Table of Contents:

**Introduction and Welcome to the Program** ................................................................. 3

**Program Overview** ........................................................................................................ 4

**MPH Curriculum** .......................................................................................................... 5

- Common Electives & Post-Baccalaureate Certificate Opportunities: ................................ 7
- Independent Study Coursework ....................................................................................... 7

**Academic Advising** ..................................................................................................... 8

- Plan of Study: .................................................................................................................. 8
- Preparation for Advising ................................................................................................. 9
- Advising Timeline: .......................................................................................................... 10
- Academic Eligibility to Continue in Graduate School .................................................. 11

**MPH Student Learning Portfolio** .................................................................................. 11

**Computer Accounts** ................................................................................................... 11

**Student Organizations** .................................................................................................. 12

**Faculty Information** ..................................................................................................... 12

**Graduate School** ........................................................................................................... 12

- In-State Residency ......................................................................................................... 12

**Information about Full time Status** .............................................................................. 12

**Additional Resources** .................................................................................................. 13

**Appendices**

- Appendix A: National Health Educator Areas of Responsibility and Competencies .......... 15
- Appendix B: Common Electives ..................................................................................... 17
- Appendix C: Post-Baccalaureate Certificate Opportunities ............................................. 19
- Appendix D: Sample Plan of Study ............................................................................... 20
- Appendix E: MPH Student Advising Form .................................................................... 22
- Appendix F: Eta Sigma Gamma ....................................................................................... 24
Introduction and Welcome to the Program

Welcome to the Department of Public Health Education!

I am pleased that you joined our team and hope your graduate education will be engaging and rewarding. This Graduate Handbook provides important information about the policies, procedures, and degree requirements of the MPH program. The information here highlights and adds to the guidelines covered in the UNCG Graduate School Bulletin. Please make certain that you read and understand relevant university and departmental policies contained in both documents. Ultimate responsibility to complete degree requirements in accordance with policies is yours, but we will do our utmost to assist you throughout your journey. As will be discussed in this handbook, every graduate student is assigned a Faculty Advisor who is ready to meet with you and help you along the way through the program and into your next career. Use this handbook as a resource and please feel free to call upon any of our graduate faculty or staff when you wish to discuss this handbook or have any questions regarding your graduate studies and career development.

On behalf of the faculty and staff of the Department of Public Health Education, I encourage you to get engaged and excited about our work together!

Kelly Rulison, PhD
Associate Professor
Director of Graduate Studies
Program Overview

MPH Program in Community Health Education

The MPH Program in Community Health Education is a professional preparation program for students interested in careers that involve the development and management of population-based health promotion and disease prevention activities within communities. It prepares students for leadership roles in communities and in health agencies that promote the health of people. Public health educators typically develop and carry out planned health promotion and disease prevention programs with individuals, groups, organizations, and communities. They also participate in health policy development at the local, state, and national level.

The MPH program requires 45 semester hours of specified, sequential courses including a 6 credit hour internship. Except for extraordinary circumstances, admitted students begin the program in the fall semester. All required courses are offered evenings and meet once each week. Full-time students take four courses each semester over two years. Part-time students enroll for three or more years. Part-time students who wish to finish in 3 years take two courses each semester and courses during two summers.

Our MPH curriculum is accredited by the Council on Education for Public Health (CEPH). Degree requirements and courses are based upon CEPH requirements and the recommendations of the Joint Commission of the Society of Public Health Education and the American Association for Health Education. The MPH program prepares students with the Master Certified Health Education Specialist (MCHES) Responsibilities and Competencies, which can be found in Appendix A.

The MPH program is guided by the department’s Graduate Program Committee (GPC). The GPC is made up of graduate faculty, graduate students, and the Director of Graduate Study (DGS). Appeals, concerns and questions regarding the graduate programs should be directed to the GPC and its Director.

Program Mission:

The UNCG MPH program prepares community health education practitioners committed to promoting the health of communities.

Competencies gained in the program:

Based on the National Health Educator Areas of Responsibility and the five core discipline areas of Public Health (Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy Management, and Social and Behavioral Sciences) graduates of the program will be able to:

1. Assess individual and community needs for health education and assess community capacities to meet these needs.
2. Plan health education programs for individuals and communities based on community analysis and theory.
3. Implement community-based health education programs.
4. Apply appropriate research principles and methods to evaluate the effectiveness of community health education programs.
5. Coordinate the provision of community health education services.
6. Utilize communication theories and technologies to act as a resource person and communicate health education needs and information to the public and policy makers.
7. Administer community health education programs.
8. Take actions to advance the profession.

**MPH Curriculum**

Below are the recommended full-time and part-time course sequences. The courses are sequenced to address prerequisites and the semesters in which the courses are taught (Public Health Statistics is taught only in the fall; Epidemiology is taught only in the spring). Please note: *If you decide to drop a course in the first semester, you should not drop HEA 601 or HEA 604 unless you plan to add an additional year to your program.*

You may **not** substitute courses in other departments for the required core courses (marked with ** in the lists below). However, we encourage you to take courses in other departments for elective credit.

You must complete a Plan of Study (POS) in consultation with your Faculty Advisor. Anytime a POS changes a new form should be signed by you and your Faculty Advisor and then sent to the PHE Director of Graduate Study for final approval.

