediation in the Trump Era. Negotiation Journal 2019; 35 (1): 177–181. doi: https://doi.org/10.1111/nejo.12277 Additional resources:

Wk	Block	Module & Topics	Readings
14		**3.7: Principles of Leadership** Principles of leadership in public health; Public Health 3.0 and beyond	Lecture: Negotiation and Influencing Readings: https://www.communitycatalyst.org/wp-content/uploads/2022/11/the_abcs_of_negotiation_feb04.pdf; Principles of negotiation and influencing _ Health Knowledge.pdf; Conflict, Susan L. Podziba; Conflict, Negotiation, and Public Policy Mediation in the Trump Era. Negotiation Journal 2019; 35 (1): 177–181. doi: https://doi.org/10.1111/nejo.12277 Additional resources:

Alignment of Competencies with Assessments

Knowledge Areas/Competencies	Short paper / Student Reflection	Great PH Achievements	Comparative System Assessment	Causal Loop Diagram
KA 1: Explain public health history, philosophy, and values		X		
KA 2: Identify the core functions of public health and the 10 Essential Services		X		
Comp 5: Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings			X	
Comp 12: Discuss the policy-making process, including the roles of ethics and evidence	X			
Comp 13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	X			
Comp 14: Advocate for political, social, or economic policies and programs that will improve health in diverse populations	X			
Comp 16: Apply leadership and/or management principles to address a relevant issue	X			
Comp 17: Apply negotiation and mediation skills to address organizational or community challenges	X			
Comp 22: Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative				X