



Master of Public Health Program Handbook

2025-2026

College of Public Health

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the Master of Public Health Program.

Last updated: 20 August 2025



Welcome to the MPH Program

In the College of Public Health (CPH), we educate leaders who advance public health in Kentucky and beyond. We train people who fight, work, struggle, and persist for the health of others. For us, it is more than just being health-focused or treating people who are sick. At CPH, we focus on prevention, striving to keep communities from harm, disease, and injury.

Here, we solve problems. Public health problems are complex and involve human perception, stigma, and behaviors. Public health problems relate to a person's history, what has happened to them in their lives. Where a person lives, where they grew up, who influences them, and how they first learned about health all matter. Studying public health means you'll explore a wide range of subjects, all working together to help us understand and improve the well-being of communities. You will dive into how diseases spread, the policies that keep us healthy, and the social factors that influence health outcomes. It is like looking at a complex puzzle where each piece, whether it's about data, communication, or environmental science, is essential to seeing the whole picture. You will learn to connect ideas from different areas to tackle real-world health challenges.

Success in public health never occurs in isolation; you cannot do it alone. As a member of our student body, you will be supported by many people. I encourage you to reach out early and often to the faculty, staff, and other students. Our Academic Excellence Team (AET) cares about your academic progress, well-being, success, and development as a student. Program directors, department chairs, and AET leaders are available to talk with you about your experiences in the program and classes. Your faculty are training you to be public health practitioners and champions for the health of others – they want to talk with you, teach you, learn with you. Take every opportunity to connect with other members of the College community. Public health is team science. Our approach to solving problems is better because we work together. Working with others is the path to impact.

While a learner in our college, you will encounter people from different backgrounds, disciplines, and perspectives. The path to discovery in public health is not fast or simple. You may be surprised to hear stories from faculty and staff about times when they failed. Failure is expected. What defines us is how we come back when we experience defeat. Many of us (myself included) come to public health from a variety of pathways – our training is often as varied as our people. However, each one of us belongs here. We belong here because of a shared commitment to make a difference. We belong here because we believe that the health of others deserves a champion. We belong here because we know that prevention is possible. You belong here, too.

On behalf of the faculty and staff of the College, it is my pleasure to welcome you to the College and congratulate you on the important decision to advance your training in public health.

Heather Bush, PhD
Dean for the UK College of Public Health

Table of Contents

Welcome.....	i
Navigating Policy and Resources at the University of Kentucky (UK).....	1
How to Use This Handbook (optional).....	2
Who to Contact with Questions	2
Program Overview	3
Program Components	3
Degree Requirements	3
Foundational Courses and Competencies	3
Practicum (CPH 609).....	5
Integrative Learning Experience/ILE/Capstone (CPH 608).....	6
Concentration Courses and Competencies	7
Master's Degree Checklist: Timeline & Deadlines	18
How to Get Involved.....	18
Getting Started as a Graduate Student.....	20
New Graduate Student Checklist.....	20
Student Resources and Services	20
The Collaborative Graduate Education at UK: Guidelines	23
Student Concerns	25
Academic and University Policies and Requirements	25
Satisfactory Academic Progress	26
Professional Conduct	26
Professional Development.....	27

Navigating Policy and Resources at the University of Kentucky (UK)

This handbook is an important resource to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at UK.

The Graduate School website is a standalone hub for student-facing resources and services; refer to this bank of hyperlinks as needed throughout your time at UK.

[Academic Services](#)

- Make course changes, transfer credits
- Committees, exams, graduation
- Theses and dissertations

[Student Resources, All in One Place](#)

- General Information for All Students
- Getting Help with Finances
- Computer & Information Resources
- Writing & Publishing
- And more!

[UK International Center](#)

- International Student & Scholar Services (ISSS)
- Resources for UK students who want to study or conduct research abroad

[Funding](#)

- Assistantships
- Fellowships
- Kentucky Internship Graduate Fellowship
- External Funding Sources

[Professional Enhancement](#)

- Career
- Research
- Teaching
- Wellness

How to Use This Handbook

This handbook is a guide for University of Kentucky Master of Public Health (MPH) program. It provides an overview of degree and curriculum requirements, processes, and links to forms, and it explains required milestones within your graduate school journey. It is intended to serve as a guide for the MPH within the context of the University of Kentucky Regulations and Procedures. The handbook is not intended as a formal commitment or binding agreement. Use this handbook as a reference. It is the student's responsibility to be informed concerning all MPH program regulations and procedures. Students also should become familiar with the Graduate School Bulletin. Programs may have degree requirements that are not listed in the Bulletin. The Dean of the Graduate School interprets the Graduate School Bulletin. Only the Graduate Council may waive Bulletin requirements.

Who to Contact with Questions

Many of your questions about navigating graduate school at UK may be answered by the policies, procedures, requirements, resources, and information linked herein. The MPH Graduate Coordinator should be consulted concerning course requirements, the planning of a program, and special regulations. Among the key positions in this department and on campus ready to answer your remaining questions are:

CONTACT INFORMATION

Office of Academic Excellence
111 Washington Avenue; Suite 102
Lexington, KY 40536
(859) 257-5678; ukcph@uky.edu

Benji Bryant, Graduate Coordinator

Email: benji.bryant@uky.edu
Office: 111 Washington Avenue, Room 102B

Dr. Anna Hoover, Assistant Dean for Graduate Public Health Practice Programs

Email: Anna.Hoover@uky.edu
Office: 111 Washington Avenue, Room 118B

Graduate School Services and Staff

For general inquiries and personal assistance with graduate student services, such as admissions processing, academic affairs, career exploration (and much more!), refer to the staff directory on The Graduate School Website: [Who Should I Contact?](#)

College of Public Health Mission and Vision

Mission Statement: The University of Kentucky College of Public Health inspires health leaders to advance public health in Kentucky and beyond through innovative education, transformative research, and collaborative partnerships.

