

# Master of Public Health

*Student Handbook*



2024-2025  
Academic Year

Liberty University School  
of Health Sciences

**Liberty University**  
**School of Health Sciences**

**Master of Public Health**  
**2024-2025 Student Handbook**

**Epidemiology**  
**Community Health Promotion**  
**Global Health**  
**Nutrition**  
**Environmental Health**  
**Public Health Policy**

# Welcome to the Master of Public Health!

Liberty University founder, Dr. Jerry Falwell, Sr. envisioned well-prepared graduates, experts in their fields, carrying their knowledge and their dedication to God into their diverse professional arenas. As early as the 1980s, Dr. Richard Lane (the original MPH Program director) met Dr. Falwell at a conference in New Orleans while he was still a public health officer in the U.S. Air Force. They discussed the idea of starting a public health program at Liberty. That conversation and the growing recognition of the need for college curricula focusing on personal and community health were fueled by a 1988-89 measles outbreak on campus for which Liberty's student health clinic physicians contacted Dr. Lane for consultation. Dr. Lane joined the University in 1989, his influence moved School administrators and faculty to birth a standalone undergraduate degree in health promotion in 1994. In keeping with the expanding curricular emphasis on personal and community health, University administrators began the application process for a grant from the Virginia Tobacco Commission in 2006. This opportunity served as the impetus for the creation of both the Liberty University School of Osteopathic Medicine (LUCOM) and the Master of Public Health (MPH) Program. The MPH Program officially began in July 2011, joining the undergraduate health promotion degree as a unit in the Department of Health Sciences in the College of Arts and Sciences. The MPH Program hired its first three faculty members in January of 2012: Drs. Richard Lane, Annette Florence, and Anna Henderson, which was made possible by the awarding of the Tobacco grant three months earlier. A new School of Health Sciences emerged in the Fall of 2013, leading eventually to an independent Department of Public and Community Health. Dr Lane and the Drs Florence oversaw the development of several concentrations under the Master of Public Health. Throughout the years the program has hired various faculty to serve, both online and residentially across these four concentrations: Epidemiology, Health Promotion, Global Health, and Nutrition. An Environmental concentration was added in 2022. The Master of Public Health program supports two campus styles, residential and online programs, with an expansive faculty and staff who are all dedicated to creating Champions for Christ. In 2016, the Department of Public and Community Health received CEPH accreditation qualifying them as a school with a history of integrity and success. While there have been small changes in faculty and staff over the years, the current Chair of the Department, Dr Oswald Attin has held this appointment since 2019, and has been a faculty member at the department since 2012. Similarly, the current Master of Program Director, Dr Linnaya Graf has held the position since 2020, and has been a faculty of the department since 2012. As the program has continued to grow, the addition of a Program Director, Online was added and filled by Dr Gineska Castillo in 2022 who is also a long-time faculty member of the program. Our program has graduated hundreds of students over the last decade, and we are excited to see how your own journey will add to the development and progression of our program in serving the Public Health world.



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# Welcome Letter from your Program Director

I am excited to begin another year in the MPH program at Liberty University; as our new incoming students, you will bring new ideas, challenges, and vision to our department. We look forward to your time here as you begin your Master of Public Health (MPH) with the Department of Public and Community Health for the 2024/2025 Academic School year.

As I began my journey into public health, my vision was to serve vulnerable populations not *seen* by others. You likely have your reasons for choosing this pathway, and I look forward to hearing about your calling for a degree and profession in public health.

Yet, as excited as you are, starting something new can be overwhelming. You are likely concerned with how to set yourself up for success. Let us know if you are concerned or anxious about transitioning into the program or just about starting a particular new course. We are here to help! We can help ensure you are registered for the suitable classes, pray with you, and discuss your degree choices and career options.

When I feel anxious, I have found that spending time in Scripture helps me to see what is important, and things become clearer. *Matthew 6:33 But seek ye first his kingdom, and his righteousness; and all these things shall be added unto you.*

As you begin your initial course, be sure you are using the many resources that we have at Liberty to help you become successful. Our orientation class is designed to help you get a good start! Get to know your Gates and your Gate Coordinators very well! Remember, your faculty are here to help!

As you work, be sure to work honestly and earnestly. *2 Timothy 2:15 Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.* But also remember that in times of difficulty, we are stronger together. Ecclesiastes 4:12 reminds us *Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.*

I believe that God has a purpose for each of you. I pray for each Liberty student that you find yourself drawn closer to that purpose during your time here at Liberty. *Many are the plans in a person's heart, but it is the Lord's purpose that prevails Proverbs 19:21.* We so quick to pray for God to release us from our hardship and challenge, but often forget it is the challenge that is growing us.

As your Program Director, I'd love to connect with you. You can send me your prayer requests, concerns, and needs, or just let me know what you think at [lgraf@liberty.edu](mailto:lgraf@liberty.edu). Welcome to the family.

May this year bring challenges and growth. May it His Glory and our Growth *in Him.*

Warm Regards,



**Linnaya Graf, PhD, MCHES, CPH**

Director of the Master of Public Health Program Dept. of Public and Community Health

(434) 592-5985 (Office)

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# Welcome Letter from your Program

Dear Students,

Welcome to the Graduate School at Liberty University Online and the Master of Public Health (MPH) program with the Department of Public and Community Health. We are overjoyed to have you join us on this transformative journey as you pursue your online MPH degree.

For more than 52 years, Liberty University has remained committed to God's Word and our mission of Training Champions for Christ. We strive to develop influential leaders who are called by God, serving Him to advance His Kingdom. As stated in 2 Corinthians 5:20, "*We are Christ's ambassadors, as though God were making His appeal through us. We implore you on Christ's behalf: Be reconciled to God.*"

Our MPH program integrates a Christian worldview with a solid foundation in public health competency and practice. We are dedicated to teaching you how to address health disparities and serve those in need, aligning your values, knowledge, and skills to make a meaningful impact. As part of our online program, we provide a flexible and accessible learning experience while ensuring the integration of faith into your public health education.

As you embark on this exciting journey, I would like to offer you some advice. Trust in the Lord, for He is leading your way. Proverbs 3:5-6 reminds us to "*Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to Him, and He will make your paths straight.*" Embrace this promise as you navigate your academic and professional pursuits.

The MPH program at Liberty University is enriched by the diverse backgrounds, experiences, and perspectives that each of you bring. Engage in meaningful discussions, support one another, and foster a sense of community within the program. Take the time to familiarize yourself with the program's resources and connect with the MPH Faculty and Staff. Remember that you are not alone; we are here to walk alongside you, serve you, and support you every step of the way.

We are excited about the possibilities and the positive impact you will make as you advance through the MPH program. Your dedication, faith, and commitment to serving others are commendable, and we are honored to have you as part of our Liberty University community.

If you have any questions or need a prayer, please do not hesitate to reach out to me at [gcastillo@liberty.edu](mailto:gcastillo@liberty.edu). I am here to serve you and ensure your success.

Faithfully,

**Gineska Castillo, MD, MPH, CHES, CPH**

Director, Master of Public Health Program Online

Instructional Mentor

Dept. of Public and Community Health

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## How to Use this Handbook:

We are pleased to introduce the MPH Student Handbook for 2024-2025. This handbook serves as a guide for all students enrolled in our MPH program, Residential and Online, providing information and resources to support your academic journey and professional development. Let's explore how you can effectively use this invaluable resource.

**Program Overview:** The handbook begins with an overview of the MPH program, outlining its mission and purpose, objectives, and core competencies. Familiarize yourself with this section to thoroughly understand the program's purpose and what is expected of you as a student.

**Curriculum and Course Requirements:** The handbook provides a detailed breakdown of the curriculum, including the required core courses and electives. Pay close attention to the course descriptions, prerequisites, suggested course sequence (Residential and Online), and credit hours, as they will help you plan your academic schedule effectively. The handbook also offers guidance on selecting electives and completing the Gate Courses in the Gate System.

**Academic Policies and Procedures:** To maintain academic integrity and ensure a smooth learning experience, the handbook outlines important policies and procedures. These include guidelines for course registration, grading criteria, academic probation, and dismissal, and the process for appealing grades. It is essential to familiarize yourself with these policies to avoid any academic or administrative issues.

**Practicum Guidelines:** The Practicum is a crucial component of the MPH program, providing practical experience in public health settings. The handbook provides an overview of the requirements, expectations, and guidelines for completing your practicum. It also offers resources to help you identify suitable placements and navigate the approval process.

**MPH Guidelines and Policies:** The MPH program places great importance on upholding ethical standards and professionalism in the field of public health. The handbook outlines all guidelines and policies that all Additional Information for students are expected to follow. Understanding and adhering to these principles is essential for fostering a respectful learning environment.

**Resources:** As an MPH student at Liberty University, you will have access to various resources and support services, both academic and non-academic. The handbook provides information on libraries, research facilities, career development services, counseling services, and student organizations. Make sure to take advantage of these resources to enhance your learning experience and build a robust professional network.

**Faculty and Staff Directory:** The handbook includes a directory of faculty and staff members associated with the MPH program. Familiarize yourself with this section to know whom to reach out to for academic advising, or general inquiries. Establishing positive relationships with faculty and staff can greatly enhance your academic experience.

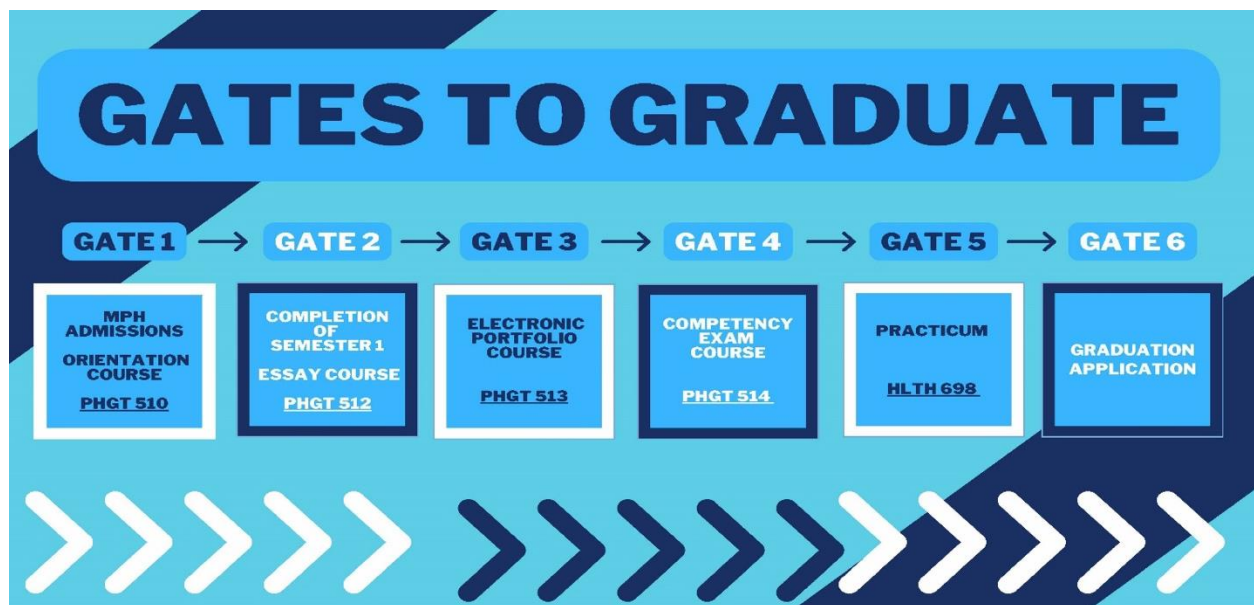
**Remember, the Student Handbook is designed to be a living document, and updates may occur periodically every academic year.** Stay attentive to any revisions or amendments that may be communicated to you, ensuring that you are always up to date with the latest information.