Current course descriptions are available in the Graduate School Bulletin that can be accessed [here](#):

**Full-Time Students MPH Course Sequence (2-Years to Graduation)**

**Year 1 - Fall**
- Principles of Community Health Education (HEA 601)**
- Community Health Analysis (HEA 603)**
- Public Health Statistics (HEA 604)**
- Environmental Health (HEA 608)**

**Year 1 - Spring**
- Epidemiology (HEA 602)**
- Community Health Interventions (HEA 609)**
- Management of Community Health Organizations (HEA 612)**
- Health Policy (HEA 645)**

**Year 2 - Fall**
- Community Health Research and Evaluation (HEA 625)**
- Applied Program Planning (HEA 648)**
- Two Electives

**Year 2 - Spring**
- Internship/Practicum (HEA 650)**
- One Elective (*Note: some students choose to complete their an elective during the summer between the first and second years in the program rather than during the same semester as their internship*)

**Required core courses.** You may **not** substitute courses in other departments for these core courses.
Part time Students MPH Course Sequence (>2 years to Graduation)

- Year 1 - Fall: HEA 601** & HEA 604**
- Year 1 - Spring: HEA 602** & HEA 645**
- Year 1 - Summer: One Elective
- Year 2 - Fall: HEA 603** & HEA 608**
- Year 2 - Spring: HEA 609** & HEA 612**
- Year 2 - Summer: Two Electives
- Year 3 - Fall: HEA 625** & HEA 648**
- Year 3 - Spring: HEA 650**

Sometimes, students are unsure whether they want to enroll in the full-time sequence. Because of sequencing issues, once you start the MPH curriculum part-time, you cannot switch to full-time (the reverse is not true: you can always switch from full-time to part-time, which increases your time here by a year). If you are unsure whether you want to enroll full-time or if you are concerned about the transition to graduate school, you may wish to pursue the “slow-start” option. In this case, you should enroll in 3 courses your first semester in the program – specifically, you would wait to take HEA 608 until Year 2 Fall. HEA 608 is not a pre-requisite for the spring courses, so you can still stay on track. Under this scenario, to graduate in two years, you must then take an elective *both* during the summer between year 1 and year 2 *and* during your internship semester. However, this option lets you see how well you can manage 3 courses. If it turns out that you are struggling with 3 courses, then we suggest you switch to the part-time sequence. If you can manage 3 courses well and believe that you can handle a fourth course, then in the spring, you will enroll in four courses and return to the full-time sequence.

**Full-Time Students MPH Course Sequence, but with “slow start” (2-Years to Graduation)**

**Year 1 - Fall**
- Principles of Community Health Education (HEA 601)**
- Community Health Analysis (HEA 603) **
- Public Health Statistics (HEA 604) **

**Year 1 - Spring**
- Epidemiology (HEA 602) **
- Community Health Interventions (HEA 609) **
- Management of Community Health Organizations (HEA 612) **
- Health Policy (HEA 645) **

**Year 1 – Summer**
- One Elective

**Year 2 - Fall**
- Community Health Research and Evaluation (HEA 625) **
- Applied Program Planning (HEA 648) **
- Environmental Health (HEA 608) **
- One Elective

**Year 2 - Spring**
- Internship/Practicum (HEA 650) **
- One Elective

**Required core courses.** You may not substitute courses in other departments for these core courses.
Common Electives & Post-Baccalaureate Certificate Opportunities:

Of the 45 semester hours required in the program, 9 credit hours are from electives. Generally, students take three 3-credit courses, but you can also take two 3-credit courses and three 1-credit courses, or any other combination that adds up to 9 credit hours.

- A list of common electives is provided in Appendix B. The list of electives is not all-inclusive. Please review the Graduate School Bulletin for additional offerings, complete descriptions, and to confirm permissions and prerequisites.
- We recommend that you choose your electives so that they complement each other and form a theme or develop a specific set of skills. For example, many departments offer Post Baccalaureate Certificates for 15 or more credit hours and students sometimes elect to take several courses that are part of these certificates. A list of some of the Post Baccalaureate offerings available at UNCG is provided in Appendix C.
- Electives must be at the graduate level (course numbers of 500 or above at UNCG).
- All electives must be discussed with your advisor before adding to your Plan of Study and enrolling in coursework.
- For planning purposes, check UNCG’s online course search to determine when courses are typically offered (fall or spring) or you may contact individual departments for specific semester availability of a particular course. Please determine when a course is likely to be offered before meeting with your advisor to discuss the Plan of Study.
- Though summer electives are proposed by the department and other departments on campus, the availability of summer courses is not guaranteed. Be prepared to add electives to your Spring or Fall course load if you cannot take a summer course.
- You can take electives at other universities. Please note that there is a specific form for course transfer credit and a policy regarding approval to transfer in a course. You must discuss any electives taken here or elsewhere with your advisor prior to taking the courses. The transfer credit policy can be found in the Graduate Bulletin and the form can be accessed here.
- UNCG also allows “cross-registration” with schools that have an interinstitutional agreement with UNCG. Unlike other courses that are accepted for transfer credit, grades you receive in these courses show up on your UNCG transcript and are counted toward your GPA. UNCG has interinstitutional agreement for face-to-face courses with NC State, UNC Chapel Hill, UNC Charlotte, NC Central, Duke as well as with NC A&T and Elon. If you enroll in courses at these universities, you pay UNCG tuition. UNCG also has an online agreement to allow you to take online courses with any of the other 15 UNC system schools, but you would pay tuition and fees at that university for these online courses. Application forms and information are available at The Graduate School and the University Registrar’s Office. More information about cross-registration is available in the Graduate Bulletin.

