

From: [Bisesi, Michael](#)
To: [Herness, M.S. \(Scott\)](#)
Cc: [Toft, Jill A.](#); [Love, Randi](#); [Wickizer, Thomas](#); [Katz, Mira L.](#); [Droesch, Kynthia](#)
Subject: RE: MPH PEP new concentrations
Date: Friday, July 24, 2015 1:39:19 PM
Attachments: [MPH PEP \(3\).pdf](#)
[image004.png](#)
[image005.png](#)

Scott,

Thank you for your review and the attached letter. Ideally, "yes" we would prefer to have the area of concertation shown on transcript, but not a major issue if this is an unreasonable request or becomes an issue. I am uncertain how handled by the registrar and, if this helps, the hierarchy of our MPH is as follows: Degree (master), Major (public health), Specialization (in this case Program for Experienced Professionals), and two Area of Concentrations (Population Health Mgt. or Public Health Leadership and Organizations).

Best,

Mike



Michael S. Bisesi, PhD, REHS, CIH
Senior Associate Dean, Academic Affairs
Director, Center for Public Health Practice
Chair (Interim) & Associate Professor, Environmental Health Sciences
College of Public Health
256 Cunz Hall
1841 Neil Ave
Columbus, OH 43210-1351
(614) 247-8290 bisesi.12@osu.edu
(Executive Asst. Susan Price 614-247-8196 or Program Coordinator Erin Strawser (614-688-4388) strawser.34@osu.edu)

From: Herness, M S. (Scott)
Sent: Wednesday, July 22, 2015 2:09 PM
To: Bisesi, Michael
Cc: Toft, Jill A.; Herness, M S. (Scott)
Subject: MPH PEP new concentrations

Mike,

Attached please find my letter regarding the creation of two new concentrations within the PEP track of the Paster of Public Health degree.

Let me know if you have any questions.

Best,

Scott



Scott Herness, PhD

Associate Dean

Graduate School

250 University Hall, 230 North Oval Mall Columbus, OH 43210-1366

614-292-9490 Office / 614-292-3656 Fax

herness.1@osu.edu



July 22, 2015

Mike Bisesi
Senior Associate Dean for Academic Affairs
College of Public Health

Master of Public Health – Program for Experienced Professionals

Mike,

At our July 6th meeting, the Graduate School Curriculum Committee (GSCC) reviewed the proposal to make curricular changes in Program for Experienced Professionals track of the Master of Public Health degree. Specifically, the request was made to create two distinct concentrations within this track, Public health leadership and population health management. The two concentrations will share a common existing core curriculum and neither the capstone projects nor the total credit hours for the degree change. The change is motivated by a need to structure the degree to more specialized public health education occurring in the field of public health.

The GSCC approved the proposal but had one question:

- Is the desire to have these concentrations placed on the transcript?

Once I receive your answer, I will forward the proposal to Graduate Council for its endorsement.

As always, I am available for any questions or clarifications.

Many thanks,

Scott Herness
Associate Dean
The Graduate School



Michael S. Bisesi, PhD, REHS, CIH
Senior Associate Dean, Academic Affairs
Director, Center for Public Health Practice
Interim Chair, Environmental Health Sciences
(614) 247-8290 bisesi.12@osu.edu

April 24, 2015

W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

RE: Revision to Master of Public Health (MPH) Degree – Program for Experienced Professionals

Dear Dr. Smith:

Please find attached a proposal by the College of Public Health to modify the existing Master of Public Health degree – Program for Experienced Professionals (MPH-PEP). This general MPH curriculum has been offered for over 15 years and focuses mostly on public health leadership and organizations. Recent trends and forces affecting the public health sector as well as the private health care sector have created a need for more specialized public health education and training in population health. Accordingly, in response to this need, we are proposing adding more specificity and structure to the MPH-PEP program by (1) defining the existing emphasis under an area of concentration as Public Health Leadership and Organization, and, (2) defining and adding another closely related area of concentration focused more on Population Health Management. Both areas of concentration will share a common set of core competencies and courses as a percentage of the 45 semester credit curriculum. It is anticipated these new concentrations will respond to the emerging education and training needs of early-career practitioners and professionals working in the public health sector or the private health sector, as well as, the needs of individuals working in the human resources area or in the health insurance industry.