Vision Statement: Advancing public health for Kentucky, for all.

Program Overview

The MPH degree is designed to meet the needs of recent baccalaureate graduates planning careers in public health and related professions, as well as current public health and clinical practitioners seeking to increase knowledge of population-based issues. The MPH program is a total of 42-43 graduate-level credit hours. Within the MPH degree are five active concentration pathways: 1) environmental health; 2) epidemiology; 3) health management and policy; 4) program planning, management, and evaluation; and 5) personalized.

Program Components

Accredited by the Council on Education for Public Health (CEPH), the University of Kentucky College of Public Health provides a competencies-driven MPH program that incorporates foundational knowledge and currently offers students five potential concentration pathways. In addition to core courses, each concentration incorporates its own course requirements. Regardless of concentration, all students are required to complete required core courses, an applied practice experience (i.e., the “APE” or “practicum”), and an integrative learning experience (i.e., the “ILE” or “capstone”).

Foundational Courses and Competencies

The program curriculum incorporates the following required core courses:

MPH Core Courses (required credit hours) – 24-25 Total Required Credit Hours

- CPH 663 Foundations of Public Health* (1)
- CPH 603 Data Analysis (3)
- CPH 605 Epidemiology (3)
- CPH 621 Understanding & Communicating Environmental Health Risk (3)
- CPH 643 Measuring Health Behavior (3)
- CPH 650 Public Health Systems Administration (3)
- CPH 672 Evidence-based Public Health Planning & Practice (3)
- CPH 609 Public Health Practicum (3)
- CPH 608 Public Health Capstone (3)

**CPH 663 is NOT required for students who already have a Bachelor of Public Health degree from a CEPH-accredited program.*

Collectively, these courses ensure that students across all concentrations achieve and are assessed in the required knowledge and skills for the degree. These core courses help students attain 22 foundational competencies:

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
21. Perform effectively on interprofessional teams
22. Apply systems thinking tools to a public health issue

Practicum (CPH 609)

CPH 609 Public Health Practicum (3 credit hours) is a required MPH course that is designed to build capacity in selected MPH competencies through an applied practice experience. CPH 609 combines didactic lessons with a minimum of 200 hours of fieldwork. The didactic sessions support students in the practicum site selection process, understanding course procedures, preceptor identification, and delineation of fieldwork projects and deliverables. Quality practicum sites include a variety of organizations and programs that apply public health concepts in their work. Examples of practicum sites include, but are not limited to, the following:

- State and local governmental public health organizations
- Hospital community outreach programs
- Nonprofit organizations (e.g., Hope Center, Feeding Kentucky, Chrysalis House, Kentucky Refugee Ministries)
- National organizations (e.g., National Association of County and City Health Officials (NACCHO), Association of State and Territorial Health Officials (ASTHO))
- National Institute for Occupational Safety and Health (NIOSH)
- International organizations (e.g. UNAIDS, Shoulder-to-Shoulder)
- Industrial/Worksite wellness locations (e.g. Toyota Manufacturing).

Pre-placement assignments must be completed either prior to or during the semester in which the student is registered for CPH 609; however, field hours may be completed over the following semester. Students following the recommended course sequencing in most concentrations will enroll in CPH 609 during their first spring semester and complete practicum hours within the summer semester immediately following enrollment. Students in the PME and personalized concentrations should consult with the graduate coordinator about optimal enrollment windows for CPH 609. Fieldwork cannot begin before the instructor for CPH 609 has approved the placement. Students should refer to the syllabus for CPH 609 for additional information on course assignments, grading, and practicum recordkeeping and reporting procedures.

The College of Public Health's accrediting body, the Council on Education for Public Health (CEPH), requires students to demonstrate at least five competencies through at least two (2) practicum work products. In collaboration with their preceptor, students will select these competencies and present at least **two products** at the end of their practicum work. Examples of suitable work products include needs assessments, white papers, project plans, grant proposals, policy drafts, technical reports, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations on behalf of the agency, spreadsheets, websites, photos (with accompanying explanatory text e.g., PhotoVoice), or other digital artifacts of learning. NOTE: Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

Integrative Learning Experience/ILE/Capstone (CPH 608)

As the final requirement for the MPH degree, each student is required to complete an Integrative Learning Experience (ILE), sometimes called “capstone” (Graduate School Plan B, non-thesis option). This project is an opportunity to integrate coursework and field experience into a single applied project that demonstrates proficiency in both core and concentration competencies. The project must be a well-reasoned contribution to knowledge and practice in a public health discipline and should provide evidence of scholarly achievement.