Independent Study Coursework

The decision to pursue an Independent Study is not to be taken lightly and permission will not be granted without sufficient rationale. The proposed study must include documentation of the same requirements that are found on the syllabi for traditional courses. There must be identified Student
Learning Objectives, teaching materials and methods, grading schemes, and a product or products with predetermined time frame and due dates.

- To be eligible for independent study, you must have completed a minimum of two regular courses of graduate work and earned at least a 3.0 average.
- You may not register for independent study as a substitute for existing courses.
- Registration for independent study must have the approval of the instructor, the department Chair or Dean, and the Dean of The Graduate School.
- You may register for no more than 3 credit hours of independent study per semester
- You may count no more than 6 credit hours of independent study toward satisfying the minimum requirements for the master's degree.
- An Independent Study must be registered with the graduate school. An official form is available here: [http://www.uncg.edu/reg/Forms/IndependentStudyPermission.pdf](http://www.uncg.edu/reg/Forms/IndependentStudyPermission.pdf)

**Academic Advising**

You will be assigned a departmental Faculty Advisor. Advisors are full-time faculty members in the graduate program that do not have an administrative appointment outside of the department. Advising loads are determined by the department workload with consideration to advising loads across all three programs (undergraduate, MPH, and doctoral). You will receive academic advising through scheduled events, however you are encouraged to contact your assigned Faculty Advisor for an individual (approx. 30-minute) advising and registration appointment in addition to the spring group advising session (mandatory attendance each year). Each MPH Faculty Advisor is required to provide a sign up process for their advisees to schedule an appointment but you can also contact your Faculty Advisor at any time to schedule a meeting. All first-year students are expected to download, complete, and take their Plan of Study form to meetings with their Faculty Advisor.

**Plan of Study (POS):**

To ensure that you have a plan to complete all required courses by graduation, you must complete a plan of study in consultation with your faculty advisor and have the plan approved before the end of your second semester in the program. Plan approval occurs at two levels: (1) You meet with and get approval from your Faculty Advisor and (2) You submit the plan to the Director of Graduate Study who signs and sends the POS to the Graduate School. The plan of study must indicate:

- The courses you expect to complete to meet the requirements of an MPH, including required courses, supporting courses, elective courses, and courses recommended for transfer. (If all electives are not finalized by the completion of the initial plan of study, you will need to obtain approval from your advisor before enrolling in the course(s). The initial plan of study must still include potential electives even if you are not sure that you will take these specific electives.)
- Courses required by the department but not counted toward the degree, including prerequisite courses.
• Capstone experiences
• No more than 6 semester hours of independent study
• No more than 6 semester hours of credit evaluated as C+ (2.3) and/or C (2.0) applied to the minimum hours required for the degree.

Important notes about your plan of study:

• A blank copy of the plan of study form is posted on the departmental website, under Current Students.
• A Sample Official Plan of Study for a full time student is provided in Appendix D.
• You should complete a draft of your plan of study before meeting with your Faculty Advisor.
• Your plan of study may change during your time in the program. For example, although your initial plan should include specific electives that you plan to take, these electives may not be offered or you may change your mind at a later point.
• Anytime your plan of study changes, a new form should be signed by you, your advisor, and sent to the PHE Director of Graduate Study for final approval.
• It is your responsibility to ensure that the final, correct, and signed plan of study is on file with the Graduate School by the end of the 3rd week of classes in the semester in which you apply for graduation.

Preparation for Advising

To get the most out of an advising appointment with your Faculty Advisor, you should:

1) Choose electives that match/compliment your career goals and learning interests
2) Complete the official Plan of Study (see Appendix D for an example). Fill in the semesters that you plan to take all courses. A blank copy of the Plan of Study is located on the PHE website under Current Students
3) Complete the Student Advising Form (Appendix E). A blank copy of the Student Advising Form is located on the PHE website under Current Students
4) Identify some potential internship sites that fit your career goals and the internship guidelines. (You will find the internship guidelines on the PHE website under Current Students).
5) Bring and take notes using the Student Advising Form during the meeting.
**Advising Timeline:**
The following timeline highlights key advising activities during the program.