The proposal for revisions to the MPH-PEP program was reviewed and approved by the College's Divisions and ultimately its Graduate Studies Committee on April 10, 2015. Within the attached proposal, you will find the required information about this program, including the rationale for modifying, the curricular requirements and the curriculum schedule. We would greatly appreciate favorable review and approval.

Sincerely,

Michael S. Bisesi
Senior Associate Dean for Academic Affairs
Chair (interim), Division of Environmental Health Sciences
Director, Center for Public Health Practice

**Revision of the
Master of Public Health-Program for Experienced Professionals (MPH-PEP):
New Concentrations in
Public Health Leadership and Organization
and
Population Health Management**

Background and Rationale

The Master of Public Health-Program for Experienced Professionals (MPH-PEP) has offered a general MPH curriculum for over 15 years. Recent trends and forces affecting the public health sector as well as the private health care sector have created a need for more specialized MPH-PEP education and training. In response to this need, we are proposing adding more specificity and structure to the MPH-PEP program by defining two new concentrations under the MPH-PEP program: (1) a concentration in Public Health Leadership and Organization (PHLO), and (2) a concentration in Population Health Management (PHM). It is anticipated these new concentrations will respond to the emerging education and training needs of early-career practitioners and professionals working in the public health sector or the private health sector, as well as, the needs of individuals working in the human resources area or in the health insurance industry.

The overall MPH-PEP curriculum will continue to include the same set of five public health core courses as currently offered plus an overlapping set of general practice courses applicable to both of the proposed concentrations. The MPH-PEP students will complete an additional set of concentration-specific courses plus the capstone to complete the 45 credit curriculum (no change from the current PEP [45] credit requirement). The required courses for the PHLO concentration will focus on education and training in organizational leadership and behavior, project management, and operations management. For the PHM concentration, required courses will provide education and training in applied health care economic evaluation, health analytics, behavioral health, and critical appraisal of PHM interventions. There is no change to the foundation of the MPH-PEP program other than providing students with a choice of selecting one of two concentrations.

Creating new MPH-PEP concentrations in Public Health Leadership and Organization and Population Health Management will make PEP more responsive to the current and future education and training needs of diverse professional groups working in the fields of public health, health care delivery, health insurance, and human resources. We anticipate these new concentrations will increase the demand for MPH training through the MPH-PEP.

Workgroup

Dr. Michael Bisesi, Senior Associate Dean for Academic Affairs in the College of Public Health, created a Workgroup in autumn 2013 to consider how the College's MPH-PEP could be enhanced to better meet public health workforce needs. The Workgroup members include three faculty from the Division of Health Services Management and Policy (Drs. Wickizer, Schweikart and Hilligoss); two faculty from the Division of Health Behavior and Health Promotion (Drs. Love and Klein); and one faculty from the Division of Biostatistics (Dr. Rod Sturdivant). Drs. Wickizer and Love served as co-chairs of the committee.

As the committee gathered information about workforce and training issues, the need for training in both Public Health Leadership and Organization and Population Health Management became evident. Recent review by the CPH Graduate Studies Committee of an earlier proposal provided further impetus to consider the development of the two concentrations to better address the diverse training needs of the health workforce. The proposed modified MPH-PEP curriculum is described below.

Final Version – Approved by College of Public Health GSC 4/10/15

MPH-PEP Program Structure, Leadership, and Collaboration with other Colleges and Departments

The basic organization and structure of the MPH-PEP program, as an interdisciplinary program with the College of Public Health, will remain unchanged. It will continue to offer a weekend and hybrid classroom/web-based delivered curriculum. This currently involves monthly, weekend face-to-face courses supplemented by distance learning coursework. One goal, however, is to continue to increase the percentage of the curriculum delivered via the distance learning mode.

The program leadership will remain unchanged, with Dr. Randi Love serving as Director of the MPH-PEP. Dr. Wickizer will assist in overseeing the PHM concentration.

Consistent with the goal of strengthening the MPH-PEP curriculum, an effort will be made to engage other Colleges and Departments in the planning and/or delivery of courses. We have had beginning discussions with faculty in the Fisher College of Business about possible collaboration opportunities for teaching selected courses. In addition, we have a tentative commitment from a faculty in the College of Medicine to offer a course in health informatics. As we move forward, we will attempt to identify other potential collaborators within the university and other organizations outside the university.