The ILE represents the culmination of a major practice activity and consists of a/an:

1. Formal written manuscript that will become part of the University of Kentucky archives through [UKnowledge](#)
2. Formal public presentation open to the college’s students and faculty
3. Oral examination consisting of questions by the student’s committee

The MPH ILE process will have concentration-specific requirements and is linked to course requirements in CPH 608 Public Health Capstone. Regardless of concentration, students will complete an ILE approval form that includes the proposed topic and approach, identifies four (4) selected CEPH and concentration competencies to be demonstrated, and names the student’s ILE committee chair. ILE chairs will review and approve the form, which will be delivered to the Graduate Coordinator.

Meeting deadlines is essential to successful completion of the ILE project, oral final examination, and final written product. To be eligible to sit for the final examination, students must have completed or be enrolled in their last semester of coursework and have an overall GPA of 3.0 or better. Students with “I” or “S” grades in credit-bearing classes are not eligible for the final examination.

Composition of the MPH ILE Committee

The examining committee consists of a minimum of three faculty members. At least two committee members (including the chair or co-chair) must be members of the University’s [Graduate Faculty](#); and at least one of these must be a Full Member of the University’s Graduate Faculty. At least two members of the committee (including the chair or co-chair) should be from the student’s concentration. Contact the Assistant Dean for Graduate Public Health Practice with questions regarding the eligibility of individuals without graduate faculty status to serve on master’s committees.

During the oral final examination (or “defense”), students will present the findings and/or products of their ILE project to their chair and committee members. Regardless of concentration, students will be expected to demonstrate *synthesis* of their four (4) designated competencies (two CEPH and two concentration-specific). “Synthesis” involves using multiple sources, identifying how those sources relate to the overall project and each other, and articulating how project components relate to the sources.

After the oral defense, chairs, in collaboration with the capstone committee, will evaluate the student on their ability to demonstrate and synthesize the competencies in the written and oral components, in addition to rigor, organization and well-supported conclusions of the capstone

In all decisions, the majority opinion of the committee prevails. If the committee vote is a tie, the candidate fails. If the candidate fails, the committee can recommend conditions for a second examination. The minimum time between examinations is four months; the second examination must be taken no later than one year after taking the first examination. When practicable, the same examining committee administers the second examination. A third examination is not permitted.

Concentration Courses and Competencies

In addition to core courses, students must complete required courses related to their chosen concentration. These courses ensure that students within a given concentration attain and are assessed on required competencies for the concentration discipline. Details regarding each concentration (and its modality), its required courses, and its competencies follow.

Environmental Health Concentration (In-Person)

Environmental health concentrators learn strategies to assess, reduce, control, and communicate about environmental hazards, preparing themselves for careers in local and state health departments, federal agencies, non-governmental organizations, and the private sector. This concentration requires the following courses:

Environmental Health Concentration Courses – 18 Required Credit Hours

- CPH 601 Environmental Health (3)
- CPH 620 Occupational Health (3)
- CPH 622 Toxic Agents and Their Implications in Public Health (3)
- CPH 660 Disease Mapping & Data Visualization (3)
- Electives (6) - See your advisor for a complete list of electives.

These courses ensure that environmental health concentrators achieve and are assessed in the required knowledge and skills for the degree. These required courses help students attain six (6) concentration competencies:

1. Apply environmental health sciences frameworks to analyze specific mechanisms by which exposures to environmental contaminants may affect human health.
2. Identify populations at high risk from environmental hazards using public health science approaches.
3. Generate evidence-based environmental health information products using audience-appropriate communication strategies.

4. Recommend collaborative approaches for reducing environmental exposures in populations at risk.
5. Examine regulatory, policy, or practice strategies to assess their [potential] role(s) in reducing human exposure to environmental hazards.
6. Translate environmental health data to inform policy, practice, community, or individual decisions that can mitigate environmental health threats.

Suggested Sequence for Full-Time Environmental Health Concentrators

Full-time enrollment is considered nine (9) credit hours or more per semester.

Year One

Fall Semester (9 – 10 Credit Hours)	Spring Semester (12 Credit Hours)
CPH 605 Epidemiology (3)	CPH 601 Environmental Health (3)
CPH 621 Understanding & Communicating Environmental Health (3)	CPH 603 Data Analysis (3)
CPH 643 Measuring Health Behavior (3)	CPH 609 Public Health Practicum (3)
CPH 663 Foundations of Public Health (1)	CPH 650 Public Health Systems Administration (3)

Year Two

Fall Semester (10 Credit Hours)	Spring Semester (11 Credit Hours)
CPH 608 Capstone (1)	CPH 608 Capstone (2)
CPH 660 Disease Mapping and Data Visualization (3)	CPH 620 Occupational Health (3)
Free Elective (3)	CPH 622 Toxic Agents and Their Implications in Public Health (3)
Free Elective (3)	CPH 672 Evidence-Based Public Health Planning & Practice (3)

Please see your advisor to discuss electives.

Epidemiology Concentration (In-Person)

Epidemiology concentrators develop core methodologic and analytic skills to understand disease patterns, distributions, and determinants, preparing themselves for success in various roles within public health agencies, academic research institutions, healthcare organizations, and local, state, and federal government. This concentration requires the following courses:

Epidemiology Concentration – 18 Required Credit Hours

- CPH 712 Intermediate Epidemiology (3)
- CPH 660 Disease Mapping & Data Visualization (3)
- CPH 612 Infectious Disease Epidemiology (3)
- CPH 615 Cancer Epidemiology (3) **or** CPH 711 Chronic Disease Epidemiology (3)
- Electives (6) - See your advisor for a complete list of electives.