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
</tr>
</thead>
</table>
| **August** | Meet with faculty advisor at Department Orientation  
Attend departmental and Graduate School Orientations  
Activate all computer accounts ([http://its.uncg.edu/Accounts/](http://its.uncg.edu/Accounts/))  
Register for first semester core courses.  
Dates for registration periods for each semester are published in the University’s Academic Calendar, in the Graduate Bulletin, and on the University Registrar’s website. Registration at UNCG is an automated process conducted online through UNCGenie. Prior to the assigned registration access window, all new and continuing students will receive an email from the University Registrar’s Office. The email will be sent to the @uncg.edu address and will contain the method to request a randomly assigned personal identification number (PIN). The Director of Graduate Study will send everyone their advising code (which typically is the same for all graduate students); if you do not have your code you should contact the administrative assistant (Ms. Casey Thomas). |
| **Oct-Nov** | Oct-Nov (University Advising Period)  
Prepare for first advising session – (see p. 8)  
Draft Plan of Study (located on PHE website under [Current Students](http://phea.uncg.edu/))  
Fill out Student Advising Plan (located on PHE website under [Current Students](http://phea.uncg.edu/))  
Meet with your advisor  
March-April | Attend PHE Spring Group Advising Event (Required)  
A date in March or April will be selected for a department-wide advising event typically held in the EUC. The graduate advising session will be scheduled for an evening near the beginning (or prior to) this enrollment period.  
Submit official Plan of Study to Director of Graduate Study (DGS) who will place it on file and send to the Graduate School. |
| **April-May** | Meet with advisor as needed to discuss progress, internship and career goals |
| **Year 2** |  |
| **Fall** | Meet with Faculty Advisor to discuss updated plan of study as needed (all) and to discuss e-portfolio (full time students) |
| **January** | Full time students who intend to graduate:  
Apply to graduate with the Graduate School (by end of first week of classes)  
Submit final, updated Plan of Study to DGS (by end of 3rd week of classes). |
| **March-April** | Attend PHE Group Advising Event (Required) |
| **Year 3 (Part time students only)** |  |
| **Fall** | Meet with Faculty Advisor to discuss updated plan of study as needed and to discuss e-portfolio |
| **January** | Students who intend to graduate:  
Apply to graduate with the Graduate School (by end of first week of classes)  
Submit final, updated Plan of Study to DGS (by end of 3rd week of classes). |
| **March-April** | Attend PHE Group Advising Event (Required) |
Academic Eligibility to Continue in Graduate School

Graduate School regulations state that fully admitted students become ineligible to continue in The Graduate School under any of the following circumstances:

- You earn grades of F (or WF or U) in any 6 semester hours.
- You earn grades of C+ or C in 9 semester hours.
- You earn a grade of F (or WF or U) in combination with 6 semester hours of C+ or C grades.

Additional information and information about readmission after dismissal can be found in the Graduate School Bulletin.

MPH Student Learning e-Portfolio

As part of the MPH program, you will assemble an electronic learning portfolio of products and materials developed through coursework taken as part of the MPH degree program. These products will primarily be taken from coursework and your internship, but can also include products from volunteer experiences, graduate assistantships, and your current job. You should refer to the “MPH e-Portfolio Handbook” for directions and dates related to the completion of the e-portfolio.

Computer Accounts

The university requires that you use the campus email system for all course and graduate assistantship email communications. MPH courses use the Canvas online learning management system, which you will be expected to interact with regularly. Some of your course work will require additional software and technology proficiencies, such as MS Office, SPSS, and others. There are some workshops and tutorials available through ITS and the Digital Media Commons.

There are many different kinds of computer accounts at The University of North Carolina at Greensboro (UNCG). Below is a list of those that are most relevant to you.

iSpartan:
- Students receive iSpartan accounts (also commonly referred to as Gmail) for email and calendaring at UNCG. These email addresses are in the format: username@uncg.edu.
- All faculty, staff and students may use iSpartan for Google services such as "Sites" and "Docs."
- New students will be given a user name and asked to create a password that is good for most accounts. To request your new account, go here.

Canvas:
- Canvas accounts are created for all students who are enrolled in courses that use Canvas. The Canvas Help Center can be found here.
Student Organizations

The Graduate School has a Graduate Student Association that all graduate students are invited to join. You can find out more information [here](#). The GSA requires there to be 2 senators and 1 alternate from each department. Participation in the GSA is required for the receipt of student travel funds.

In addition, the Department of Public Health Education has its own chapter of Eta Sigma Gamma, the Health Education Honors Society. Graduate Students are welcome to join. More information about our local chapter of ESG can be found in Appendix E.

Faculty Information

The Public Health Education website contains updated [faculty information](#), including faculty profiles, research interests and contact information.

Graduate School

The [Graduate School website](#) and physical location on the second floor of the Mossman Building are important resources. The website contains links to University Policies, including those on Residency, Integrity, Tuition, Financial Aid and Assistantships, Academic Standing, Withdrawal, Registration, Health Insurance and Leaves of Absence. Most of the forms you may need to complete can be found under the “forms” tab at the graduate school website. A good place to start is [Current Students page](#).

In-State Residency

For out-of-state students: You cannot apply for in-state residency for tuition purposes until you have lived here for 12 consecutive months. More information about becoming a NC resident for tuition purposes can be found [here](#). In particular, see the fourth question. *If you intend to apply for in-state residency, we highly recommend that you review the residency form as soon as possible to prepare yourself for the qualifications* (just living in NC for a year is not sufficient for seeking residency status).

Information about Full time Status

In Fall 2015, the graduate school implemented a change to the definition of full time student status. There is a great FAQs page that you can access [here](#).

This change means that *MPH students who take less than 9 credit hours per semester (including those who only have 6 internship credit hours in the spring of their final year) will have their financial aid pro-rated to the lower level of credit hours taken and cost of attending.*

The graduate school notes: "In all cases, the estimated expenses used to award aid for room, board, transportation, loan fees, and personal/miscellaneous remain the same across the various enrollment
levels. Only the support allotted to tuition, fees, and books and supplies changes, in line with the number of hours for which the student has enrolled. Since their tuition and fees, etc. decrease with reduced classes/hours, it is logical that the allotment for those expenses also decreases. If half-time is calculated on the basis of 5 hours and students are taking 6 hours, they can always request an individualized recalculation from the Financial Aid Office.”

In other words, if you are taking 6 credit hours, you won’t receive as much financial aid as you did when you enroll in 9-12 credit hours, because you will also be paying less tuition and have fewer costs for books and supplies, etc. However, the part of your financial aid to cover your living expenses should remain the same.