We encourage you to utilize this handbook as your go-to resource throughout your academic career. It is a roadmap that will help you navigate the challenges and opportunities of the program, ensuring a successful and fulfilling experience. Best wishes on your journey toward becoming a skilled and compassionate public health professional!

# The Gate System

## *Admission and Progression Through Your Degree Plan*

In Fall 2015, the Liberty University MPH program began a gate system to help students monitor their progress through their degree plans. In 2022, the gate system was realigned to meet improved program standards for retention and curriculum experience. Students entering or reenrolling in the MPH program after August 2022 must complete the updated gate courses to complete the degree. Students enrolled on the DCP between 2015-2022 will remain on the previous gate system. The following structure outlines the gates for the updated 2022 gate system.



## **GATE 1:**

***ADMISSION TO GRADUATE SCHOOL, COMPLETION OF HLTH 501, AND COMPLETION OF PHGT 510***

1. Once students have been accepted for admission into the MPH program and enroll in HLTH 501, they have entered Gate 1. Students are required to complete HLTH 501 as the first course in preparation to complete the program. Students will also enroll in and complete the first Gate course, PHGT 510 Public Health Orientation Course. This course will help to ensure the students are aware of the multitude of resources offered to them during and after their time as a student, as well as get them orientated to the Graduate Public Health portal (in Canvas) and [InPlace software](#) used in our program.



- a. Full Admission- Have a regionally or nationally accredited bachelor's degree with a least a 3.0 GPA (on a 4.0 scale).
  - b. Advisory Admission- Have a regionally or nationally accredited bachelor's degree with at least a 2.5 GPA ranging from 2.5-2.99 (on a 4.0 scale).
    - i. Students must take HLTH 500 in their first semester.
    - ii. Online students should take HLTH 500 as the *only* course in 1st term; if students elect to take a second course in the 1st term, take the introductory course to the chosen concentration (HLTH 620, 630, or 640) along with HLTH 500. In the 2<sup>nd</sup> term, take HLTH 501 plus another MPH core course, as well as PHGT 510.
    - iii. Residential students may enroll in 9 credits in the first semester and may take the introductory course to their declared concentration (HLTH 620, 625, 630, or 640) and either 507 or 509.
2. Students pass Gate 1 once they have completed HLTH 501 with a grade of C or higher and the first Gate course, Orientation PHGT 510.

## **GATE 2:**

### ***COMPLETION OF A SEMESTER AND PHGT 512***

1. The faculty understands many students enter graduate studies to explore career options; they may change programs after taking a few courses on any given degree completion plan. Completion of Gate 2 establishes the student as belonging to the MPH program. This step provides the basis for calculating enrollment and completion statistics for the MPH program.
2. Gate 2 is completed after the student has fulfilled Gate 1, taken 12 credit hours, and finalized the PHGT 512 Public Health Essay Course.

### ***PHGT 512***

Upon entering Gate 2, students will enroll in PHGT 512 Public Health Essay Course. Each student is asked to write a paper explaining what public health is and how it fits into their career goals (1000 words minimum). Students will gain a better understanding of the purpose of the public health essay and thus will learn to align their concentration and career goals.

This will add to the Faculty/Staff ability to understand students' professional plans, provide a framework for selecting electives, and help the students locate an appropriate practicum experience. Additionally, the document may prove useful for the student as she or he seeks employment opportunities. **The Public Health Essay must be placed into the into the student Portfolio in InPlace.**

## **GATE 3:**

### ***COMPLETION OF PHGT 513***

1. PHGT 513 is designed to help the students build and create a successful electronic student portfolio that they can utilize as a resource when applying for jobs.
2. Students enter Gate 3 upon successful completion of Gate 2 (PHGT 512) by enrolling in PHGT 513, Public Health Portfolio Course. Students will begin collecting the artifacts needed for this portfolio upon successful completion of their first core course. Specific assessment opportunities for the Program's foundational competencies comprise the student portfolio. Each core class has an assignment that will be required for the portfolio. During the program, as students complete each core class, students are expected to upload assignments into the InPlace Profile for safekeeping until it is time to build their portfolio during PHGT 513. The final portfolio will then be submitted into the Graduate Public Health Portal
3. The Public Health Portfolio is a documentation repository for student achievements. Required assignments provide an assessment of program effectiveness and evidence of student mastery for the foundational competencies. Students are responsible for all required documents pertaining to the portfolio.

The PHGT 513 Public Health Portfolio will include:

- The essay completed in PHGT 512 discussing public health and how the MPH will be used to meet student career goals.
- Documentation of specific assessments and assignments from each core course (see Portfolio tab in the Portal for details).
- A current resume or curriculum vitae (CV). Students are encouraged to contact the Student Career Center for assistance in resume or CV development, as needed.
- A paragraph describing volunteer service, co-curricular activities, or extra-curricular activities considered as applied practical experiences (APE) as well as a paragraph describing interprofessional experiences (IPE).
- Background check (valid for up to one year after completing). This is completed in HLTH 511 as a requirement for enrollment in HLTH 698. The background is integrated into Inplace.
  - i. All students located in the United States must complete the background check through [Castle Branch](#).
  - ii All students located outside of the United States will need to complete a background check through their local police

department. Results must be sent directly from the police department to [PHgates@liberty.edu](mailto:PHgates@liberty.edu) . The student cannot send the results themselves.

## **GATE 4:**

### **COMPLETION OF PHGT 514 PUBLIC HEALTH COMPETENCY EXAM COURSE**

1. Students registering during or after Fall 2022 will be placed in the most recent updated Gate system, which currently includes PHGT 514 as the exam course. Students on DCPs prior to Fall 2022 should refer to their academic year handbook.
2. PHGT 514 is comprised of the Competency Exam, as well as resources for the Practicum class, HLTH 698, and the application process for Practicum.
  - The competency exam provides evidence of a student's readiness for a practicum experience. A passing score of 70% is a requirement to register for HLTH 698 Practicum. The exam may be taken a **maximum** of 3 times (to achieve a passing score). **Failure to successfully pass the exam after 3 attempts results in dismissal from the program unless remediation is considered.** If remediation is granted and successfully completed by the student, the student may be permitted by the panel to retake PHGT 514, the competency exam **no more than once.**
3. Assignments within PHGT 513, Public Health Portfolio course and the study guide on the Graduate Public Health Portal will help students prepare for the exam.

## **GATE 5:**

### **COMPLETION OF HLTH 698 PRACTICUM**

1. Students should refer to the next section for details about selection and completing the practicum.
2. Students must complete all core and concentration courses, complete all Gate classes (with a passing competency exam), have a minimum of a 3.0, no more than two Cs, and approval of the Director of Practicum prior to requesting to be enrolled practicum.
3. Students are responsible for locating an appropriate practicum to match their degree concentration and career goals and submitting their selection to the Director of Practicum through InPlace by the Application deadline for the term desired.
4. *Ideally, the practicum site should be approved by the Director of Practicum at least 2 weeks prior to the term during which the student intends to enroll in HLTH 698 Practicum to secure a seat in the class, complete financial check in, and enhance transition into the course.*

## **GATE 6:**

### ***APPLY FOR GRADUATION***

1. Students are permitted to walk in the commencement ceremony prior to completion of the HLTH 698 Practicum; however, students should apply for graduation upon enrollment in the practicum to ensure degree conferral at the end of the course.

For graduation information refer to: [Commencement | Liberty University](#)

2. Refer to the University Registrar webpage for details.

*Note: Students may walk with in the graduation ceremony with up to 6 outstanding credits. Additionally, there will be an opportunity to apply for department awards if you meet the necessary requirements.*

Contact the Gate Coordinator I or II at  
**MPH Gates**  
***Email: PHgates@liberty.edu***

# The Practicum

## *Applying theory to practice through fieldwork*

The Practicum is a hands-on field experience important to your public health career. All students enrolled in the Master of Public Health program must complete 120 hours at a local, national, international, or community that provides planning or services relevant to public health and your MPH concentration. The Practicum allows students to apply what they have learned and gain real-world experience.

The practicum serves to meet three goals, one goal of the MPH practicum is to provide students the opportunity to use knowledge and skills acquired in the academic program under the supervisor of the preceptor. Next, the practicum meets accreditation standards and ensures mastery of program competencies outside the classroom. Finally, the practicum provides the opportunity for the development of transferrable skills that will be useful in the public health field. When thinking about securing a Practicum consider opportunities that will “fill your gaps”.

The practicum is a strategic opportunity to help you become more marketable in your MPH job search or advancement. Consider the job you would like to hold post-MPH and look at current, published job descriptions. If you are missing knowledge and skills that are in demand, look to fill these gaps in your practicum. Examples of essential transferable skills to focus on include leadership experience, team-building processes, planning and implementation of system-level processes, advocacy experience, communication skills, public and private financing, organizational behavior, experience with various digital platforms, and development of public health deliverables.

## PREREQUISITES

### *Section I: Practicum Prerequisites*

Detailed information on the process is available in the MPH practicum guidelines on the [Practicum Requirements](#)

- Prior to requesting registration for the HLTH 698 Practicum class, requirements must be satisfied. ***To be able to receive approval for the Practicum class, the following requirements must be satisfied. NO EXCEPTIONS.***
- **All** core and concentration courses must be successfully completed before applying for a practicum course, with no more than two Cs in the program and a minimum of a 3.0 GPA average. There are NO exceptions to this rule, regardless of financial or personal reasons.
- Students must receive approval for the Practicum Project, from the Director of Practicum, prior to registering for class, by completing the student and preceptor agreement with all required details. Approval is received by submitting an application, resume, and preceptor qualifications to Inplace.

## *Section II: Practicum Course Requirements*

- You must complete 120 practical field hours (minimum) for the project's duration (these hours do not include required classwork).
- A pre-defined project, aligned with the student's concentration, must assist an organization in addressing identified and unmet needs that contribute to a population impact. The project must allow for the demonstration of foundational and concentration competencies by the student.
- Preceptor site and experience approval is required by the Director of Practicum.