Admission Criteria

There will be no change from the current MPH-PEP admission criteria.

Target Student Groups

We believe there will be expanded demand from multiple groups for the proposed modified MPH-PEP curriculum due to the program specificity and choices added via the two concentrations. The PHLO concentration may appeal to practitioners working in local and state public health departments, as well as in different health care organizations, including hospitals, community mental health centers, and federally qualified health centers. Interest in PHM education and training may come from individuals working in human resources, health insurance, or managed care, or from individuals working in health care delivery organizations. At present, the majority of the MPH-PEP students reside in the immediate Columbus area. Moving forward, the market for the proposed modified MPH-PEP program could expand markedly and include a region encompassing Pittsburgh, Indianapolis, Cleveland, and Louisville (each of these cities is within a three-hour drive from Columbus). To our knowledge, no MPH program with a curriculum similar to what is proposed serves this geographic region.

Staffing Requirements

It will be important for the MPH-PEP program to have adequate staff support, given the anticipated growth in enrollment. Many non-residential MPH programs, in particular MPH programs offered through the schools of public health at the Universities of Michigan and Washington, have dedicated staff support to assist with admissions, course coordination and registration, curriculum development, travel, and advising. We have not as yet determined the full complement of staff needed but we anticipate at least one dedicated FTE staff will be needed, given the expected increase in enrollment. In addition, the College may need to hire new faculty (adjunct, clinical or tenured track) to develop and teach new courses and to supervise group or individual culminating projects.

Program Competencies

The proposed MPH-PEP program will address three sets of competencies: (1) competencies for core public health courses (currently in use for the College's MPH program and shown in Appendix A); and (2) 13 PHLO competencies

Final Version – Approved by College of Public Health GSC 4/10/15

and 12 PHM competencies listed below. New competencies are indicated by an asterisk. The PHLO competencies, though new to the MPH-PEP program, are currently used by the MHA program.

PHLO Competencies

Upon graduation a successful MPH-PEP student with an area of concentration in PHLO should be able to:

Leadership

1. Develop effective leadership approaches to communicate a vision, motivate stakeholders, build consensus, and lead organizational change efforts.
2. Communicate clearly and persuasively one's own position to various audiences, in part by understanding their needs and interests and identifying points of consensus and conflict.
3. Work cooperatively with others, create, participate on, and lead teams, including inter-professional.
4. Adhere to ethical public health principles and exhibit ethical behaviors; fulfill one's commitments.

Management

5. Assess opportunities to improve public health services and organizations through application of organizational theories and organization development principles.
6. Apply methods and techniques for organizational, employee, and professional staff development that ensure a diverse and high performing work force.
7. Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.
8. Perform environmental, market, and community needs analyses, develop strategic alternatives, formulate strategic goals, and develop programs, business plans, and implementation strategies to support goal achievement.
9. Use financial and economic information for decision making.

Business and Analytical Skills

10. Analyze data and interpret quantitative information for organization decision making.
11. Design, plan, implement, and assess projects and develop appropriate timelines related to performance, structure and outcomes.
12. Identify and use data within organizations to drive change and improve performance.
13. Use multiple methods and sources to seek comprehensive information and apply evidence-based decision-making techniques to health-related questions.

PHM Competencies

Upon graduation a successful MPH-PEP student with a concentration in Population Health Management should be able to:

Population Health Management and Public Health

1. * Apply core theories of public health to inform the development of population health management (PHM) programs and interventions.
2. * Assess the influence of social determinants on population health.
3. * Examine methods of community engagement to manage population health.

Final Version – Approved by College of Public Health GSC 4/10/15

Design and Implementation of PHM Programs and Interventions

4. * Evaluate theories of organizational behavior, strategy and change to improve the design and implementation of PHM programs.
5. * Design PHM programs and interventions, based on appropriate methods of risk stratification and on relevant financial models.
6. * Plan PHM programs and interventions that address behavioral health problems in the population.
7. * Apply quality improvement methods to create and sustain PHM program improvements.
8. * Assess the use of information technology for PHM program design and operation.