**Note:** You can still have an assistantship with only 6 credit hours.

In summary, very few students should need to take 9 credits every semester. Two exceptions are (1) international students on certain types of visas (you will want to check with International Students and Scholar Services) and (2) Students who have a specific scholarship that stipulates that they are full-time (you will want to check with the stipulations of your scholarship).

If you have specific questions about what these changes mean for your financial aid status, you should contact the **Financial Aid Office**.

### Additional Resources

**Helpful links for New Students** – The Graduate School has compiled a list of Helpful links for new students that contains campus as well as community links.

**Information Technology Services** – The ITS department can help with many of your technology needs.

- A description of ways to get help with any technology needs can be found [here](#):
  - Visit 6-TECH online
  - Call 6-TECH (336-256-8324), open 24 hours a day, 7 days a week except for university holidays
  - Visit the Technology Support Center, in Suite 101, Forney Building
- If you need to reset the password for your computer accounts, go [here](#)
- Information about on-campus computer labs, including the SuperLab can be found [here](#)
- Information about printing on campus can be found [here](#)
- Most of your classes will require that you use the online learning management program, Canvas. The Canvas Help Center for students can be found [here](#)

**University Writing Center** – Great resource for one-on-one help at any stage of your writing project. At the writing center you will work one-on-one with a writing center consultant who will ask you a lot of questions about your assignment, what you want to accomplish in the paper, the work you have done on it so far, the due date, and your concerns about the work so far.

- Bring a printed draft of your paper with you so you can take notes on the paper itself. Since consultants don’t write on papers, this will help you remember the topics you've discussed.
They are located in room 3211 of the MHRA building.
Feel free to walk in without an appointment, call 336-334-3125 for an appointment, or send us a message via their chat box.
They also offer online sessions through our Online Writing Center.

**University Speaking Center** - One-on-one assistance in the preparation and delivery of speeches, development of knowledge and skill in interpersonal communication, and group or team communication.

**Digital ACT (Action, Consultation, and Training) Studio** – Provides support for students, faculty, and staff so they can effectively create or incorporate digital media into projects. Trained consultants provide feedback on slide presentations, video projects, podcasts, digital photography, websites, and blogs by offering collaborative, dialog-based consultations. Great resources for class projects as well as your learning e-Portfolio.

**Academic Skills Program** – Request assistance for help with skills and strategies such as: Managing your time, listening and note-taking, preparing for a test, dealing with test anxiety or procrastination, and being a more efficient and effective learner.

**Jackson Library** – Their website include information about borrowing materials (including technology equipment), getting help with research, the library’s computer labs, study spaces, printing, and scanning. There are also many ways to contact the library for help.

**Elliot University Center (EUC)** – Includes the book store, numerous food venues, Starbucks, meeting rooms, information desk, ATMs, buy tickets, wired access, and more.

**Spartan Card** - In addition to serving as your ID, the SpartanCard is also your library card, your meal card, and a convenient form of payment across campus. To get a SpartanCard, visit the SpartanCard Center, located in Elliott University Center (Room 121).

**UNCG Dining Services** – Information about dining options on campus and meal plans is available on their site.

**Student Recreation Center** – See website for facilities available, classes, and hours.
Appendix A: National Health Educator Areas of Responsibility and Competencies

Responsibility Areas:

I. Assess Individual and Community Needs for Health Education  
II. Plan Health Education  
III. Implement Health Education  
IV. Conduct Evaluation and Research Related to Health Education  
V. Administer and manage Health Education  
VI. Serve as a Health Education Resource Person  
VII. Communicate and Advocate for Health and Health Education

Responsibility Areas with Competencies: (*indicates higher than entry-level competency)

I. ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION

COMPETENCY 1.1: Plan Assessment Process  
COMPETENCY 1.2: Access Existing Information and Data Related to Health  
COMPETENCY 1.3: Collect Quantitative and/or Qualitative Data Related to Health  
COMPETENCY 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health  
COMPETENCY 1.5: Examine Factors That Influence the Learning Process  
COMPETENCY 1.6: Examine Factors That Enhance or Compromise the Process of Health Education  
COMPETENCY 1.7: Infer Needs for Health Education Based on Assessment Findings

II. PLAN HEALTH EDUCATION

COMPETENCY 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process  
COMPETENCY 2.2: Develop Goals and Objectives  
COMPETENCY 2.3: Select or Design Strategies and Interventions  
COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education  
COMPETENCY 2.5: Address Factors That Affect Implementation

III. IMPLEMENT HEALTH EDUCATION

COMPETENCY 3.1: Implement a Plan of Action  
COMPETENCY 3.2: Monitor Implementation of Health Education  
COMPETENCY 3.3: Train Individuals Involved in Implementation of Health Education

IV. CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION

COMPETENCY 4.1: Develop Evaluation/Research Plan  
COMPETENCY 4.2: Design Instruments to Collect Data  
COMPETENCY 4.3: Collect and Analyze Evaluation/Research Data  
COMPETENCY 4.4: Interpret Results of the Evaluation/Research  
COMPETENCY 4.5: Apply Findings From Evaluation/Research
V. ADMINISTER AND MANAGE HEALTH EDUCATION
   COMPETENCY 5.1: Manage Fiscal Resources
   COMPETENCY 5.2: Obtain Acceptance and Support for Programs
   COMPETENCY 5.3: Demonstrate Leadership
   COMPETENCY 5.4: Manage Human Resources
   COMPETENCY 5.5: Facilitate Partnerships in Support of Health Education