## *Section III: Practicum Course Structure/Timeframe*

- After approval of the Practicum project, all students will request and sign up for the practicum and then complete 120 hours over 14 to 17 weeks (depending on the semester) during a single term.
  - All students will engage in a minimum of 4 group instructor contacts throughout the program, which are required to share student learning and provide opportunities for cross-discussion. These discussions are faculty-led and include audio and video components; students must be present and engaged for the duration of the contact.
  - All students must complete a Project paper aligned with their 120 minimum field hours that describe and address the components of the project that include:
    1. Public Health Problem (Mortality, Morbidity, Quality of Life Health Indicator)
    2. Population & Setting
    3. Impact on the Population
    4. SMART Project Objectives connected to
      - Intended Interim Impact
      - Long-term Impact
    5. Final assignments for this course will include a 20-page Project Paper and Video Presentation
- \*The 120-hour requirement does not include technical aspects of the practicum requirements, such as completing paperwork with the site supervisor, obtaining the required signatures, and gaining approval, nor does it include any classwork.

Note: Although the Director of Practicum and faculty are here to help, the student is ultimately responsible for finding and securing a practicum site and project that will meet his or her needs and course requirements.

If you have concerns or need clarification on the practicum placement process, don't hesitate to get in touch with the Director of Practicum at email, [PHpracticum@liberty.edu](mailto:PHpracticum@liberty.edu)

(Please remember to include your name and ID number in all correspondence).

# Mission and Purpose

## *School of Health Sciences*

### Vision

*Liberty University's School of Health Sciences strives to provide a world-class academic experience through an engaging, diverse, and innovative Christian environment steeped in Biblical worldview. Through exceptional educational experience, rigorous academic scholarship, and a Christ-centered community, the School of Health Sciences prepares graduates to become influential professionals in their respective fields. Through this holistic approach, we endeavor to equip men and women to impact the world from Christ.*

## *Department of Public & Community Health*

Mission	Purpose
Embracing the Christian worldview with a commitment to serve the underserved, the Liberty University Public and Community Health Program provides diverse educational, research, and practice opportunities to enable others to experience the embrace of God. "A faithful envoy brings healing." (Proverbs 13:17).	The Department of Public and Community Health provides an integrated approach to health, offering competency-based and practice-focused preparation for successful careers in public health and healthcare. Through a Christian worldview, students will learn to strategically address the health needs of priority populations from the individual to the global level using a variety of health promotion and education strategies.

The department is comprised of programs applicable to a variety of practice settings and situations, as well as further education in the clinical and professional fields. Students completing the program and prerequisites may sit for the exam to become Certified in Public Health as our program is accredited by CEPH. Further, students meeting all required Health Promotion and Education requirements may sit for the Certified Health Education Specialist (CHES) exam through the National Commission for Health Education Credentialing (NCHEC). To learn more, please see Appendix A.

## Goals and Measures

To provide an environment of excellence, the Department of Public and Community Health has created goals in three divisions: Instruction, Research and Service. These goals provide measurable outcomes to evaluate department and program success. The complete list of goals and measures can be found in Appendix B.

## Core Commitments

- ***Intelligent Faith.*** We commit to build all instruction, scholarship, and service on a foundation of biblically based, scientifically sound, reasonable faith that supports the Christian worldview. (Hebrews 11:1; 1 Thessalonians 5: 21-22)
- ***Servant leadership.*** We commit to serving responsibly in local, global, religious, and professional organizations and communities in the spirit of humility and cooperation, building collaborative relationships, fostering leadership qualities in others, and contributing our knowledge, skills, and resources for the common good. (Mark 10: 42-45)
- ***Compassionate service.*** We commit to follow Christ's example of compassion and benevolence toward those in need through active, altruistic, responsible engagement, using our knowledge and abilities to promote the physical, mental, and spiritual well-being of the people we encounter and the communities we serve. (Matthew 25: 31-40)
- ***Transformational teaching.*** We commit to equip ourselves and others with the requisite knowledge, skills, and attitudes for a lifelong pursuit and application of knowledge and truth to improve our communities and ourselves. (2 Timothy 2:2)
- ***Creative excellence.*** We commit to develop and use our gifts, talents, and resources to the best of our abilities to achieve excellence in teaching, scholarship, and service for the glory of God and the benefit of humanity. (Ecclesiastes 9:10, 1 Corinthians 6: 19-20; Colossians 8:21)
- ***Respect for all.*** We commit to treating all people with dignity and respect, honoring the gifts and unique contributions of each person, fostering a climate that is open and welcoming, promoting the University's core values, and celebrating the Creator's diversity in creation and design. (James 2:1-4; Proverbs 24:23)



# Admission Requirements

In addition to the general admission requirements for the university, admission to candidacy in the *Master of Public Health* program requires:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education. Official college transcripts must be mailed directly from your college to Liberty University in an official, sealed envelope.
  - Full Admission- Have a regionally or nationally accredited bachelor's degree with a least a 3.0 GPA (on a 4.0 scale).
  - Advisory Admission- Have a regionally or nationally accredited bachelor's degree with at least a 2.5 GPA ranging from 2.5-2.99 (on a 4.0 scale).

Mailing Address for transcripts:  
1971 University Blvd.  
MSC Box 710177  
Lynchburg, VA 24515

2. \$50 application fee (beginning Fall 2016, the application fee will be deferred and assessed during Financial Check-In).
3. [Self-Certification Form](#) (for students in the final term of their bachelor's degree).
4. Current Liberty undergraduate students seeking preliminary acceptance into a graduate program must complete a [Graduation Application](#) through the provided link.
5. [Additional Admission Requirements for International Students](#)
6. Technology Questionnaire: Computer access and literacy for word processing, Internet, and e-mail are required for all graduate students. This form is available online.
7. Test of English as a Foreign Language (TOEFL) (if applicable)
8. Students who do not meet the minimum GPA requirement can be admitted with Advisory Admission. These students need to take and pass GRST 500 – *Introduction to Graduate Writing* and HLTH 500 – *Introduction to Public Health* in the first semester to ensure success in the program. Students without a background in Public Health are expected to take the and pass GRST 500 – *Introduction to Graduate Writing* and HLTH 500 – *Introduction to Public Health* in the first semester to ensure success in the program. Students who have less than an undergraduate 2.50 GPA will not be admitted to the program.
9. The Master of Public Health program uses a Gate System to monitor student progress and assist with success in completing their MPH degree. The gates also help transition students into a career in public health. All students are required to complete all 4 gate courses, in addition to their coursework, to graduate from the MPH program.

## ***TRANSFER CREDIT***

Students may transfer up to twenty-one (21) graduate credit hours from an accredited institution subject to department approval. To transfer credit, students must have earned the minimum grade of B- and courses must have been within 10 years of the start date of the program. Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

## **Graduation Requirements**

1. \*Satisfactory completion of 42 total hours.
2. A minimum of 21 credit hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
3. A maximum of 21 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. Students must complete their MPH degree with a 3.00 or higher cumulative grade point average.
5. No more than two grades of “C” may be applied to the degree (includes grades of C+ & C-).
6. No grades of “D” may be applied to the degree (includes grades of D+ & D-).
7. For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of this Catalog.
8. Degree must be completed within five years.
9. Complete the documented electronic portfolio, successfully pass the Competency Exam, and subsequently take and complete the Practicum successfully.
10. Submit a Graduation Application to the Registrar’s Office at the beginning of the final semester.

\*All students admitted on Advisory status (admitted with an undergraduate GPA between 2.5 and 2.99) must complete HLTH500 in their first semester, prior to attempting HLTH 501 and are required to enroll in and pass GRST500 in their first semester.

# Master of Public Health Degree Requirements

## Core Course Requirements:

The Master of Public Health is a 42-hour program that offers six concentrations: Global Health, Community Health Promotion, Nutrition, Epidemiology, Public Health Policy, and Environmental Health.

Global Health, Community Health Promotion, Public Health Policy, and Nutrition are offered in residential and online formats. Epidemiology is only offered residentially. Environmental Health is offered only online. Students complete 18 core hours in six areas of study: biostatistics, epidemiology, environmental health sciences, health-policy management, social behavioral sciences, and public health research. Students also complete 4 Gate Courses: PHGT 510, 512, 513, 514. These Gate Courses are combined with 15 credit hours in one of the concentrations named above, including 6 hours in two electives, and 3 credit hours in the Practicum to complete the program.

<b>(MPH) Master of Public Health (42 hrs.): Online and Residential Formats</b>		
<b>Core Courses (18 hrs.)</b>		<b>Credits</b>
<a href="#">HLTH 501</a>	Biostatistics	3
<a href="#">HLTH 503</a>	Principles of Epidemiology	3
<a href="#">HLTH 505</a>	Principles of Environmental Health	3
<a href="#">HLTH 507</a>	Public Health Administration	3
<a href="#">HLTH 509</a>	Social and Behavioral Theory Applications in Public Health	3
<a href="#">HLTH 511</a>	Research Methods in Public Health	3
<a href="#">PHGT 510</a>	Public Health Orientation	0
<a href="#">PHGT 512</a>	Public Health Essay	0
<a href="#">PHGT 513</a>	Public Health Portfolio	0
<a href="#">PHGT 514</a>	Competency Exam	0
<b>Concentration Courses (15 hrs.)</b>		
Select from the following concentrations: Global Health, Community Health Promotion, Nutrition, Epidemiology, Public Health Policy, or Environmental Health. *		
<b>Elective Courses (6 hrs.)</b>		
<b>Practicum Course (3 hrs)</b>		



## Concentrations

- **Global Health:**

The student will be able to apply public health strategies in cross-cultural settings.

<b>(MPH) Master of Public Health - Global Health Concentration (18 hrs.)</b>		
Core Courses (18hrs)		
Global Health Concentration Courses (15 hrs.) Practicum (3hrs)		Credits
HLTH 620	Introduction to Global Health	3
HLTH 622	Primary Healthcare in Developing Countries	3
HLTH 623	Cultural Aspects of Health Behavior	3
HLTH 624	Sanitation in Developing Countries	3
HLTH 625	Prevention and Control of Infectious Diseases	3
HLTH 698	Practicum	<b>3</b>
Elective Courses (6 hrs.) Choose any 500 to 600 level HLTH courses not already applying to the degree. Graduate level courses other than HLTH may be accepted, but only with program approval. Requests may be submitted, with justification, to the Chair..		6

- **Nutrition**

The student will be able to apply best practices in human nutrition for diverse populations.

<b>(MPH) Master of Public Health - Nutrition Concentration (18 hrs.)</b>		
Core Courses (18 hrs.)		
Nutrition Concentration Courses (15 hrs.) Practicum (3hrs)		Credits
HLTH 640	Principles of Nutrition	3
HLTH 642	Food-borne Illness Prevention	3
HLTH 643	Nutrition and Chronic Disease	3
HLTH 644	Diabetes, Obesity and Eating Disorders	3
HLTH 645	Performance Nutrition for the Physically Active	3
HLTH 698	Practicum	3
Elective Courses (6 hrs.) Choose any 500 to 600 level HLTH courses not already applying to the degree. Graduate level courses other than HLTH may be accepted, but only with program approval. Requests may be submitted, with justification, to the Chair.		6

- **Community Health Promotion**

The student will be able to apply Community Health Promotion and Health Education best practices to populations.