These courses ensure that epidemiology concentrators achieve and are assessed in the required knowledge and skills for the degree. The courses help students attain five (5) concentration competencies:

1. Analyze the basic principles of disease transmission, prevention, and control by applying them to infectious diseases of public health importance.
2. Evaluate the factors that increase or decrease the risk of chronic diseases, and analyze the methods by which these factors can be modified.
3. Design an observational or experimental study to evaluate the association between an exposure and an outcome, and identify potential sources of confounding, bias, and effect measure modification.
4. Formulate and implement multivariable analytic approaches that adjust for confounders and effect measure modifiers, and generate appropriate conclusions.
5. Evaluate distributions of disease in terms of geography, population groups, and time, by creating maps, graphs, tables, or other forms of data visualization.

Suggested Sequence for Full-Time Epidemiology Concentrators

Full-time enrollment is considered nine (9) credit hours or more per semester.

Year One

Fall Semester (12-13 Credit Hours)	Spring Semester (9 Credit Hours)
CPH 605 Epidemiology (3)	CPH 609 Public Health Practicum (3)
CPH 621 Understanding & Communicating Environmental Health (3)	CPH 712 Intermediate Epidemiology (3)
CPH 643 Measuring Health Behavior (3)	CPH 672 Evidence-Based Public Health (3)
CPH 663 Foundations of Public Health (1)	
BST 600 Introduction to Biostatistical Methods (3)	

Year Two

Fall Semester (10 Credit Hours)	Spring Semester (11 Credit Hours)
CPH 608 Capstone (1)	CPH 608 Capstone (2)
CPH 615 Cancer Epidemiology (3-Fall) OR CPH 711 Chronic Disease Epidemiology (3-Spring)	CPH 612 Infectious Disease Epidemiology (3)
CPH 660 Disease Mapping & Data Visualization (3)	CPH 650 Public Health Systems Administration (3)
Free Elective (3)	Free Elective (3)

Please see your advisor to discuss electives.

Health Behavior and Society Concentration (ADMISSION PAUSED 2023-28)

19 Required Credit Hours

- CPH 604 Foundations of Health Behavior I (2)
- CPH 674 Foundations of Health Behavior II (2)
- CPH 648 Health Disparities (3)
- CPH 746 Research Methods for Health Behavior (3)
- Electives (9) – See your advisor for a complete list of electives.

These courses ensure that health behavior and society concentrators achieve and are assessed in the required knowledge and skills for the degree. The courses help students attain five (5) concentration competencies:

1. Apply theory to understanding and measuring the multilevel, ecological context of health behavior, focusing on social determinants of behavior and causes of inequities in individual and population health outcomes.
2. Demonstrate ability to identify, plan, adapt, implement, and evaluate sustainable evidence-based health promotion and disease prevention programs.
3. Demonstrate ability to disseminate and communicate health promotion program methods and outcomes to scientific, practitioner, and lay communities.
4. Critically examine and interpret evidence in support of health promotion programs and scientific literature to promote evidence-based public health research and practice.
5. Describe the complex role of social determinants of health in health outcomes and effectiveness of health interventions and explain strategies to address health disparities in community-based public health work.

Suggested Sequence for Full-Time Health Behavior and Society Concentrators
(ADMISSIONS PAUSED 2023-28)

Full-time enrollment is considered nine (9) credit hours or more per semester.

Year One

Fall Semester (11-12 Credit Hours)	Spring Semester (14 Credit Hours)
CPH 604 Foundations of Health Behavior I (2)	CPH 603 Data Analysis (3)
CPH 605 Epidemiology (3)	CPH 609 Public Health Practicum (3)
CPH 621 Understanding & Communicating Environmental Health (3)	CPH 650 Public Health Systems Administration (3)
CPH 643 Measuring Health Behavior (3)	CPH 672 Evidence-Based Public Health (3)
CPH 663 Foundations of Public Health (1)	CPH 674 Foundations of Health Behavior II (2)

Year Two

Fall Semester (9 Credit Hours)	Spring Semester (9 Credit Hours)
CPH 746 Research Methods for Health Behavior (3)	CPH 608 Capstone (3)
Free Elective (3)	CPH 648 Health Disparities (3)
Free Elective (3)	Free Elective (3)

Please see your advisor to discuss electives.

Health Management and Policy Concentration (Online)

Health management & policy (HMP) concentrators receive training in in the management functions of planning, organizing, leading, and controlling, preparing them to evaluate how multiple service delivery and financing systems interact in shaping health and wellbeing on a population level. This concentration requires the following courses:

Health Management and Policy – 18 Required Credit Hours

- CPH 600 Health Services and Systems Organization (3)
- CPH 651 Pop. Health Measurement, Management, & Improvement (3)
- CPH 654 Management of Public Health Organizations (3)
- CPH 683 Operations Management & Quality Improvement (3)
- Electives (6 credit hours) – See your advisor for a complete list of electives.

These courses ensure that HMP concentrators achieve and are assessed in the required knowledge and skills for the degree. The courses help students attain five (5) concentration competencies:

1. Evaluate how multiple service delivery and financing systems interact in shaping health and wellbeing on a population level.
2. Apply tools associated with the management functions of planning, organizing, leading, and controlling.
3. Apply approaches for measuring performance related to population health outcomes.
4. Apply appropriate methods to analyze organizational issues.
5. Apply current methods to improve organizational performance, including quality, safety, equity, and consumer experience

Suggested Sequence for Full-Time HMP Concentrators

Full-time enrollment is considered nine (9) credit hours or more per semester.