Evaluation and Analysis

9. * Evaluate the evidence base underlying PHM programs through use of critical appraisal methods.
10. * Discuss the application of case mix adjustment methods to assess PHM program outcomes.
11. * Compare design strategies to assess the impact of PHM programs and interventions.
12. * Assess the economic impact of PHM programs and interventions using economic analyses (return on investment [ROI], cost-effectiveness analysis [CEA], cost-benefit analysis [CBA]).

Proposed Modified MPH-PEP Curriculum

The proposed modified MPH-PEP curriculum developed by the Workgroup members to address the above competencies is shown below for MPH-PEP students entering the program autumn semester 2016. At this juncture it is not feasible to introduce significant changes in the curriculum for MPH-PEP students entering the program autumn 2015. However, as new PHLO or PHM courses are developed over the next year, they could be offered as electives to second-year PEP students who enter the program autumn 2015.

The listing of MPH-PEP courses by category is shown below (credits shown in parentheses), along with a brief course description for new courses. The divisions or program areas responsible for new courses are also shown. As noted earlier, there is no change in the current PEP 45-credit requirement.

During the first year, all public health core courses are completed, along with a (new) course focused on strategic change for public health and population health management and a health economics (current) course. The practicum requirement is taken during summer term between the first and second years.

The second year curriculum builds on these core public health science courses and includes courses to be taken by all students as well as courses required of students in each concentration. During the last term (autumn semester year 3), students will complete a capstone culminating project designed to provide hands-on experience in some aspect of PHLO or PHM. Though a group culminating project is recommended, students can also undertake individual culminating projects during autumn semester of year 3 or at a later date if necessary.

Public Health Core Courses (15 credits)

PUBHBIO 6210, Statistical Methods (3) [100% online] [Biostatistics]

PUBHES 6310, Principles of Environmental Health (3) [100% online] [EHS]

PUBHEPI 6410, Principles of Epidemiology (3) [100% online] [Epidemiology]

PUBHHMP 6609, Introduction to Health Services (3) [HSMP]

PUBHHP 6510, Health Behavior & Health Promotion (3) [HBHP]

Required Courses for PEP Students in both Concentrations (14 credits)

PUBHLTH 7040, Public Health Organization (2 credits) [Currently taught by Lois Hall, adjunct faculty, as 3 credit course]

PUBHHBP 7532, Program Evaluation in Public Health (3 credits) [Currently taught by Liz Klein]

PUBHHMP 7624, Health Economics (3 credits) [Currently taught by Wendy Xu]

PUBHXXX #, Strategic Change for Public Health and Population Health Management (3 credits) [To be adapted from current HSMP course taught by Brian Hilligoss; may be taught by faculty from Fisher College of Business]

This course will provide students a foundation in the theories, concepts and methods of strategic planning and the management of organizational change as applied to public health and population health management endeavors. Students will develop skills and approaches to identify and evaluate internal organizational strengths and weaknesses and external influences and opportunities and to set organizational goals and develop strategic plans to achieve them. Students will also understand the complex dynamics of organizational change necessary to implement strategic plans and will develop effective approaches to the management of change.

PUBHXXX #, Operations Management and System Design (3) [To be adapted from current HSMP course taught by Sharon Schweikhart; may be taught by a faculty from Fisher College of Business]

This course is designed to introduce students to fundamental theories, principles and practices for designing and managing operations. The course is structured to emphasize the unique aspects of process and system design in the health care organizations and in the community health system, including processes that cross organizational boundaries and include diverse stakeholders. Students will learn tools and techniques for analyzing existing processes, designing new processes, measuring and improving performance, and managing daily operations to achieve goals. Through case studies and course assignments, students will gain practice in critically analyzing a variety of real-life operating systems and applying tools and theories to design new systems.

Elective Course (2 credits)

PUBHXXX #, Elective(s) (2 credits)

Note MPH-PEP students in a concentration (e.g., PHM) can take as an elective one of the required courses in the other concentration or can take another approved course within the College or another academic unit at OSU.