<b>(MPH) Master of Public Health – Community Health Promotion Concentration (18 hrs.)</b>		
Core Courses (18 hrs.)		
Community Health Promotion Concentration Courses (15 hrs.) Practicum (3hrs)		Credits
HLTH 630	Principles of Community Health	3
HLTH 632	Health Program Planning	3
HLTH 633	Health Program Evaluation	3
HLTH 634	Health Communication and Advocacy	3
HLTH 635	Health Agency Management	3
HLTH 698	Practicum	3
Elective Courses (6 hrs.) Choose any 500 to 600 level HLTH courses not already applying to the degree. Graduate level courses other than HLTH may be accepted, but only with program approval. Requests may be submitted, with justification, to the Chair.		6

- **Public Health Policy**

<b>(MPH) Master of Public Health – Public Health Policy (18 hrs.)</b>		
Core Courses (18 hrs.)		
Public Health Policy Concentration Courses (18 hrs.)		Credits
HLTH 556	Politics & Health Policy	3
HLTH 610	Public Health Policy & Practice	3
HLTH 634	Health Communication & Advocacy	3
HLTH 635	Health Agency Management	3
HLTH 632 or HLTH 633	Health Program Planning or Health Program Evaluation	3
HLTH 698	Practicum	3
Elective Courses (6 hrs.) Choose any 500 to 600 level HLTH courses not already applying to the degree. Graduate level courses other than HLTH may be accepted, but only with program approval. Requests may be submitted, with justification, to the Chair..		6

- **Epidemiology**

The student will be able to identify data needs and evaluate analytic methods for calculating standard epidemiological measures.

*(Residential Only Program)*

<b>(MPH) Master of Public Health - Epidemiology Concentration (18 hrs.)</b>		
Core Courses (18 hrs.)		
Nutrition Concentration Courses (18 hrs.)		Credits
HLTH 552	Chronic Disease Prevention Management	3
HLTH 625	Prevention & Control of Infectious Diseases	3
HLTH 642	Food-borne Illness Prevention	3
HLTH 650	Field Epidemiology	3
HLTH 651	Epidemiologic Research Methods	3
HLTH 698	Practicum	3
Elective Courses (6 hrs.) *(1) HLTH 652 Data Visualization & Spatial Analysis & (1) Choose one of the following courses for which prerequisites have been met: 500-600 HLTH course not already required in the degree.		6

- **Environmental Health**

The student will be able to identify data needs and evaluate analytic methods for calculating standard epidemiological measures. (*Online Only Program*)

<b>(M.P.H.) Master of Public Health – Environmental Concentration (18 hrs.)</b>		
Core Courses (18 hrs.)		
Environmental Health Concentration Courses (15 hrs.) Practicum (3hrs)		Credits
<u>HLTH 624</u>	Sanitation in Developing Countries	3
<u>HLTH 660</u>	Water, Soil, and Health	3
<u>HLTH 661</u>	Toxicology	3
<u>HLTH 662</u>	Environmental Health Agencies and Policy	3
<u>HLTH 663</u>	Environmental Risk Assessment	3
<u>HLTH 698</u>	Practicum	3
Elective Courses (6 hrs.) Choose any 500 to 600 level HLTH courses not already applying to the degree. Graduate level courses other than HLTH may be accepted, but only with program approval. Requests may be submitted, with justification, to the Chair.		6

## ***Degree Completion Plans (DCP)***

Complete Degree Completion Plans for the Master of Public Health program are available online from the Registrar's webpage at

<https://www.liberty.edu/academics/registrar/>

*Please reach out to your academic advisor if you have any questions regarding DCP requirements or course sequencing PRIOR to registering for courses.*

## **Graduate Certificates**

Graduate certificates are available for students who have successfully completed a bachelor's degree and desire to expand their skillset into Public Health. Additionally, while students enrolled in the MPH program are not allowed to complete a dual degree, graduate certificates offer an extension of the student's MPH into another concentration. For course requirements of the graduate certificates, please see Appendix C.

# Suggested Course Sequencing

Below are suggested course sequencing for each concentration, by campus and start date. While students may register for courses out of sequence, they are *strongly suggested* to follow the sequencing unless advised otherwise by an academic advisor. This sequencing has been designed to support student success, help students traverse the Gates smoothly, and ensure graduates achieve the originally scheduled graduation date.

*If you have any questions regarding your course sequencing, please reach out to your academic advisor PRIOR to registering for classes.* Academic advisors may review personal circumstances and advise an alternative plan for sequencing on a case for case basis. Altering the suggested course sequencing, without consulting with an academic advisor, may result in a delayed graduation date or create academic challenges for courses that are designed to build on concepts covered in previous courses.

## Global Health

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RESIDENTIAL – FALL ENTRY				
Fall - year 1	Spring - year 1	Fall - year 2	Spring - year 2	Summer (or Fall)
HLTH 501*	HLTH 505	HLTH 507	PHGT514	HLTH 698^
HLTH 503	HLTH 509	HLTH 511	elective	
HLTH 620	HLTH 623	HLTH 622	elective	
PHGT510	HLTH 624	HLTH 625		
	PHGT512	PHGT513		

RESIDENTIAL – SPRING ENTRY				
Spring - year 1	Fall - year 1	Spring - year 2	Fall - year 2	Spring - year 3
HLTH 501*	HLTH 505	HLTH 511	PHGT514	HLTH 698^
HLTH 503	HLTH 507	HLTH 623	elective	
HLTH 509	HLTH 620	HLTH 624	HLTH 622	
PHGT510	PHGT512	elective	HLTH 625	
		PHGT513		



LIBERTY UNIVERSITY ONLINE ( <i>DISTANCE EDUCATION</i> )							
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7 (16-weeks)	
B or D	B or D	B or D	B or D	B or D	B or D	B	D
HLTH 501	HLTH 507	HLTH 505	HLTH 509	HLTH 511- B term only	HLTH 624	Elective	Elective
PHGT510	HLTH 620	HLTH 503	HLTH 622	HLT 623	HLTH 625	HLTH 698 <sup>^</sup> This course is a 16-week A term course	
	PHGT512			PHGT 513- D term only	PHGT 514		

\*Residential students should be advised that concentration classes are only offered in the Spring or Fall semesters respectfully. **Please contact your academic advisor to discuss any desired changes in course sequencing PRIOR to registering for courses** to ensure the assumed graduation date at matriculation is met.

\*Students admitted with a GPA of 2.5-2.99 or without a background in Public Health should take HLTH 500 in the first semester and delay HLTH 501 until the second semester. Affected students should speak to a faculty advisor concerning appropriate course sequencing to meet their needs. Online students may only enroll in HLTH 501 in the second term after successful completion of HLTH 500.

**^Students are required to complete all core and concentration courses prior to enrollment in HLTH 698.** The Practicum course requires 120 hours at a worksite and the completion of a full course/project paper. The site will usually be off campus, may require distant travel, and will require an extensive writing project; therefore, students are strongly advised to take only this course in the recommended semester. Students should seek a faculty advisor early in the program for alternative course sequencing advice should their financial aid require taking three or more classes each term.

## Nutrition

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RESIDENTIAL – FALL ENTRY				
Fall - year 1	Spring - year 1	Fall - year 2	Spring - year 2	Summer
HLTH 501*	HLTH 503	HLTH 507	PHGT514	HLTH 698 <sup>^</sup>
HLTH 505	HLTH 509	HLTH 511	HLTH 642	
HLTH 640	HLTH 644	HLTH 643	Elective	
PHGT510	PHGT512	HLTH 645	Elective	
		PHGT513		

<b>RESIDENTIAL – SPRING ENTRY</b>				
<b>Spring - year 1</b>	<b>Fall - year 1</b>	<b>Spring - year 2</b>	<b>Fall - year 2</b>	<b>Spring - year 3</b>
HLTH 501*	HLTH 503	HLTH 642	PHGT514	HLTH 698 <sup>^</sup>
HLTH 507	HLTH 505	HLTH 511	Elective	
HLTH 509	HLTH 640	HLTH 644	HLTH 643	
PHGT510	PHGT512	elective	HLTH 645	
		PHGT513		

<b>LIBERTY UNIVERSITY ONLINE (DISTANCE EDUCATION)</b>							
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>	<b>Term 7 (16 weeks)</b>	
<b>B or D</b>	<b>B or D</b>	<b>B or D</b>	<b>B or D</b>	<b>B or D</b>	<b>B or D</b>	<b>B</b>	<b>D</b>
HLTH 501*	HLTH 503	HLTH 505	HLTH 509	HLTH 511- B term only	HLTH 644	Elective	Elective
PHGT510	HLTH 640	HLTH 507	HLTH 642	HLTH 643	HLTH 645	HLTH 698 <sup>^</sup> This is a 16-week Aterm course.	
	PHGT512			PHGT 513- D term only	PHGT 514		

\*Residential students should be advised that concentration classes are only offered in the Spring or Fall semesters respectfully. *Please contact your academic advisor to discuss any desired changes in course sequencing PRIOR to registering for courses* to ensure the assumed graduation date at matriculation is met.

\*Students admitted with a GPA of 2.5-2.99 or without a background in Public Health should take HLTH 500 in the first semester and delay HLTH 501 until the second semester. Affected students should speak to a faculty advisor concerning appropriate course sequencing to meet their needs. Online students may only enroll in HLTH 501 in the second term after successful completion of HLTH 500.

<sup>^</sup>**Students are required to complete all core and concentration courses prior to enrollment in HLTH 698.** The Practicum course requires 120 hours at a worksite and the completion of a full course/project paper. The site will usually be off campus, may require distant travel, and will require an extensive writing project; therefore, students are strongly advised to take only this course in the recommended semester. Students should seek a faculty advisor early in the program for alternative course sequencing advice should their financial aid require taking three or more classes each term.

## Community Health Promotion

<b>RESIDENTIAL – FALL ENTRY</b>				
<b>Fall - year 1</b>	<b>Spring - year 1</b>	<b>Fall - year 2</b>	<b>Spring - year 2</b>	<b>Summer (or Fall)</b>
HLTH 501*	HLTH 503	HLTH 511	HLTH 633	HLTH 698^
HLTH 509	HLTH 505	HLTH 632	Elective	
HLTH 630	HLTH 507	HLTH 635	Elective	
PHGT510	HLTH 634	PHGT513	PHGT 514	
	PHGT512			

<b>RESIDENTIAL – SPRING ENTRY</b>				
<b>Spring - year 1</b>	<b>Fall - year 1</b>	<b>Spring - year 1</b>	<b>Fall - year 2</b>	<b>Spring - year 3</b>
HLTH 501*	HLTH 503	HLTH 511	HTH 635	HLTH 698^
HLTH 505	HLTH 507	HLTH 633	Elective	
HLTH 509	HLTH 630	HLTH 634	Elective	
PHGT510	HLTH 632	PHGT513	PHGT 514	
	PHGT512			

<b>LIBERTY UNIVERSITY ONLINE (DISTANCE EDUCATION)</b>							
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>	<b>Term 7 (16-weeks)</b>	
<b>B or D</b>	<b>B or D</b>	<b>B or D</b>	<b>B or D</b>	<b>B or D</b>	<b>B or D</b>	<b>B</b>	<b>D</b>
HLTH 501	HLTH 509	HLTH 507	HLTH 503	HLTH 511- B term only	HLTH 634	Elective	Elective
PHGT510	HLTH 630	HLTH 505	HLTH 632	HLTH 633	HLTH 635	HLTH 698^ This course is a 16-week A term course	
	PHGT512			PHGT513- D term Only	PHGT 514		

\*Residential students should be advised that concentration classes are only offered in the Spring or Fall semesters respectfully. **Please contact your academic advisor to discuss any desired changes in course sequencing PRIOR to registering for courses** to ensure the assumed graduation date at matriculation is met.