Year One

Fall Semester (12 – 13 Credit Hours)	Spring Semester (12 Credit Hours)
CPH 600 Health Services & Systems Organization (3)	CPH 603 Data Analysis (3)
CPH 605 Epidemiology (3)	CPH 609 Public Health Practicum (3)
CPH 654 Management of Public Health Organizations (3)	CPH 650 Public Health Systems Administration (3)
CPH 643 Measuring Health Behavior (3)	Free Elective (3)
CPH 663 Foundations of Public Health (1)	

Year Two

Fall Semester (9 Credit Hours)	Spring Semester (9 Credit Hours)
CPH 651 Population Health: Measurement, Management & Improvement (3)	CPH 608 Capstone (3)
CPH 621 Understanding & Communicating Environmental Health (3)	CPH 683 Operations Management & Quality Improvement (3)
Free Elective (3)	CPH 672 Evidence-Based Public Health (3)

Please see your advisor to discuss electives.

Program Planning, Management, & Evaluation Concentration (Online)

Program Planning, Management, & Evaluation (PME) concentrators receive training in planning, managing, and evaluating public health programs, preparing them to lead to a wide range of initiatives, including epidemiological surveillance programs, community-wide health behavior interventions, and nationwide policy efforts. This concentration requires the following courses:

Program Planning, Management, & Evaluation – 18 Required Credit Hours

- CPH 654 Management of Public Health Organizations (3)
- CPH 655 Understanding and Changing Health Behaviors (3)
- CPH 656 Strategies in Public Health Management: Project Management, Process Improvement, and Change Leadership
- CPH 657 Assessing Community Health Needs and Creating Actionable Plans (CHA/CHIP)
- CPH 746 Research Methods and Program Evaluation for Health Behavior
- Electives (3 credit hours) – See your advisor for a complete list of electives.

These courses ensure that PME concentrators achieve and are assessed in the required knowledge and skills for the degree. The courses help students attain five (5) concentration competencies:

1. Recommend strategies for community engagement.
2. Prioritize health needs within a community.
3. Plan multi-level community interventions.
4. Develop strategic management skills for implementing community level programs.
5. Assess program effectiveness.

Suggested Sequence for Full-Time PME Concentrators

Full-time enrollment is considered nine (9) credit hours or more per semester.

Year One

Fall Semester (9-10 Credit Hours)	Spring Semester (12 Credit Hours)
CPH 605 Epidemiology (3)	CPH 603 Data Analysis (3)
CPH 621 Understanding & Communicating Environmental Health (3)	CPH 650 Public Health Systems Administration (3)
CPH 643 Measuring Health Behavior (3)	CPH 655 Understanding and Changing Health Behaviors (3)
CPH 663 Foundations of Public Health (1)	CPH 672 Evidence-Based Public Health (3)

Year Two

Fall Semester (12 Credit Hours)	Spring Semester (9 Credit Hours)
CPH 654 Management of Public Health Organizations (3)	CPH 608 Public Health Capstone (3)
CPH 746 Research Methods and Program Evaluation for Health Behavior (3)	CPH 656 Strategies in Public Health Management: Project Management, Process Improvement and Change Leadership (3)
Free Elective (3)	CPH 657 Assessing Community Health Needs and Creating Actionable Plans (CHA/CHIP) (3)
CPH 609 Public Health Practicum (3) <i>*Can be taken at any time, including summer after the first year</i>	

Please see your advisor for electives.

Personalized Concentration (Online)

Personalized Master of Public Health (MPH) concentrators select and complete their competencies through a structured, individualized approach. Upon entry, students undergo a comprehensive needs assessment and consultation with academic advisors to assess their career goals, strengths, and areas for development. Using this information, students work with advisors to develop a tailored competency framework to include five (5) selected MPH concentration competencies in addition to the required MPH core curriculum. An Individualized Learning Pathway (ILP) is then created, outlining a roadmap for completing these competencies, including course sequencing, practicum experiences, and capstone requirements. Regular feedback from faculty advisors and mentors ensures that progress is monitored, and adjustments are made as necessary. Through this personalized approach, students engage in a flexible, student-driven learning experience that aligns with their specific career goals and public health interests.

Suggested Sequence for Full-Time Personalized Concentrators

Full-time enrollment is considered nine (9) credit hours or more per semester.

Year One

Fall Semester (9-10 Credit Hours)	Spring Semester (12 Credit Hours)
CPH 605 Epidemiology (3)	CPH 603 Data Analysis (3)
CPH 621 Understanding & Communicating Environmental Health (3)	CPH 650 Public Health Systems Administration (3)
CPH 643 Measuring Health Behavior (3)	CPH 672 Evidence-Based Public Health (3)
CPH 663 Foundations of Public Health (1)	Free Elective (3)

Year Two

Fall Semester (12 Credit Hours)	Spring Semester (9 Credit Hours)
Free Elective (3)	Free Elective (3)
Free Elective (3)	Free Elective (3)
Free Elective (3)	CPH 608 Public Health Capstone (3)
CPH 609 Public Health Practicum (3) <i>*Can be taken at any time, including summer after the first year</i>	

Master's Degree Checklist: Timeline & Deadlines

The Graduate School maintains a list of steps to complete your master's degree with deadlines relevant to each semester that a student expects to graduate: [Grad Checklist](#).