VI. SERVE AS A HEALTH EDUCATION RESOURCE PERSON
   COMPETENCY 6.1: Obtain and Disseminate Health-Related Information
   COMPETENCY 6.2: Provide Training
   COMPETENCY 6.3: Serve as a Health Education Consultant

VII. COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION
   COMPETENCY 7.1: Assess and Prioritize Health Information and Advocacy Needs
   COMPETENCY 7.2: Identify & Develop a Variety of Communication Strategies, Methods, & Techniques
   COMPETENCY 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques
   COMPETENCY 7.4: Engage in Health Education Advocacy
   COMPETENCY 7.5: Influence Policy to Promote Health
   COMPETENCY 7.6: Promote the Health Education Profession
Appendix B: Common Electives

**MPH recent electives – (rev. July 2016)**

**Note that courses listed with a particular year are ones that recent MPH students have taken.**

### Public Health Education

- **HEA 616** Workplace Health Promotion Fall 2014, Fall 2016
- **HEA 622** Social Epidemiology Spring 2016
- **HEA 640** Global Health Issues Spring 2015
- **HEA 662** Gender and Health Fall 2015
- **HEA 676** Problems seminar: Health Coaching Summer 2013-2015; Fall 2015
- **HEA 702** Professional Grant Writing: Community Organizations Fall 2013-2015; Spring 2015
- **HEA 711B** Breastfeeding, Gender & Health Spring
- **HEA 752** Quantitative Research Methods in Public Health Fall 2015
- **HEA 753** Qualitative Research Methods in Public Health Fall 2016

### Health and Human Sciences

- **HHS 650** Applied Multiple Regression Fall 2014; Fall 2015
- **HHS 630** Survey Design Spring 2016

### Counseling and Educational Development

- **CED 574A** Contemporary Topics: Women’s Issues Fall 2014 (also offered spring)
- **CED 574C** Contemporary Topics: Stress Management Fall 2015-2016; Fall 2015
- **CED 610** Helping Relationships Spring 2015
- **CED 642** Substance Abuse Counseling Fall

### Peace and Conflict Studies

- **PCS 600** Fundamentals Conflict Transformation & Peace Studies Fall 2014
- **PCS 601** Global Intercultural Conflict Transformation Fall 2014
- **PCS 605** Skills and Techniques of Conflict Transformation Spring
- **PCS 626** Conflict Res. In Higher Education Summer 2014
- **PCS 665** Conflict Res. in Religious Communities Spring
- **PCS 677** International Human Rights Advocacy Summer 2014
- **PCS 685** Resolving Conflicts in Health Systems Summer 2013, Summer 2014

### Gerontology

- **GRO 501** Seminar: Critical Issues in Aging Fall 2015
- **GRO 610** Life Planning for the Third Age Fall 2012
- **GRO 621** Health and Aging Spring 2015; Spring 2016

### Kinesiology

- **KIN 645** Exercise Psychology Spring 2015 (also offered fall)
- **KIN 665** Physical Activity and Health Fall 2015
- **KIN 519** Mentoring in Community Youth Dev. Prog. (2 credits) Fall 2015

### Human Development and Family Studies

- **HDF 610** Cross-cultural Perspectives on Child Development Fall 2015
<table>
<thead>
<tr>
<th>Political Science</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>PSC 511G  Topics in Public Affairs: Grant writing (1 credit)</td>
<td>Summer 2015</td>
<td></td>
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<tr>
<td>PSC 511R  Topics in Public Affairs: Diversity and Culture (1 credit)</td>
<td>Fall 2014</td>
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<tr>
<td>PSC 511V  Topics in Public Affairs: Volunteer Mgmt (1 credit)</td>
<td>Summer 2014</td>
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</tr>
<tr>
<td>PSC 511   Topics in Public Affairs: topics vary, see course offerings</td>
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<tr>
<td>PSC 540   Nonprofit Management and Leadership</td>
<td>Fall 2014</td>
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<tr>
<td>PSC 615   Human Resource Dev &amp; Performance Management</td>
<td>Summer 2015</td>
<td></td>
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<tr>
<td>PSC 620   Urban Development Policy</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>PSC 645   Nonprofit Financial Management and Budgeting</td>
<td>Summer 2014; Spring 2016</td>
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<tr>
<td>PSC 685   Resolving Conflicts in Health Care Systems</td>
<td>Summer 2015</td>
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<table>
<thead>
<tr>
<th>Communication Studies</th>
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<tbody>
<tr>
<td>CST 602     Engaging Communication Research Methodology</td>
<td>Spring 2015</td>
<td></td>
</tr>
<tr>
<td>CST 612     Communication and Health Innovations</td>
<td>Spring 2014</td>
<td></td>
</tr>
<tr>
<td>CST 635     Identity, Culture, &amp; Communication</td>
<td>Fall</td>
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<table>
<thead>
<tr>
<th>Educational Leadership and Cultural Foundations</th>
<th></th>
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<tbody>
<tr>
<td>ELC 688 Contemporary Problems Seminar: Race &amp; Education</td>
<td>Summer 2014</td>
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<table>
<thead>
<tr>
<th>Geography</th>
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</thead>
<tbody>
<tr>
<td>GEO 603 Understanding GIS</td>
<td>Fall 2014; Fall 2015</td>
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<tr>
<td>GEO 613 Advanced GIS</td>
<td>Spring</td>
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<table>
<thead>
<tr>
<th>Sociology</th>
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<tbody>
<tr>
<td>SOC 636 Seminar in Stratification Theory / Research</td>
<td>Fall 2013</td>
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<thead>
<tr>
<th>Community &amp; Therapeutic Rec</th>
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<tbody>
<tr>
<td>CTR 544 Recreation, Parks, and Health</td>
<td>Spring</td>
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<table>
<thead>
<tr>
<th>African-American Studies</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>AFS 610 African American Theoretical Perspective</td>
<td>Spring, Summer 2013</td>
<td></td>
</tr>
<tr>
<td>AFS 653 Perspectives on African American Cult/Experience</td>
<td>Spring 2014, Spring 2015</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialized Education Services</th>
<th></th>
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<tbody>
<tr>
<td>SES 540 Intro to Exceptional Individuals</td>
<td>Fall</td>
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</table>