\*Students admitted with a GPA of 2.5-2.99 or without a background in Public Health should take HLTH 500 in the first semester and delay HLTH 501 until the second semester. Affected students should speak to a faculty advisor concerning appropriate course sequencing to meet their needs. Online students may only enroll in HLTH 501 in the second term after successful completion of HLTH 500.

^Students are required to complete all core and concentration courses prior to enrollment in HLTH 698. The Practicum course requires 120 hours at a worksite and the completion of a full course/project paper. The site will usually be off campus, may require distant travel, and will

require an extensive writing project; therefore, students are strongly advised to take only this course in the recommended semester. Students should seek a faculty advisor early in the program for alternative course sequencing advice should their financial aid require taking three or more classes each term.

## Public Health Policy

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<b>RESIDENTIAL – FALL ENTRY</b>				
Fall - year 1	Spring - year 1	Fall - year 2	Spring - year 2	Summer (or Fall)
HLTH 501*	HLTH 503	HLTH 511	HLTH 556	HLTH 698^
HLTH 509	HLTH 505	HLTH 610	HLTH 634	
HLTH 635	HLTH 507	HLTH 632 or 633	Elective	
PHGT510	HLTH 551	PHGT513	PHGT 514	
	PHGT512			

<b>RESIDENTIAL – SPRING ENTRY</b>				
Spring - year 1	Fall - year 1	Spring - year 1	Fall - year 2	Spring - year 3
HLTH 501*	HLTH 503	HLTH 511	HLTH 635	HLTH 698^
HLTH 507	HLTH 505	HLTH 551	HLTH 610	
HLTH 509	HLTH 632 or 633	HLTH 556	Elective	
PHGT510	PHGT512	HLTH 634	PHGT 514	
		PHGT513		

<b>LIBERTY UNIVERSITY ONLINE (DISTANCE EDUCATION)</b>							
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7 (16-weeks)	
B or D	B or D	B or D	B or D	B or D	B or D	B	D
HLTH 501	HLTH 509	HLTH 507	HLTH 503	HLTH 511- B term only	HLTH 551	HLTH 634	Elective
PHGT510	HLTH 635	HLTH 505	HLTH 632 or 633	HLTH 610	HLTH 556	HLTH 698^ This course is a 16-week A term course	
	PHGT512			PHGT513- D term Only	PHGT 514		

\*Residential students should be advised that concentration classes are only offered in the Spring or Fall semesters respectfully. **Please contact your academic advisor to discuss any desired changes in course sequencing PRIOR to registering for courses** to ensure the assumed graduation date at matriculation is met.

\*Students admitted with a GPA of 2.5-2.99 or without a background in Public Health should take HLTH 500 in the first semester and delay HLTH 501 until the second semester. Affected students

should speak to a faculty advisor concerning appropriate course sequencing to meet their needs. Online students may only enroll in HLTH 501 in the second term after successful completion of HLTH 500.

**^Students are required to complete all core and concentration courses prior to enrollment in HLTH 698.** The Practicum course requires 120 hours at a worksite and the completion of a full course/project paper. The site will usually be off campus, may require distant travel, and will require an extensive writing project; therefore, students are strongly advised to take only this course in the recommended semester. Students should seek a faculty advisor early in the program for alternative course sequencing advice should their financial aid require taking three or more classes each term.

## Epidemiology

RESIDENTIAL – FALL ENTRY				
Fall - year 1	Spring - year 1	Fall - year 2	Spring - year 2	Summer (or Fall)
HLTH 501*	HLTH 505	HLTH 509	HLTH 651	HLTH 698^
HLTH 503	HLTH 552	HLTH 507	Elective	
HLTH 625	HLTH 511	HLTH 650	Elective	
PHGT510	HLTH 642	PHGT513	PHGT514	
	PHGT512			

RESIDENTIAL – SPRING ENTRY				
Spring - year 1	Fall - year 1	Spring - year 2	Fall - year 2	Spring - year 3
HLTH 501*	HLTH 507	HLTH 509	HLTH 650	HLTH 698^
HLTH 503	HLTH 511	HLTH 552	Elective	
HLTH 505	HLTH 625	HLTH 642	Elective	
PHGT510	PHGT512	HLTH 651	PHGT514	
		PHGT513		

\*Residential students should be advised that concentration classes are only offered in the Spring or Fall semesters respectfully. **Please contact your academic advisor to discuss any desired changes in course sequencing PRIOR to registering for courses** to ensure the assumed graduation date at matriculation is met.

\*Students admitted with a GPA of 2.5-2.99 or without a background in Public Health should take HLTH 500 in the first semester and delay HLTH 501 until the second semester. Affected students should speak to a faculty advisor concerning appropriate course sequencing to meet their needs. Online students may only enroll in HLTH 501 in the second term after successful completion of HLTH 500.

**^Students are required to complete all core and concentration courses prior to enrollment in HLTH 698.** The Practicum course requires 120 hours at a worksite and the completion of a full course/project paper. The site will usually be off campus, may require distant travel, and will require an extensive writing project; therefore, students are strongly advised to take only this course in the recommended semester. Students should seek a faculty advisor early in the program for alternative course sequencing advice should their financial aid require taking three

or more classes each term.

## Environmental Health (Online Only) ---

LIBERTY UNIVERSITY ONLINE (DISTANCE EDUCATION)							
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7 (16-weeks)	
B or D	B or D	B or D	B or D	B or D	B or D	B	D
HLTH 501	HLTH 505	HLTH 503	HLTH 509	HLTH 511- B term only	HLTH 662	Elective	Elective
PHGT510	HLTH 624	HLTH 507	HLTH 660	HLTH 661	HLTH 663	HLTH 698 <sup>^</sup> This course is a 16-week A term course	
	PHGT512			PHGT513- D term Only	PHGT 514		

\* Students admitted with a GPA of 2.5-2.99 or without a background in Public Health should take HLTH 500 in the first semester and delay HLTH 501 until the second semester. Affected students should speak to a faculty advisor concerning appropriate course sequencing to meet their needs. Online students may only enroll in HLTH 501 in the second term after successful completion of HLTH 500.

**^Students are required to complete all core and concentration courses prior to enrollment in HLTH 698.** The Practicum course requires 120 hours at a worksite and the completion of a full course/project paper. The site will usually be off campus, may require distant travel, and will require an extensive writing project; therefore, students are strongly advised to take only this course in the recommended semester. Students should seek a faculty advisor early in the program for alternative course sequencing advice should their financial aid require taking three or more classes each term.

# Academic Policies

*In keeping with the Department's commitment to academic excellence, certain academic policies have been established to ensure standards of learning, the quality of the program, and the accountability of students and faculty are maintained.*

## *Late Work*

All written assignments and assessments are due at the beginning of the class period on the day designated in the Course Calendar. Missed quizzes cannot be made up nor late work accepted. Extenuating circumstances (e.g., death in the family, personal hospitalization) will receive consideration. Last-minute computer or network failure is not an acceptable excuse. Plan for unexpected interruptions.

## *Grade Appeal Procedures/Other Concerns*

The first stage of grade appeals for a course is for the student to talk to the instructor. In the event no satisfactory resolution is reached, the student may appeal to the Program Director or Chair. If those appeals are unsatisfactory, the student may appeal to the dean. Only final posted grades may be appealed beyond the instructor. The Course Catalog explains [Academic Information & Policies](#) along with contact information for both online and residential programs concerning policies, forms, grade and other appeals.

Other grievances by residential students may be taken to the Program Director and Department Chair, and then to the Dean. If not satisfactorily resolved, students may contact the College of Applied Studies and Academic Success (CASAS) and work with their professional advisor to submit an official [complaint form](#). Similarly, online students may file a complaint or appeal through the [LUO Student Advocate Office](#) for any concerns or complaints.

## *Writing Style (AMA) and Services*

In all LU MPH courses, you will prepare written assignments using the writing style and format presented in the *American Medical Association Manual of Style, 11<sup>th</sup> ed.* (AMA). Free writing assistance for residential students is available from the [LU Graduate Writing Center](#). Online MPH students can receive free writing assistance from the [Online Writing Center](#).

## ***Canvas- Turnitin & Plagiarism***

Students are expected to submit all written assignments via Turnitin via Canvas. A link for each assignment will appear in the Course Content area. Students having trouble with submissions or anticipating a delay for a legitimate reason should contact the instructor as soon as possible to negotiate an alternative plan of action. Waiting until after the assignment is due will result in loss of points for the assignment.

## ***Attendance***

As an adult learner, you make your own decisions about class attendance. Research shows that students who prepare for class and attend regularly are more likely to learn course content and perform well on assessments than those who do not prepare or attend regularly. In addition, the whole class benefits through informed and energetic discussions and shared collaborations in class activities. When you are prepared, on time, and regularly contribute in class meetings, you help yourself and your classmates get the most out of your time together. It is your responsibility to obtain assignments and course materials missed due to absence. See Grading & Evaluation Policies above for more information on missed assignments and assessments.

## ***Academic Misconduct***

Academic misconduct is strictly prohibited. See the Graduate Catalog or the Liberty Way for specific definitions, penalties, and processes for reporting. Academic Violations for Misconduct can be submitted at the class, or program level, please refer to the University policies on reporting and consequences.

## ***A Word on Academic Integrity***

Do your own work. Cheating on tests, unauthorized sharing of work or assignments, copying the work of others and claiming it as your own, and other forms of academic dishonesty are causes for dismissal from the course with a grade of F for the semester. As a Liberty University community member and a follower of Jesus Christ, you are always expected to conduct yourself ethically and above reproach. If you have any questions about proper writing, quoting, or citing to avoid plagiarism, please see your instructor before submitting your assignment. You will be asked to submit your work to Turnitin, a plagiarism and originality-checking platform, for some written assignments. For more information, refer to The Graduate School Honor Code and The Liberty Way.



## ***Disability Statement***

Students with a documented disability may contact the [Office of Disability Accommodation Support](#) (ODAS) in DeMoss Hall 1264 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.), [Testing Services](#) (DeMoss Hall 1036) is the officially designated place for all tests administered outside of the regular classroom.

## ***Drop/Add Policy***

If a student needs to remove a class from his/her schedule after the semester has started, the Registrar's office will constitute the class with a "drop" or "withdrawal" status. The method of processing the request is based on the student's attendance.

A class can be dropped at any point prior to the start date of the course or once the course has begun up until the student attends the course. Attendance is defined as "any submission to Canvas within the enrollment dates of the course." This definition includes, but is not limited to completion of the Course Requirements Checklist and the Course Introduction.

Once a submission is made to Canvas within the enrollment dates of the course, courses must be removed via withdrawal. To discuss the possible consequences of a withdrawal, contact Academic Advising at 800-424-9595.