Requirements for Master's Degrees

Requirements for the Master's Degree at UK (including foreign language requirement, course work requirements, thesis/non-thesis options, final examination and more) are available at Office of the University Registrar: [Requirements for Master's Degrees](#)

In addition to content posted on this webpage from the Graduate School, you must meet all required steps of the program (outlined below).

Key tasks may include but are not limited to:

- Register for specific course prefixes as indicated (each semester)
- Complete your required coursework (each semester)
- Complete your Integrative Learning Experience (ILE)/capstone project and deliverables (final semester of program)
 - Establish Integrative Learning Experience/capstone committee in consultation with your capstone course instructor (final semester)
 - Submit your capstone proposal, signed by your ILE committee chair: (final semester of program or earlier in CPH 608 course)
 - Register for ILE/capstone defense with the [UK Graduate School](#)
 - Complete ILE/capstone written product and oral defense (final semester for ILE/capstone)
- Graduation procedures (final semester)
 - Apply for Graduation – Required via MyUK
 - Upload completed ILE/Capstone defense to [UKnowledge](#)

Graduation and Regalia

Candidates for Master's degrees should refer to these links as their semester of graduation approaches:

- [Grad Checklist](#)
- [Commencement Registration](#)
- [Masters Regalia](#)

How to Get Involved

As a graduate student at the University of Kentucky, you have numerous opportunities to become involved on campus and in your academic discipline. This involvement often enhances your academic, professional, and personal growth by developing advanced leadership, communication, and collaboration skills. It also provides opportunities for professional networking.

In Our Discipline

MPH students may wish to become members of the [American Public Health Association \(APHA\)](#), [National Association of County and City Health Officials \(NACCHO\)](#), and/or [HYPERLINK "https://kpha-ky.org/about/about-us/membership"](https://kpha-ky.org/about/about-us/membership) [Kentucky Public Health Association](#). associations and societies, such as the [National Environmental Health Association \(NEHA\)](#), [Council of State and Territorial Epidemiologists \(CSTE\)](#), [American Academy of Health Behavior \(AAHB\)](#), [AcademyHealth](#), and others. Talk with CPH faculty, staff, students, and other members of our community about which organizations may best fit your academic and professional goals.

Delta Omega Society - Beta Gamma Chapter

[Delta Omega](#) is the honorary society for students in public health. Membership in Delta Omega is by invitation to students with exceptionally high GPAs who have promising leadership potential in Public Health. The Society was founded in 1924 at Johns Hopkins University School of Public Health. The United States and Puerto Rico currently are home to more than 108 chapters.

In Our Program

[The University of Kentucky Student Public Health Association \(UKSPHA\)](#) was founded on September 21, 2000, as a student-run, student-governed nonprofit organization of the University of Kentucky College of Public Health. UKSPHA is a student affiliate of the Kentucky Public Health Association (KPHA) and is open to University of Kentucky College of Public Health students, as well as other University students interested in public health. UKSPHA serves to promote student involvement in the development of healthy communities.




For a complete list of student organizations across the University, visit [UK Student Organizations and Activities](#).

Getting Started as a Graduate Student

This section walks you through important steps to take as you begin your journey as a graduate student at the University of Kentucky.

New Graduate Student Checklist

Use this flowchart as a guide or timeline oriented “to-do” list as you’re getting started in graduate school here at the University of Kentucky.

<ul style="list-style-type: none">• Complete administrative tasks for The Graduate School as outlined in your admission letter• Explore Funding opportunities• Meet with your advisor or DGS to create a course plan• Register for courses	<ul style="list-style-type: none">• Attend New Graduate Student Orientation (NGSO)• Attend TA Orientation (Teaching Assistants only)• Attend any college, dept., or unit orientations	<ul style="list-style-type: none">• Utilize professional development and career exploration opportunities with the Office of Graduate Student Professional Enhancement• Familiarize yourself with Academic Services Resources webpage
BEFORE CLASSES START 	FIRST SEMESTER 	WITHIN THE FIRST YEAR 

Student Resources and Services

Students should refer to their CPH Graduate Student Canvas page for more information. For a complete list of resources, please refer to the University website:
www.uky.edu/UKHome

Disability Accommodations

The University of Kentucky Disability Resource Center partners with qualified students with disabilities to assist them in gaining equal access to institutional programs and services consistent with their unique needs. The Center seeks to responsibly advocate the needs of students with disabilities to the campus community through consultation and outreach efforts with administration, faculty, students and University partners.

Disability Resource Center
725 Rose Street, Suite 407
Multidisciplinary
Science Building
Lexington, KY 40536-
0082
(859)257-2754

<https://www.uky.edu/DisabilityResourceCenter/>

Students who are denied accommodations authorized by the DRC or who feel they've been treated unfairly by an instructor because of the accommodations may contact Academic Ombud Services at <https://www.uky.edu/ombud/>.

E-mail

All UKCPH students must establish a University of Kentucky e-mail address. All emailed communication from the UK College of Public Health will be sent to students' UK email address. Students may establish a UK email address by contacting [UK Information Technology Services](#).

Graduate Certificates

The College of Public Health offers multiple [Graduate Certificates](#) that students can pursue. Please see the highlighted link for more information. Find a complete list of University graduate certificates at the [UK Graduate School's website](#).

Information Technology Services

If students experience any technical issues, please contact [UK Information Technology Services](#).