<table>
<thead>
<tr>
<th>Women and Gender Studies</th>
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</thead>
<tbody>
<tr>
<td>WGS 650 Feminist Theory: Gender Race &amp; Class</td>
<td>Fall</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Sciences and Disorders</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CSD 600 Professional Issues and Ethics</td>
<td>Fall</td>
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</table>

<table>
<thead>
<tr>
<th>Information and Supply Chain Management</th>
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<tbody>
<tr>
<td>ISM 671 Data Management</td>
<td>Fall, Summer 2015</td>
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<table>
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<tr>
<th>Nursing</th>
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<tbody>
<tr>
<td>NUR 781 Health Promotion and Intervention Methods</td>
<td>Summer 2015</td>
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</table>
Appendix C: Post-Baccalaureate Certificate Opportunities

(This is an abbreviated list; see graduate school web site for current information http://grs.uncg.edu/programs/certificates/)

Post-Baccalaureate Certificate in:

- African American Studies
- Business Administration
  - Business Foundations
- Community and Therapeutic Recreation
  - Animal Assisted Therapy
  - Geriatric Recreational Therapy
- Conflict Studies and Dispute Resolution
  - Conflict Resolution
- Education
  - NC TEACH Alternative Licensure
- Educational Research Methodology
  - Educational Assessment
- English as a Second Language
- Entrepreneurship
- Geography
  - Geographic Information Science
  - Global and Regional Studies Geography
- Gerontology
- Human Development and Family Studies
  - Leadership in Early Care & Education
- Information Systems and Operations Management
  - Information Technology
  - Information Assurance, Security and Privacy
- Languages, Literatures & Cultures
  - Advanced Spanish Language and Hispanic Cultural Studies
- Liberal Studies
  - Global Studies
- Mathematics
  - Statistics
- Nursing
- Political Science/Public Affairs
  - Nonprofit Management
  - Urban and Economic Development
- Teacher Education and Higher Education
  - Teaching English to Speakers of Other Languages
- Women’s and Gender Studies
Appendix D: Sample Plan of Study

Plan of Study
MPH in Community Health Education

Student’s Name: ____ Demo Student _________ ID# ____ 0000000000 _________
Dept: Public Health Education _______ Major: Community Health Education _______

Summary of Hours Required for Degree: UNCG ______ Transfer _____ Total 45 hours

MAJOR AREA OF STUDY

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 601</td>
<td>Principles of Community Health Education</td>
<td>3</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>HEA 602</td>
<td>Epidemiology</td>
<td>3</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>HEA 604</td>
<td>Public Health Statistics</td>
<td>3</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>HEA 608</td>
<td>Environmental Health</td>
<td>3</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>HEA 612</td>
<td>Management of Community Health Organizations</td>
<td>3</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>HEA 645</td>
<td>Health Policy</td>
<td>3</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Required Professional Courses</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HEA 603</td>
<td>Community Health Analysis</td>
<td>3</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>HEA 609</td>
<td>Community Health Interventions</td>
<td>3</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>HEA 625</td>
<td>Community Health Research and Evaluation</td>
<td>3</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>

Please note:
- You may not substitute courses in other departments nor independent studies for any of the courses above.
- Some courses have prerequisites so if you drop a course that is a prerequisite for a required course, your graduation may be delayed.

SUPPORTING COURSES (3 required electives- 9 semester hours)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 602</td>
<td>Politics of Public Policy</td>
<td>3</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>CST 540</td>
<td>Social Entrepreneurship: Justice &amp; a Green Environment</td>
<td>3</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>ATY 583</td>
<td>Culture and Society</td>
<td>3</td>
<td>Spring 2018</td>
</tr>
</tbody>
</table>

Please note:
- All electives must be approved by your advisor AND the Director of Graduate Studies prior to taking them.
- MPH students may register for no more than 1 independent study course per semester and no more than 6 semester hours of independent study will count toward the minimum requirements for the masters’ degree.
- To be approved as an elective, an independent study must have an agreement from a supervising faculty member, a semester in which you plan to take it, a plan for the independent study, agreed upon products that are the equivalent of those in a regular course, and a standard of grading. (p. 7-8)
COURSES RECOMMENDED FOR TRANSFER FROM:
(Name of Institution. Attach final official transcript)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
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<tbody>
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(Students may transfer up to 1/3 of required credit hours depending on the fit of the courses from another institution with the required MPH program plan of study.) See note about transfer approval under common electives on page 7 of the handbook.