PHLO Required Courses (9 credits)

PUBHXXX #, Public Health Leadership and Organizational Behavior (3 credits) [To be adapted from current HSMP course taught by Brian Hilligoss]

This course introduces students to major theories and concepts of organizational behavior and leadership and applies these to challenges facing public health organizations. Students will gain understanding of the dynamics of human behavior in organizational settings and how these influence organizational performance. Students will critically analyze public health leadership situations and actions and develop effective, ethical approaches to leading individuals, teams, organizations, and communities. In addition, students will master competencies that will enhance their own leadership styles and enable them to have be more effective within their organizations.

Final Version – Approved by College of Public Health GSC 4/10/15

PUBHXXX #, Community Engagement in Public Health (2 credits) [possible course development and delivery by David Julian, PhD College of Education and Human Ecology]

Community engagement is critical to public health. The public health infrastructure is comprised of a wide variety of entities, and effectiveness relies on the ability to work together. Research has demonstrated that community engagement and mobilization have been essential to programs addressing the most pressing health concerns including smoking, obesity, heart disease and cancer. This course will cover the principles of community engagement, including insights from the literature and will use case studies to link engagement principles to practice.

PUBHXXX #, Project Management in Health Care (2 credits) [New Course] [HSMP adjunct faculty TBD]

Public health and population health management initiatives, and quality improvement activities, typically occur through a series of projects. This course introduces students to the role of project management in executing successful projects. The course focuses on concepts and tools of basic project management, with a special emphasis on managing projects in health care and public health settings. Students will learn fundamental techniques for project planning, scheduling and monitoring through case studies, class exercises and assignments. Emphasis also will be placed approaches used by project managers to support and sustain project teams through organizational challenges that typically occur at various stages of the project life cycle.

PUBHHMP7673, Using Data for Decision Making (2 credits) [To be adapted from HSMP course taught by Henry Zheng]

This course introduces students to the application of data from various sources to inform decision making in health services settings and in health policy. Data resources from federal, state and local entities as well as from professional associations and health care organizations will be introduced and explored and their appropriate uses will be discussed. Hands-on experience with data use and manipulation is important to the learning objectives and students are expected to use data analysis tools and de-identified data sets to analyze real-world health policy and management problems. Students are expected to use health care organization data to conduct analysis through both group and individual projects.

PHM Required Courses (9 credits)

PUBHXXX #, Applied Health Economic Evaluation (3 credits) [Course currently under development by Wendy Xu]

PHM initiatives often require an investment of significant resources in anticipation of future cost savings. Evaluation of the desirability of making such an investment from an economic perspective requires understanding of the potential return on investment (ROI) for a PHM intervention or its cost effectiveness (CE). This course will introduce students to the techniques of applied economic evaluation in the context of organizational investment decision making. Students will interact with data to generate ROI or CE estimates to gain foundational skills in applied economic evaluation.

PUBHXXX #, Health Analytics (3 credits) [To be adapted from BMI 5770 taught by Dr. Timothy Huerta]

PHM requires the use of data from a variety of data sources, including electronic medical records, health insurance claims data and human resources information. This course is intended to introduce students to the field of information technology and to the different uses and sources of data to manage the health of populations. The course will be a hands-on exploration that takes a set(s) of data and walks through the methods used to identify how data can be leveraged to answer MPH questions. This course will explore the data ecosystem, wrestle with the challenge of moving from that data to meaningful questions, answer those questions using available tools, and

Final Version – Approved by College of Public Health GSC 4/10/15

then present that data in meaningful ways. It will address issues of ontologies, taxonomies, data heterogeneity, databases, analytics software and the problems of health services delivery. Meaningful use, legal and ethical issues of Big Data Analytics will be also be explored.

PUBHXXX #, Critical Appraisal of Population Health Management Interventions (3 credits) [New Course to be taught by HSMP (TBD) adjunct faculty]

Evidence-based health interventions are assuming increased importance. In the context of PHM, there is a great need for practitioners skilled in the use of critical appraisal techniques to evaluate the utility of PHM interventions. This course will provide a comprehensive examination of the literature on PHM interventions, including behavioral medicine interventions, and will introduce students to the tools used to perform systematic reviews. Issues related to internal and external validity, study replication, and research design and methods will be examined to strengthen the student’s ability to apply critical appraisal techniques to PHM interventions.