Library Resources

The University of Kentucky libraries house over two million volumes and ranks among the largest in the south and Midwest. The Government Publications Department, a Federal Depository, contains documents relating to municipal, state, and national topics. The system also includes Special Collections, and individual libraries of Medicine, Business, Economics, and Law. The University has the W.T. Young Library, a multi-million-dollar, state-of-the-art central library. Public Health students can access library resources at [UK Libraries](#).

Student Presentation Resources

The [Student Media Depot @ The Hub](#) is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between the University of Kentucky Information Technology Services (ITS) and UK Libraries and is in support of the [Quality Enhancement Plan](#).

Presentation U! is the University of Kentucky's centralized tutoring center for speaking, writing, visuals, and all other forms of communication. Presentation U! supports UK's efforts to graduate confident communicators by providing services to undergraduate students, graduate students, staff, and faculty. They help students succeed in the classroom and beyond through the development of self-directed learning, as well professional skills such as interpersonal communication, visual literacy, and excellence in writing. Learn more at <https://www.uky.edu/presentationU/>.

University Academic Ombud

At the University of Kentucky, Academic Ombud Services is responsible for resolving academic related problems and conflicts for which established procedures have not yielded a satisfactory solution or for which no established procedure exists. Academic Ombud Services is not intended to supplant the normal processes of resolution (contacting the course instructor, department chair, director of undergraduate/graduate studies, and/or associate dean). In cases where there is a clear need to achieve a solution more quickly than normal procedures provide, the Ombud may seek to expedite the process.

The two major areas of activity for Academic Ombud Services involve student academic rights and violations of academic integrity. The primary task of Academic Ombud Services is to ensure fair policies, processes, and procedures are equitably implemented. Thus, Academic Ombud Services is a neutral office working as an advocate for fairness and equity.

Professional, graduate, and undergraduate students as well as faculty contact Academic Ombud Services with a variety of questions and concerns. Students often want to be pointed in the right direction while others want to discuss complex situations. Faculty inquiries often involve how the University Senate Rules relate to an instructor's particular course; issues often involve attendance, Dead Week, and the procedures for violations of academic integrity.

All inquiries are held in confidence. Learn more at <https://www.uky.edu/ombud/>.

Academic Ombud Services
109 Bradley Hall
545 Rose Street
Lexington, KY
(859) 257-3737

University Health Services - <http://ukhealthcare.uky.edu/uhs/>

University Health Services provides medical treatment for full and part-time students.

WildCard Student ID - <https://www.uky.edu/wildcard/>

Students are required to have a WildCard Student ID, which is used for a variety of services on campus (copying services, athletic events, library use, etc.) as well as access in areas of the UK HealthCare - Chandler Hospital.

The Collaborative Graduate Education at UK: Guidelines

The success of every graduate student at the University of Kentucky depends in part upon the student's advisors and supervisors who oversee and guide the student's training as a teacher and/or researcher, and on the program in which they study and research. Whether they work together in a lab or a research team, share duties in an undergraduate classroom, or consult periodically in office hours or online, the faculty member and student together establish a plan for the graduate student's research and/or teaching, work to identify and remove obstacles to success, and ensure that the student has opportunities to gain professional experience. An effective and productive relationship should be based upon shared expectations, as laid out in the following guidelines, that are clearly communicated in an atmosphere of trust and courtesy.

MPH Advising should:

- be supportive, equitable, accessible, encouraging, and respectful, promoting an environment that is free from harassment, discrimination, and other inappropriate behavior
- be sensitive to the power imbalance in the student–faculty relationship
- set clear expectations and goals for students regarding their academic performance and progress
- establish mutually agreed upon expectations for frequency and format of communication, including frequency and modality of meetings, providing students with regular, clear feedback on performance and progress
- encourage participation in professional meetings and assist in securing funding for such activities
- ensure students receive training in the skills needed for a successful career in their discipline
- recognize that many students will pursue careers outside of their discipline, and assist them, from early in their degree, in achieving their chosen career goals

Graduate Students should:

- recognize that they bear the primary responsibility for the successful completion of their degree
- know the policies governing graduate studies in the program and the graduate school and take responsibility for meeting program and graduate school deadlines
- be proactive, respectful, and timely in communicating with their advisor and mentors about progress and challenges associated with program trajectory
- clearly communicate with their advisor(s) regarding their career preferences and any changes to their goals during their program
- be proactive about improving skills, including written and oral presentation
- be proactive about professionalization and preparation through exploring workshops and training opportunities, appropriate professional service opportunities, and career planning support
- participate actively in program activities such as seminars, brown bags, professional development workshops, student association, etc.
- seek mentoring and support resources beyond their advisor(s), including faculty members and peers as well as individuals external to the university
- seek assistance, support, and advice when personal factors such as health and family impact progress toward degree
- inform advisors of potential and/or existing conflicts with fellow students, staff, or faculty, and work toward their resolution, following program guidelines

The MPH Program should:

- provide students with an annual letter that indicates progress to degree
- provide students with up-to-date information on policies, practices, resources, degree requirements, and expectations for progress
- assist students with selection of their committee as needed, ensuring that all students have a faculty member with responsibility for chairing their committee
- proactively monitor graduate students' progress toward their degrees and professional development, including appropriate course enrollment, mentoring meetings, committee meetings, exam completions, and other benchmarks toward the degree
- provide opportunities to examine the effectiveness of the student-advisor relationship
- provide students and faculty with contacts, resources, and a clear process for potential conflict resolution (e.g., ombudsperson, director of graduate studies, or chair)
- promote an environment that is free from harassment, discrimination, and other forms of inappropriate conduct that could result in a hostile work environment