Students are expected to continue course work throughout the term and/or sub-term. Students who begin attendance, but cease progressing toward the completion of the course will be assigned a grade of "FN." If the student receives all FN's in a sub-term, the student will be subject to the Unofficial Withdrawal Procedure which includes the reduction and/or return of all financial aid.

## ***Dress Code (applies to classes meeting on campus)***

Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

## ***Classroom Policies (applies to classes meeting on campus)***

Classroom policies will be established and enforced by the individual instructor.

## ***Felony/Background Check***

Each student going into practicum must complete and pass a background and felony check for the program before practicum approval and placement, as well as any additional security measures any agency placement might request. Failure to pass such background or felony check may result in program dismissal *based on the Conditions of Dismissal Policy*.

## ***Remediation***

Students who fail to progress in the program risk being placed on Remediation. Remediation can be prompted by receiving more than two C's in the program, failing the Competency Exam Course more than once, failing to successfully pass a gate, or having more than one instance of an Academic Violation. Students on Remediation will be provided with a plan of action by the Remediation Panel; failure to complete the plan may result in dismissal from the program based on the Conditions of Dismissal Policy.

## ***Conditions of Dismissal from the Program***

The Policy for Conditions of Dismissal is a formal Policy of the Department of Public and Community Health, developed and approved by the Policy Community and voting members of the MPH program. This policy ensures that all graduating students have met and completed the accreditation and program requirements of the Master of Public Health degree. Failure to meet any part of these requirements can result in dismissal from the program, including but not limited to the following: Violation of the Liberty Way, Violation of Academic Honor Codes, Failure to pass Felony/Background Checks, and/or Failure to complete required Remediation.

# Student Clubs and Organizations

## *Student Organizations*

### **PUBLIC HEALTH STUDENT ORGANIZATION**

Liberty University Public Health Student Association ([LUPHSA](#)) is an official Liberty student government club that meets once a month to conduct meetings and is a place to meet fellow health professionals and public health students from Liberty University. LUPHSA raises awareness, and promotes health, wellness, and disease prevention on the Liberty University campus and surrounding communities. Connect with LUPHSA on Facebook and Instagram.

### **ETA SIGMA GAMMA**

Eta Sigma Gamma is a public health honor association that allows students to engage with professionals in the field, serve the local community through volunteer efforts and engage in discussion about current research being conducted in the field. Connect with ESG via Instagram and Facebook or reach out to Dr. Darlene Martin.

### **DELTA OMEGA HONOR SOCIETY**

The Delta Omega Honorary Society in Public Health was founded in 1924 at Johns Hopkins University within the School of Hygiene and Public Health to promote the graduate study of public health, and to recognize outstanding achievement in the new field. In the Fall of 2022, the Liberty University Department of Public and Community Health launched the Delta Omega Chapter of **Epsilon Mu**, and its purpose is to promote the excellence of Liberty University graduate students in the field of public health. To be eligible to apply, students must successfully complete a full year of academic classes with a GPA of 3.5 or above. There is an open call for New Member Applications, during Sept to Oct in the Fall and in Early January. Connect with Delta Omega on Epsilon Mu, Delta Omega on Instagram or Facebook or reach out to the Honor Society Chair, Dr Linnaya Graf

As a member of Delta Omega, individuals should not only maintain excellence in academic achievements but, more importantly, show service beyond self, leadership qualities, and devotion to the practice of the public health profession. In terms of benefits, the Delta Omega Honorary Society provides a strong network of public health professionals and allows students to collaborate and

learn from experienced public health professionals to develop a more in-depth understanding of what public health looks like outside of the classroom setting.

# Academic Resources

## TITLE IX

Any student who believes he or she has been the subject of sexual harassment, discrimination, or assault in any form should immediately report the incident to the [Title IX Office](#) and/or [LUPD](#). Students needing assistance in contacting local authorities may request help from campus authorities.

Liberty University strongly encourages reporting of all forms of sexual harassment, discrimination, or assault. If you are not sure an incident qualifies as a violation of the Policy on Sexual Harassment, Discrimination or Assault, please contact the Title IX Office or the appropriate Deputy.

## JERRY FALWELL LIBRARY

As a central training ground for the next generation of *Champions for Christ*, the Jerry Falwell Library (JFL) is the "heart of the university." Named in honor of Liberty University's founder, the library will usher in a new era of academic excellence and spiritual strength for students, faculty, staff, and the community.

Undergraduate and graduate students are permitted to use the JFL during normal operation hours. This beneficial environment allows students to study, rent textbooks, book study rooms, print assignments, and more!

Online and residential student support can be found at: [Student Support |](#).

## COLLEGE OF APPLIED STUDIES AND ACADEMIC

### SUCCESS (CASAS)

[CASAS](#) is here to help make your academic experience a successful one. With our Advising Services, you'll get both peer and professional guidance for your personal and academic success. And our Academic Success Center gives you everything from tutoring to writing help. You can also gain marketable skills with our Technical Studies degree or Continuing Education classes. And save time and money, with our 3+1 course sequences and Experience Plus program.

Location	Demoss Hall, Room 1100
Hours	8:00am-4:30pm
Phone	(434) 592-4100 (residential students)(800) 424- 9595 (online

	students)
Email	casas@liberty.edu

## **WRITING CENTER**

The residential Writing Center wants to help you build writing skills to serve you in your classes and future careers. [Peer coaches](#) are highly trained to help you wherever you are in the writing process, from brainstorming to preparing your papers for submission. We offer one-on-one appointments to current residential students as well as a Writing Lab, which is a flexible environment where students can get assistance during the drafting process. Online students are encouraged to contact the [Online Writing Center](#).

### Residential Writing Center Information

Location	Demoss Hall, Room 1100
Hours	Monday-Friday, 8:00am-5:00pm (Closed for Convocation)
Phone	(434) 592-7741
Email	writing@liberty.edu

<https://www.liberty.edu/casas/academic-success-center/writing-center/>

### Online Writing Center Information

Hours	Monday, 1pm-6pm (EST), Wed. 10am-1pm and 9pm-11pm (EST)Friday 12pm-3pm (EST) Saturday, Weeks 1, 3, 5, 7 12pm-3pm (EST)
Phone	Use the “Live Help” page for chat assistance
Email	onlinewriting@liberty.edu

<https://www.liberty.edu/online/casas/writing-center/>

## *International Student Resources*

### **INTERNATIONAL STUDENT SERVICES**

Liberty University is changing lives, one degree at a time. Liberty is also changing the world, one international student at a time! We enroll between 700 - 900 international students from 70 - 90 foreign countries depending on the semester.

We understand challenges students face living and learning in an unfamiliar language and climate. Our friendly, Christian setting helps students to learn, grow, and belong. The English Language Institute (ELI) at Liberty helps students achieve the language proficiency they need to succeed in an academic English environment.

### **C. DANIEL KIM INTERNATIONAL STUDENT CENTER (ISC)**

Location: Second floor of DeMoss Hall, Room 2232 Hours: 8:00 a.m. – 4:30 p.m.

Monday-Friday  
**Email:** [isc@liberty.edu](mailto:isc@liberty.edu)  
**Phone:** (434) 592-4118

## **THE CENTER FOR STUDENT ACADEMIC SUCCESS**

Liberty University's CASAS will help you achieve your academic goals through a range of resources including tutoring services, the writing center, and success study courses. CASAS can also provide you with Academic mentoring, workshops, extra virtual learning opportunities, and a collection of tips and resources designed to help you be successful as a student in an academic setting. The Center is set up to serve both Residential and Online students.

### *Residential Student Resources*

#### **PARKING AND TRANSPORTATION**

Any vehicle owned or operated on campus must have a current Liberty University parking decal properly displayed on the vehicle. Students can obtain parking decals by registering their vehicles through the Liberty University Police Department under [Automobile Registration](#).

### *Additional Information*

#### **INSTITUTIONAL REVIEW BOARD (IRB)**

##### *What is the IRB?*

The Liberty University IRB protects the rights and welfare of human participants in research studies. The IRB consists of faculty members from various departments, and one member outside the university. The board members review research proposals with the express purpose of ensuring the privacy, anonymity, and above all, safety of research volunteers.

##### *What does the IRB do?*

The IRB is charged with assuring the protection of the rights and welfare of human participants involved in research. Human subjects research is regulated by the federal government through the Department of Health and Human Services Office for Human Research Protections. The IRB is required to review all research involving human participants before it is conducted.

##### *What does the IRB have to do with me?*

Any undertaking in which a University faculty member, staff member, or student investigates or collects information on living humans for research may be considered as "involving human participants." This activity includes surveys, interviews, observations, and the use of archived data. Before beginning a project, it is the responsibility of each investigator to

seek review by the IRB for any study involving human participants.

For more information on intuitional research and the IRB visit the [IRB site](#)  
or email them at: [irb@liberty.edu](mailto:irb@liberty.edu).



# Faculty and Staff Directory

## Primary Faculty and Staff Information

### School of Health Sciences

**Dr. Heidi DiFrancesca, PhD**  
*Dean, School of Health Sciences*

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*Administrative Chair, Online Programs,  
School of Health Sciences*

**Megan Dinsmore**  
*Senior Administrative Assistant to the Dean,  
School of Health Sciences*

**Brendan Haynie, MA., Ph.D.**  
*Associate Dean, Online Programs,  
School of Health Sciences, Associate Professor*

**Megan Bishop, MA**  
*Faculty Support Coordinator,  
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# Faculty Advisors

Liberty University Online Academic Advising department is dedicated to serving online students by delivering the most accurate and up-to-date information regarding academic and university programs, policies, and procedures. Through individual advising, students can take advantage of personalized degree completion planning and enrollment services by interacting with Academic Advising.

For information and concerns please contact the Academic Advising Department by phone or email at: (800) 424-9595 or [LUOadvising@liberty.edu](mailto:LUOadvising@liberty.edu).

Additionally, residential students can contact one of the faculty advisors assigned to their MPH concentration for help with course sequencing.

## *Community Health Promotion*

- Dr. Linnaya Graf, [lgraf@liberty.edu](mailto:lgraf@liberty.edu), (434) 592-5985

## *Nutrition*

- Dr. Anna Kebles, [cahenderson2@liberty.edu](mailto:cahenderson2@liberty.edu), (434) 582-2342

## *Global Health*

- Dr. Emmanuel Clottey, [eclottey@liberty.edu](mailto:eclottey@liberty.edu), (434) 592-7058

## *Epidemiology*

- Dr. Robyn Anderson, [randerson19@liberty.edu](mailto:randerson19@liberty.edu), (434) 582-2834

## *Public Health Policy*

- Dr. Jonathan Giles, [jagiles@liberty.edu](mailto:jagiles@liberty.edu), (434) 592-4684

## *Environmental Health*

- Dr. Gineska Castillo, [gccastillo@liberty.edu](mailto:gccastillo@liberty.edu) (786) 247-7962

For additional help from our department, please email us at [PHhelper@liberty.edu](mailto:PHhelper@liberty.edu)

For information on the Gates themselves please email [PHgates@liberty.edu](mailto:PHgates@liberty.edu)

For information on the Practicum please email [PHpracticum@liberty.edu](mailto:PHpracticum@liberty.edu)

# Appendix A



*Department of Public and Community Health*

Master of Public Health Degree

Alignment of Foundational and Concentration  
Competencies with  
Program Learning Outcomes (PLO), Course Learning  
Outcomes (CLOs) & Specific Assessment Opportunities  
(SAO)

Initiated Fall 2017

*Modified April 29, 2020*

**Updated December 2021**

**Updated Fall 2024**

The following tables are designed to give you, the student, an overview of the foundational and concentration competencies of the MPH Program at Liberty University and their alignment with specific assessment opportunities. Further, there is a curriculum map for all program learning outcomes for all graduate courses. Keep in mind that all foundational competencies for CEPH and the program learning outcomes for courses are intertwined. Assessment opportunities appear as learning activities in your core and other courses. Each one was selected as an indicator of your attainment of the competency it is aligned to and may be reported in your Electronic Student Portfolio (ESP) which will be held inside of your [InPlace software](#).