COURSES REQUIRED BUT NOT COUNTED TOWARD DEGREE (include prerequisites):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
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<tbody>
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CAPSTONE EXPERIENCE TO CONSIST OF:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 648</td>
<td>Applied Program Planning</td>
<td>3</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>HEA 650</td>
<td>Community Health Internship / Practicum</td>
<td>6</td>
<td>Spring 2018</td>
</tr>
</tbody>
</table>

Please note:
- Other courses, including independent studies, may not be substituted for HEA 648 or HEA 650
- 648 is taken in the fall of the final year and 650 is taken in the spring.

PROVISIONAL /ADDITIONAL REQUIREMENTS:

Student’s Signature ______________________________________________ Date: __________

Approved by Major Advisor and Graduate Program Director

Major Advisor: ______________________________________________ Date: __________
__________________________
printed name

Graduate Program Director: __________________________________ Date: __________
__________________________
printed name
**Appendix E: MPH Student Advising Form**

The purpose of the MPH Student Advising Form is to provide a synthesis for how your coursework, volunteer and paid work, and trainings and conferences will contribute to a community health education career. You should prepare the plan of study (located on the PHE website under Current Students) and type notes and questions in the “Student Notes/Questions” column of this form. *You should email both the plan of study and this form to their Faculty Advisor at least 48 hours prior to your scheduled meeting.*

<table>
<thead>
<tr>
<th>Purposes of Advising Session</th>
<th>Student Notes/Questions</th>
<th>Faculty Advisor notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Review plan of study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discuss career goals</td>
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<td></td>
</tr>
<tr>
<td>• Discuss planned required coursework</td>
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<td></td>
</tr>
<tr>
<td>• Discuss elective choices that might fit with career goals</td>
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<td></td>
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<tr>
<td><strong>2. Discuss professional/career development</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Planned workshops/trainings, conferences, volunteer &amp; paid experiences</td>
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</tr>
<tr>
<td>• Membership in professional organizations (SOPHE, APHA, Eta Sigma Gamma)</td>
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<tr>
<td>• Networking</td>
<td></td>
<td></td>
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<tr>
<td>• Conferences</td>
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<tr>
<td><strong>3. Discuss tentative internship plans.</strong></td>
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<tr>
<td>Look for internship that</td>
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<tr>
<td>• Meets internship guidelines</td>
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<tr>
<td>• Is in agency/organization where you might want to be hired (or is similar to type of agency/organization where you want to be hired, and/or)</td>
<td></td>
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</tr>
<tr>
<td>• Allows you to implement type of project/activity/program that fits with career goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purposes of Advising Session</td>
<td>Student Notes/Questions</td>
<td>Faculty Advisor notes</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| 4. Discuss progress in program  
  • Progress in program (how is the first year going? Work/family balance?, etc.)  
  • Developmental needs  
    o Writing  
    o Reading texts  
    o Other? |                          |                       |
| 5. Discuss summer plans |                          |                       |
| 6. Student follow up responsibilities |                          |                       |
| 7. Faculty Advisor follow up responsibilities |                          |                       |
Appendix F: ESG Information

Summary

Eta Sigma Gamma (ESG), the national honorary for health education, was established on the campus of Ball State University in 1967. ESG has a rich history of serving students and the profession through teaching, service, and research and has grown to include over eighty chapters throughout the United States. The Alpha Nu Chapter at the University of North Carolina at Greensboro was recognized May 1, 1978. The primary purpose of ESG is to further the professional competence and dedication of individual members of the health education profession.

Benefits of Membership

- Opportunities to meet students, faculty, and other health education professionals through chapter socials, community service, education, and research activities.
- Develop a network for potential future employment.
- National and local recognition for a membership in a professional health education honorary.
- Opportunity to further professional development in the health education profession, and publish materials in *The Health Educator*, a quarterly publication of ESG.
- Satisfaction in participating in activities that help the UNCG and Greensboro community.
- Honored at graduation with official cords.
- Participate in national meetings at the American School Health Association Convention, and through Chapter sponsored activities.

Fall 2016 Informational Meeting and Application Deadline TBD

Eligibility for Membership

- Undergraduate Health Education majors /MPH students/PhD students in Health Education
- Maintained 3.0 GPA
- Completed 1 or more semesters of college work in the PHE department at UNCG. Note: Incoming students can join in the second semester if they have obtained a 3.0 GPA in the department.

Membership Requirements

- Pay required dues
  - $75 (1 time payment for new members)
  - $50 (returning members)
• Earn eight participation points ("8" Sigma Gamma Point System) per semester
  o 2 Education
  o 1 Research
  o 2 Service
  o 2 Fundraising
  o 1 Social
• Wear business casual attire to each meeting as ESG is a professional organization
• Attend Fall Induction Ceremony

**Attendance Requirements**

• Attend all chapter meetings (absences are excused if university approved absences- bring documentation)
  o 1 absence = 2 additional points
  o 2 absences = 4 additional points
  o 3 absences = 6 additional points + consultation

**Officers 2016-2017:**

President - Dominica Norris
Vice President - Alexis Steptoe
Treasurer - Sydney Thames
Secretary - Imani McMichael Historian-Editor: Christa Thornton
Faculty Sponsor: Dr. Erica Payton

For more information please contact: alphnuesg@gmail.com