- provide students and faculty with information, resources, and contacts related to the reporting of any misconduct, harassment, discrimination, or other inappropriate conduct
- counsel students who wish to change advisors; assist them as necessary in identifying new advisors within the program; and advise the student on options should no placement be found
- provide opportunities for professional development that will be relevant to students seeking careers outside academia and/or their discipline
- direct students to campus resources that promote health and wellness
- incorporate these guidelines and recommendations into their departmental policies or handbooks and actively promote their observance

Student Concerns

The purpose of the procedure described herein is to provide a process for resolving student concerns. This procedure applies to all student-reported concerns, including but not limited to academic issues, student services or administrative concerns, and/or matters involving any form of discrimination or harassment. Concerns involving academic issues are limited to final course grades and satisfactory completion of instructional program requirements.

Submissions to this form are reviewed by the Associate Dean for Academic and Student Affairs. Students may file a concern at https://uky.az1.qualtrics.com/jfe/form/SV_3IAE6y9m19OF9nT.

Academic and University Policies and Requirements

For all current requirements to complete your degree (e.g., credits, courses) see your program's page in the *Graduate Catalog*. Navigate to the current [Graduate Catalog](#), select Programs (A-Z), then select your program's name to review Degree Requirements. Students should refer to the CPH Graduate Student Canvas site for more information. In addition to the Graduate Catalog, important University-level information is available regarding:

- [Academic Calendar](#)
- [Academic Integrity, Cheating, and Plagiarism](#)
- [Class Attendance](#)
- [Confidentiality, Disclosure, and the Federal Education Rights and Privacy Act \(FERPA\) of 1974](#)
- [Health Care Colleges Code of Professional Student Conduct \(HCC Code\)](#)
- [Severe Weather and Class Cancellations](#)
- [Smoke-Free Environment](#)
- [UK Alert](#)

Satisfactory Academic Progress

Any student may be placed on probation or dismissed from the Graduate School for not maintaining satisfactory academic progress.

Information about how the Graduate School determines satisfactory academic progress can be found at this page; [Academic Probation, Suspension and Reinstatement \(Graduate Students\)](#).

Professional Conduct

Graduate students at the University of Kentucky are expected to uphold the highest standards of academic integrity, ethical practices, and professional behavior. As members of both the academic community and their respective disciplines, students are responsible for conducting themselves in a manner that reflects respect for others, honesty, and accountability. The following Catalog lines outline expectations for professional conduct, as well as procedures for addressing misconduct.

1. Academic Misconduct

Academic integrity is a fundamental principle of scholarly work. Violations of academic integrity include, but are not limited to:

- **Plagiarism:** Using another's work, ideas, or data without proper attribution.
- **Cheating:** Unauthorized use of materials, devices, or collaboration on assignments or exams.
- **Fabrication or Falsification:** Misrepresenting data, sources, or research findings.
- **Facilitation:** Aiding another student in committing academic misconduct.

All graduate students must adhere to the University of Kentucky's [Code of Student Rights and Responsibilities](#) and the [University Senate Rules](#) regarding academic integrity. Suspected violations will be handled according to university policies (linked below), with potential consequences including academic penalties, disciplinary probation, or dismissal. UK's Administrative Regulations outline specific requirements for handling academic offense issues.

[Academic Policies](#)

Information related to policies regarding Student Absences, Accommodations Due to Disability, Course Syllabus, Repeat Option, and more.

[Academic Rights & Appeals](#)

Information related to the academic rights of students and student responsibilities and how to file an appeal.

Academic Misconduct Process

A step-by-step Catalog for students (and faculty) related to handling academic offense issues.

Student Complaints and Grievance Reports

2. Non-Academic Misconduct

Graduate students are expected to behave professionally in all university-affiliated settings, including classrooms, research environments, and professional interactions. Non-academic misconduct includes, but is not limited to:

- **Harassment, discrimination, or retaliation.**
- **Disruptive or threatening behavior.**
- **Violations of university policies on substance use or workplace safety.**

The Office of Student Conduct oversees cases of non-academic misconduct. Reports may be submitted through the university's designated reporting system.

3. Incident Reporting and Resolution

- The university provides multiple avenues for reporting concerns related to misconduct. Students are encouraged to report issues promptly to the appropriate office:
 - **Academic misconduct:** Course instructor, program director, or the Office of Student Conduct.
 - **Non-academic misconduct:** Office of Institutional Equity and Equal Opportunity (IEEO) or the Office of Student Conduct.

All reports will be handled confidentially and in accordance with university policies. Retaliation against individuals who report misconduct in good faith is strictly prohibited.

4. Additional Resources

For more information on university policies and procedures related to professional conduct, students should refer to:

- [University of Kentucky Code of Student Conduct](#)
- [University of Kentucky Administrative Regulations](#)
- [Institutional Equity and Equal Opportunity \(IEEO\)](#)

Professional Development

The Graduate School develops and curates a wide variety of resources for professional development. The [Office of Graduate Student Professional Enhancement \(GSPE\)](#) is a

centralized resource for a variety of in-person and online programs and services, enriched by a network of campus partnerships.