- Table A shows each of the MPH program's CEPH foundational competencies and wherein the core curriculum they are addressed primarily (with the substantive assessment) or reinforced in other ways.
- Table B presents the department's nine Program learning outcomes.
- Table C shows the foundational competencies and their alignment to the Program Learning Outcomes (PLOs) & specific assessment opportunities. There are other assessment opportunities throughout the program of study, but the ones appearing in this table were selected as representative indicators of the attainment of the aligned foundational competencies.
- Table D is added for your convenience in identifying which foundational competencies are addressed in each core course in which you are enrolled.
- Table E shows specialization competencies for each MPH concentration course and practicum. Note that these are listed as being only reinforced (R) in the practicum. That is because only those concentration competencies that you elect to attain in your applied practical experience will be addressed, and only through your efforts in your practicum project.

**Appendix A: FOUNDATIONAL  
CEPH PROGRAM COMPETENCIES  
WITHIN THE MPH CORE  
COURSES**

**P=Primary content (assessed);  
R=Reinforced in course (not primarily  
assessed)**

HLTH 501  
Biostatistics

HLTH 503  
Epidemiology

HLTH 505  
Envir. Health

HLTH 507  
Hlth. Admin.

HLTH 509  
Soc. & Behav. Theory

HLTH 511  
Research Methods

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

**TABLE B: PLOS OF THE MPH CORE CURRICULUM**

<b>PL01</b>	Determine population health status, needs, and resources using appropriate assessment and analytical methods. ( <i>Analytical &amp; Assessment Skills</i> ).
<b>PL02</b>	Develop, implement, and evaluate public health programs and policies to address identified determinants of health. ( <i>Policy Development &amp; Program Planning Skills</i> ).
<b>PL03</b>	Demonstrate effective written, oral, and electronic methods of communicating health information and advocating for health with diverse audiences. ( <i>Communication and Advocacy Skills</i> .)
<b>PL04</b>	Develop public health interventions that address disparities and inequalities in health access and health status in the context of culture, race, gender, and economics. ( <i>Cultural Competency Skills</i> )
<b>PL05</b>	Engage community constituencies in collaborative relationships to develop and employ community capacity for health. ( <i>Community Dimensions of Practice Skills</i> .)
<b>PL06</b>	Describe the scientific basis for public health problems and apply public health solutions to address them. ( <i>Public Health Sciences Skills</i> )
<b>PL07</b>	Describe public health philosophy and organization, including infrastructure, funding, delivery, and fiscal and workforce management in the U.S. and globally. ( <i>Financial Planning &amp; Management Skills</i> )
<b>PL08</b>	Apply principles of public health leadership, including systems thinking, group process, social justice, and ethics. ( <i>Leadership &amp; Systems Thinking Skills</i> .)
<b>PL09</b>	Describe health from the perspective of God's purposes for humanity in creation, fall, and redemption. ( <i>Spiritual Formation Skills</i> )

<b>TABLE C</b>			
<b>MPH FOUNDATIONAL COMPETENCIES ALIGNED TO PROGRAM LEARNING OUTCOMES &amp; SPECIFIC ASSESSMENT OPPORTUNITIES</b>			
<b>PLO</b>	<b>Foundational Competency</b>	<b>Course name and number with course CLO</b>	<b>Describe specific assessment opportunity</b>
	<b>Evidence-based Approaches to Public Health</b>		
1	1. Apply epidemiological methods to settings and situations in public health practice	<p><i>HLTH 503 Principles of Epidemiology:</i></p> <p>Analyze public health data using appropriate epidemiological measures to describe a population-based health problem.</p>	<p>PPT presentation project</p> <p>Prepare a PowerPoint talk on an epidemiologic investigation of infectious disease.</p>
1	2. Select quantitative and qualitative data collection methods appropriate for a given public health context	<p><i>HLTH 501 Biostatistics:</i></p> <p>Apply basic informatics techniques with vital statistics and public health records to describe a public health problem.</p>	<p>Case study analysis</p> <p>Analyze data from a given population study, determining appropriateness of data collection methods in comparison to others.</p>
1	3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	<p><i>HLTH 511 Research Methods in Public Health:</i></p> <p>Use information technology to access, collect, analyze, and maintain epidemiologic data.</p>	<p>SPSS homework;</p> <p>Nvivo analysis</p> <p>Use statistical methods to analyze quantitative and qualitative data in assigned questions.</p>
3,6	4. Interpret results of data analysis for public health research, policy or practice	<p><i>HLTH 503 Principles of Epidemiology</i></p> <p>Apply evidence-based reasoning to draw appropriate inferences from epidemiologic data.</p>	<p>PowerPoint presentation project</p> <p>Interpret epidemiologic data and make recommendations for a public health intervention for an infectious disease.</p>
<b>Public Health &amp; Health Care Systems</b>			



7	5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	<p><i>HLTH 507 Public Health Administration</i></p> <p>Describe the major components of the organization, financing, and delivery of health services by public health systems in the U.S. and selected countries.</p>	<p>Professional skill activity;</p> <p>Discussion forum Compare and contrast public health systems from selected countries.</p>
8	6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	<p><i>HLTH 509 Social &amp; Behavioral Theory Applications:</i></p> <p>Identify social, cultural, and behavioral factors that influence health disparities and affect population health.</p>	<p>R: Reflection Assignment O: Discussion Forum</p> <p>Review articles and videos provided from APHA series which focus on structural bias, structural racism and social inequities. Complete personal reflection (R) discussion forum (O) responses based on videos and articles viewed answering guiding prompts related to health equity at organizational, community and systemic levels</p>
<b>Planning &amp; Management to Promote Health</b>			
1,2	7. Assess population needs, assets, and capacities that affect communities' health	<p><i>HLTH 509 Social &amp; Behavioral Theory Applications</i></p> <p>Identify community needs, assets, and deficits for social and behavioral interventions.</p>	<p>R: Theory application paper Identify needs, assets, and deficits as the basis for a public health intervention write-up.</p> <p>O: Learning activity. Use secondary data sources to explore social and physical health determinants for a selected population</p>
3,4	8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	<p><i>HLTH 507 Public Health Administration</i></p> <p>Develop public health programs and policies responsive to the diverse cultural values and traditions of the communities served</p>	<p>Policy brief</p> <p>Incorporate aspects of cultural competency into policy brief addressing a health disparity.</p>

2,3,8	9. Design a population-based policy, program, project, or intervention	<p><i>HLTH 507 Public Health Administration:</i></p> <p>Develop public health programs and policies responsive to the diverse cultural values and traditions of the communities served</p>	<p>Policy brief</p> <p>Design a population-based policy &amp; describe it in a policy brief.</p>
4,7	10. Explain basic principles and tools of budget and resource management	<p><i>HLTH 507 Public Health Administration</i></p> <p>Apply principles of planning, budgeting, and management to efforts to assure the public's health, safety, and preparedness.</p>	<p>R: Collaborative integration project.</p> <p>Design a budget for use by a community coalition and its management for the project.</p> <p>O: Discussion forum Apply principles of participatory budgeting and its management for the project for an organization in a case study.</p>
1,2	11. Select methods to evaluate public health programs	<p><i>HLTH 511 Research Methods in Public Health.</i></p> <p>Compare and contrast the purposes and methods used in program evaluation.</p>	<p>R: Evaluation activity Examine evaluation methods of a program by type of evaluation and discuss its appropriateness.</p> <p>O: Article reviews From article reviews, identify best methods for selected program evaluations.</p>
<b>Policy in Public Health</b>			

2,4	12. Discuss the policy-making process, including the roles of ethics and evidence	<p><i>HLTH 507 Public Health Administration</i></p> <p>Articulate an evidence-based policy process for reducing disparities and improving the health of diverse populations.</p>	Apply the policy-making process within a policy brief addressing a racial or social public health disparity, describing the roles of ethical decision-making, and presenting evidence for justification of the policy.
5	13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	<p><i>HLTH 509 Social &amp; Behavioral Theory Applications</i></p> <p>Enlist community stakeholders in planning and advocating for public health programs and policies.</p>	<p>R: Theory application paper Identify critical stakeholders and coalition-building strategies in a population-based intervention.</p> <p>O: Learning activity Generate a list of best practices to identify stakeholders and strategies to build a coalition.</p>
2,3,4,	14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations <sup>3</sup>	<p><i>HLTH 509 Social &amp; Behavioral Theory Applications</i></p>	<p>Theory application paper</p> <p>Present a developed strategic advocacy plan, policy, or program policy to support the health intervention described for a defined vulnerable population.</p>
2,3,4	15. Evaluate policies for their impact on public health and health equity	<p><i>HLTH 509 Social &amp; Behavioral Theory Applications.</i></p> <p>Describe steps and procedures for planning, implementing, and evaluating public health programs and policies.</p>	<p>R: Theory application paper Evaluate the implications of adopting an intervention in a selected priority population.</p> <p>O: Learning activity Evaluate the implications and unintended consequences of adopting an intervention in a selected priority population.</p>
<b>Leadership</b>			

6,8	16. Apply leadership and/or management principles to address a relevant issue <sup>4</sup>	<p><i>HLTH 505 Principles of Environmental Health</i></p> <p>Design a public health intervention or research project from vision to action.</p>	<p>Environmental Conservation Presentation</p> <p>Develop a coalition to address in a systematic manner an environmental conservation issue that impacts human health.</p>
7,8	17. Apply negotiation and mediation skills to address organizational or community challenges <sup>5</sup>	<p><i>HLTH 507 Public Health Administration</i></p> <p>Negotiate appropriate roles and relationships in public and private sectors supporting a systems approach to the delivery of essential public health services</p>	<p>R: Collaborative integration project. Use negotiation and mediation skills on a coalition in an emergency response exercise.</p> <p>O: Discussion board Use negotiation and mediation skills to reach agreement in a case scenario.</p>
<b>Communication</b>			
3,5	18. Select communication strategies for different audiences and sectors	<p><i>HLTH 503 Principles of Epidemiology</i></p> <p>Effectively communicate epidemiologic information to lay and professional audiences.</p>	<p>PPT presentation project</p> <p>Make recommendations for various dissemination strategies for providing information for a public health intervention in an epidemiological investigation to effectively communicate epidemiologic information to lay and professional audiences.</p>
3	19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	<p><i>HLTH 501 Biostatistics</i></p> <p>Develop written and oral presentations reporting statistical analyses for selected audiences.</p>	<p>Case study analysis</p> <p>Prepare a written and oral case study presentation for an identified lay audience.</p>