Practicum and Culminating Project (5 credits)

PUBHLTH 7189, Practicum (2 credits)

PUBHLTH XXX Planning Culminating Project (1 credit) [Organized as an online seminar to identify timelines and milestones and to clarify expectations for completion of culminating project. Faculty TBD]

PUBHLTH 7998, Culminating Project (2 credits) [CPH faculty]

Total proposed credits = 45 (no change from current credit requirement)

Suggested Scheduling and Sequence for MPH-PEP Courses

A tentative schedule of courses listed above is shown in Appendix B.

Summary

There is a clear need for enhanced education and training through MPH-PEP to provide students with more robust skill sets and knowledge bases related to Public Health Leadership and Organization and Population Health Management. The demand for practitioners with such training is likely to increase substantially over time. The proposed enhancement of the current MPH-PEP program to offer more specialized MPH training in Public Health Leadership and Organization and Population Health Management will position the College of Public Health to play a leading role in training the future health workforce.

**Appendix A
(Core Public Health Competencies)**

All MPH students, regardless of specialization and/or area of concentration, will be prepared to demonstrate applicable knowledge, comprehension and/or skills relative to the competencies listed below.

Integrative and Interdisciplinary Competencies

Upon graduation, a successful student with an MPH degree should be able to:

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
2. Develop public health program and strategies responsive to the diverse cultural values and traditions of the communities being served.
3. Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
4. Apply basic principles of ethical analysis to issues of public health practice and policy.
5. Work within multidisciplinary groups (e.g., nurses, physicians, physical and life scientists) to recognize and evaluate public health threats and develop strategies for intervention.
6. Apply and integrate statistical, behavioral, social, epidemiologic, and physical sciences to the analysis and solution of public health problems.

Biostatistics

Upon graduation, a successful student with an MPH degree should be able to:

1. Describe the roles biostatistics serves in the discipline of public health.
2. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
3. Apply descriptive and graphical techniques commonly used to summarize public health data.
4. Describe basic concepts of probability, random variation, and commonly used statistical probability distributions.
5. Apply common statistical methods for inference and describe the assumptions required for each method.
6. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
7. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
8. Interpret results of a statistical analysis found in public health studies.
9. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.
10. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

Environmental Health Sciences

Upon graduation, a successful student with an MPH degree should be able to:

1. Discuss the significance of the environment to population health.
2. Define and distinguish various environmental agents (i.e., chemical, physical, and biological) and environmental classifications (i.e., natural, anthropogenic, social, and cultural) that influence public health.

Final Version – Approved by College of Public Health GSC 4/10/15

3. Summarize the various environmental media and the chemical and physical factors that influence contaminant partitioning, fate, and transport within and between environmental media as relevant to human exposure.
4. Discuss pollutant chemical and physical factors as well as human physiologic factors that influence human exposure and the uptake of environmental contaminants.
5. Identify approaches for assessing and controlling environmental agents and strategies for reducing risks to human health.
6. Explain the fundamental process of risk assessment, its limitations, and application for public health protection.
7. Recognize individual (e.g., genetic, physiologic, and psychosocial) and community (poverty, social, built, economic, race) susceptibility factors that influence population health.
8. Discuss environmental justice and its significance as a public health issue.
9. Explain the fundamental principles of metabolism, distribution, and elimination of environmental toxins.
10. Identify federal and state regulatory programs, guidelines, and authorities relevant to environmental health.
11. Work within interdisciplinary groups to identify, evaluate, and communicate environmental health concerns.

Epidemiology

Upon graduation, a successful student with an MPH degree should be able to:

1. Recognize the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.
2. Describe a public health problem in terms of magnitude, person, time, and place.
3. Utilize the basic terminology and definitions of epidemiology.
4. Identify key sources of data for epidemiologic purposes.
5. Calculate basic epidemiology measures such as odds, ratio, relative risk, and standardized mortality ratio.
6. Evaluate the strengths and limitations of epidemiologic studies reported in the literature, including an assessment of the internal validity of the design and the appropriateness of the analysis.
7. Draw appropriate inferences from epidemiologic data.
8. Communicate epidemiologic information to lay and professional audiences.
9. Discuss basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data.
10. Recognize the principles and limitations of public health screening programs.

Health Behavior and Health Promotion (Social and Behavioral Sciences)

Upon graduation, a successful student with an MPH degree should be able to:

1. Describe the role of social, behavioral, and community factors in both the onset and solution of public health problems.
2. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
3. Discuss ethical issues in public health program planning, implementation, and evaluation.
4. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
5. Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions.
6. Defend the importance of evidence-based approaches in the development and evaluation of social and behavioral science interventions.

Final Version – Approved by College of Public Health GSC 4/10/15

7. Recognize the value of planning, implementation, and evaluation of public health programs, policies, and interventions.
8. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.

Health Services Management and Policy (Health Services Administration)

Upon graduation, a successful student with an MPH degree should be able to:

1. Identify the main components of and the principal issues surrounding the organization, financing, and delivery of services in the U.S. health care system.
2. Describe the process for enacting policy and regulations relating health care across levels and branches of government.
3. Identify principles of ethical analysis as applied to issues in health services delivery.
4. Analyze the major strengths of weaknesses of the U.S. health care system.
5. Summarize ways of measuring and evaluating the quality and efficiency of health care delivery.
6. Explain how decisions are made by stakeholders in the health care system and how these decisions affect patients and communities.
7. Describe the major problems currently facing health care in America, especially regarding cost, the availability of health insurance, and access to care.
8. Characterize the major settings in which care takes place (e.g., inpatient, outpatient, home-care, long-term care, etc.) and the distinctive issues faced in each setting.
9. Specify the major determinants of human health and disease, and explain the contribution of health care services relative to genetics, health behaviors, social factors, and other determinants of human health.
10. Explain how health services management and policy contributes to public health improvement.

**Appendix B
(Suggested Schedule for MPH-PEP Courses)**

Cohort Starting Summer 2016

(First Year)

Summer Semester (8 credits)

PUBHLTH 7040
Public Health Organization (2 credits)

PUBHHMP 6609
Introduction to Health Services (3 credits)

PUBHEHS 6310
Principles of Environmental Health (3 credits)
(100% online)

Autumn Semester (6 credits)

PUBHBIO 6210
Statistical Methods (3 credits)
(100% online)

PUBHHMP 6510
Health Behavior & Health Promotion (3 credits)

Spring Semester (6 credits)

PUBHEPI 6400
Principles of Epidemiology (3 credits)
(100% online)

PUBHHMP 7624
Health Economics (3 credits)

Summer Semester (5 credits)

PUBHLTH 7189

Final Version – Approved by College of Public Health GSC 4/10/15

Practicum (2 credits)

PUBHXXX #

Strategic Change for Public Health and Population Health Management (3 credits)

(Second Year)

Autumn Semester (6 credits)

PUBHHBP 7532

Program Evaluation (3 credits)

PUBHXXX #

Operations Management and System Design (3 credits)

Students will choose one of two concentrations (PHLO or PHM) and will take 9 credits within their chosen concentration. Courses for both concentrations are listed separately below.

Spring Semester: PHLO Concentration (7 credits)

PUBHXXX # (new course)

Public Health Leadership and Organizational Behavior (3 credits)

PUBHXXX # (new course)

Project Management in Health Care (2 credits)

PUBHHMP 7673

Using Data for Decision Making (2 credits)

Summer Semester: PHLO Concentration (2 credits)

PUBHXXX # (new course)

Community Engagement in Public Health (2 credits) **OR**

Final Version – Approved by College of Public Health GSC 4/10/15

Spring Semester: PHM Concentration (6 credits)

PUBHXXX # (new course)
Applied Health Economic Evaluation (3 credits)

PUBHXXX # (adopted from BMI 5770)
Health Analytics (3 credits)

Summer Semester: PHLO Concentration (3 credits)

PUBHXXX # (new course)
Critical Appraisal of Population Health Management Interventions (3 credits)

In addition to the above courses, all students will take a one-credit (online) course, focused on planning for the culminating project, the term prior to starting their culminating project, and will then complete the two-credit culminating project their last term. These two courses are listed below, along with the two-credit elective course that can be taken any semester.

5 credits

PUBHLTH XXX # (new course) [Taken the term prior to starting the culminating project.]
Planning Culminating Project (1 credit)

PUBHLTH XXX #
Culminating Project (2 credits)

PUBHXXX #
Elective (2 credits)