4	20. Describe the importance of cultural competence in communicating public health content	<p><i>HLTH 507 Public Health Administration</i></p> <p>Develop public health programs and policies responsive to the diverse cultural values and traditions of the communities served.</p>	<p>Policy brief</p> <p>Describes and Incorporates principles of cultural competency in a policy designed to mitigate a health disparity.</p>
<b>Interprofessional Practice</b>			
5,8	21. Integrate perspectives from other sectors and/or professions to promote and advance population health <sup>6</sup>	<p><i>HLTH 509 Social and Behavioral Theories of Public Health</i></p> <p>Identify best practices of interprofessional collaboration to support public health policies and programs</p>	<p>Interprofessional Service Project</p> <p>R: Serve and engage in a interprofessional collaboration to support public health and complete a personal reflection on the assignment.</p> <p>O: Discussion forum Describe a disaster response involving interprofessional collaboration, noting the benefits of collaborative approaches over a siloed approach.</p>
<b>Systems Thinking</b>			
7,8	22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative <sup>7</sup>	<p><i>HLTH 507 Public Health Administration</i></p> <p>Negotiate appropriate roles and relationships in public and private sectors supporting a systems approach to the delivery of essential public health services.</p>	<p>Preparedness Assignment</p> <p>Create and develop and Emergency preparedness plan to address a public health emergency applying a systematic process of risk assessment, management, and communication.</p>
R= Residential; O= Online			

**TABLE D**  
**FOUNDATIONAL COMPETENCY ALIGNMENT IN CORE COURSES**

**HLTH 501 BIostatISTICS**

FOUNDATIONAL COMPETENCY	SPECIFIC ASSESSMENT OPPORTUNITIES
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	R&O: Case study analysis Analyze data from a given population study, determining appropriateness of data collection methods in comparison to others.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	<b>R&amp;O: Case study analysis</b> Perform tests of association on categorical data and interpret findings to address a public health problem.
4. Interpret results of data analysis for public health research, policy or practice.	<b>R&amp;O: Case study analysis</b> Analyze and interpret data in a case study.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	<b>R&amp;O: Case study analysis</b> Prepare a written and oral presentation of a case.

**HLTH 503 PRINCIPLES OF EPIDEMIOLOGY**

FOUNDATIONAL COMPETENCY	SPECIFIC ASSESSMENT OPPORTUNITIES
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.	<b>R&amp;O: Epidemiologic measures exercises</b> Complete assigned exercises to strengthen skills in epidemiologic methods. <b>R&amp;O: Infectious Disease Presentation project</b> Prepare a PowerPoint presentation on epidemiologic investigation of an infectious disease.
4. Interpret results of data analysis for public health research, policy or practice.	<b>R&amp;O: Infectious Disease Presentation project</b> Interpret epidemiologic data and make recommendations for a public health intervention for an infectious disease.
18. Select communication strategies for different audiences and sectors.	<b>R&amp;O: Infectious Disease Presentation project</b> Communicate recommendations for a public health intervention in an epidemiologic investigation of an infectious disease at both professional and lay levels.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	<b>R&amp;O: Infectious Disease Presentation project</b> Communicate recommendations for a public health intervention in an epidemiologic investigation of an infectious disease at both professional and lay levels.

## HLTH 505 PRINCIPLES OF ENVIRONMENTAL HEALTH

FOUNDATIONAL COMPETENCY	SPECIFIC ASSESSMENT OPPORTUNITIES
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.	<b>R&amp;O: Environmental health research paper</b> Compare agencies, policies, and systems useful in the mitigation of an environmental issue.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.	<b>R&amp;O: Environmental health research paper</b> Paper includes advocacy strategies to address an environmental health issue through a systems approach in a selected population
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision- making.	<b>R&amp;O: Health intervention program or research project</b> Develop a coalition to address in a systematic manner an environmental conservation issue that impacts human health.
18. Select communication strategies for different audiences and sectors.	<b>R&amp;O: Conservation effort</b> Create a PowerPoint presentation to promote environmental justice.
22. Apply systems thinking tools to a public health issue.	<b>R&amp;O: Environmental health research paper</b> Paper includes advocacy strategies to address an environmental health issue through a systems approach in a selected population.

## HLTH 507 PUBLIC HEALTH ADMINISTRATION

FOUNDATIONAL COMPETENCY	SPECIFIC ASSESSMENT OPPORTUNITIES
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.	<b>R: Professional skill activity</b> Compare and contrast public health systems from selected countries. <b>O: Discussion forum</b> Compare and contrast public health systems from selected countries.
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.	<b>R&amp;O: Policy brief</b> Describe a racial or social health disparity and factors that contribute to it. Develop a policy brief to address one of those factors.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	<b>R&amp;O: Policy brief</b> Demonstrate cultural competence in the development of a policy brief addressing a health disparity.
9. Design a population-based policy, program, project or intervention.	<b>R&amp;O: Policy brief</b> Design a population-based policy & describe it in a policy brief.
10. Explain basic principles and tools of budget and resource management.	<b>R: Collaborative integration project</b> Design a budget for use by a community coalition and discuss its management.

	<p><b>O: Discussion forum</b> Apply principles of participatory budgeting for an organization in a case study.</p>
<p>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.</p>	<p><b>R&amp;O: Policy brief</b> Develop a policy brief to mitigate a disparate public health problem or health care issue. <b>R: Professional skill activity PSA</b> <b>O: Discussion forum</b> Students are provided with 2 reports and asked to describe the policy making process in generalities then apply this process by discussing how they would practice public health ethics and advocate for this goal in state legislature.</p>
<p>15. Evaluate policies for their impact on public health and health equity.</p>	<p><b>R&amp;O: Policy brief</b> Create a policy designed to mitigate a health disparity.</p>
<p>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.</p>	<p><b>R&amp;O: Professional Skill Activity</b> Students practice leadership skills of creating a vision, empowering others, fostering collaboration, and guiding decision making in the context of scenario building to envision a better organizational future.</p>
<p>17. Apply negotiation and mediation skills to address organizational or community challenges.</p>	<p><b>R: Collaborative integration project</b> Use negotiation and mediation skills on a coalition in an emergency response exercise. <b>O: Discussion board</b> Use negotiation and mediation skills to come to agreement in a case scenario.</p>
<p>20. Describe the importance of cultural competence in communicating public health content.</p>	<p><b>R&amp;O: Policy brief</b> Incorporate principles of cultural competence in a policy designed to mitigate a health disparity.</p>
<p>22. Apply systems thinking tools to a public health issue.</p>	<p><b>R&amp;O: Emergency Preparedness Plan</b> Create a community emergency preparedness plan in a systems approach</p>



## HLTH 509 SOCIAL AND BEHAVIORAL APPLICATIONS OF PUBLIC HEALTH THEORY

FOUNDATIONAL COMPETENCY	SPECIFIC ASSESSMENT OPPORTUNITIES
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.	<p><b>R&amp;O: Article reviews</b> Identify and discuss social, cultural, and behavioral factors that influence health inequalities described in a journal article.</p>
7. Assess population needs, assets and capacities that affect communities' health.	<p><b>R: Theory application paper</b> Identify needs, assets and deficits as the basis for a public health intervention.</p> <p><b>O: Learning activity</b> Use secondary data sources to explore health determinants for a selected population.</p>
9. Design a population-based policy, program, project or intervention.	<p><b>R: Theory application paper</b> Design a culturally appropriate, population-based health intervention incorporating behavioral theory.</p> <p><b>O: Learning activity</b> In a series of learning activities, identify components of a culturally appropriate, population-based health intervention incorporating behavioral theory.</p>
10. Explain basic principles and tools of budget and resource management.	<p><b>R&amp;O: Theory application paper</b> Include a budget in plans for a population-based intervention.</p> <p><b>O: Discussion forum</b> Discuss key components of an organizational operating budget and its management.</p>
11. Select methods to evaluate public health programs.	<p><b>R: Theory application paper</b> Select appropriate evaluation methods in plans for a population-based intervention.</p> <p><b>O: Discussion forum</b> Discuss appropriateness of evaluation methods used in a public health intervention described in a journal article.</p>
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	<p><b>R: Theory application paper</b> Identify critical stakeholders in a population-based intervention.</p> <p><b>O: Learning activity</b> Create a logic model identifying stakeholders as resources in a population-based intervention.</p>

<p>14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.</p>	<p><b>R: Theory application paper</b>  Create an advocacy coalition to support a selected health intervention.  <b>O: Learning activity</b>  Create an advocacy coalition to support a selected health intervention.</p>
<p>15. Evaluate policies for their impact on public health and health equity.</p>	<p><b>R: Theory application paper</b>  Evaluate the implications and unintended consequences of adopting an intervention in a selected priority population.  <b>O: Learning activity</b>  Evaluate the implications and unintended consequences of adopting an intervention in a selected priority population.</p>
<p>17. Apply negotiation and mediation skills to address organizational or community challenges.</p>	<p><b>R: Article review</b>  Describe effective models for negotiation &amp; conflict resolution.  <b>O: Learning activity</b>  Describe effective models for negotiation &amp; conflict resolution.</p>
<p>21. Perform effectively on interprofessional teams.</p>	<p><b>R: Article review</b>  Identify best practices of interprofessional collaboration to support public health policies and programs.  <b>O: Discussion forum</b>  Identify best practices of interprofessional collaboration to support public health policies and programs.</p>

## HLTH 511 RESEARCH METHODS IN PUBLIC HEALTH

<b>FOUNDATIONAL COMPETENCY</b>	<b>SPECIFIC ASSESSMENT OPPORTUNITIES</b>
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	<b>R&amp;O: Article reviews</b> Discriminate appropriate and inappropriate data collection methods used in public health research reports.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	<b>R&amp;O: SPSS homework; Research project</b> Use statistical methods to analyze data in homework assignments and a research project.
7. Assess population needs, assets and capacities that affect communities' health.	<b>R&amp;O: Survey development</b> Develop survey items as an assessment instrument.
11. Select methods to evaluate public health programs.	<b>R: Evaluation activity</b> Examine evaluation methods of a program by type of evaluation and discuss appropriateness. <b>O: Article reviews</b> From article reviews, identify best methods for selected program evaluations.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	<b>R&amp;O: Article review</b> Review and report on an article addressing community-based participatory research (CBPR).
20. Describe the importance of cultural competence in communicating public health content.	<b>R&amp;O: Research project</b> – Communicate research findings effectively to disparate audiences.



<b>COMMUNITY HEALTH PROMOTION CONCENTRATION COMPETENCIES</b>		HLTH 630	HLTH 632	HLTH 633	HLTH 634	HLTH 635	HLTH 698 Practicum
MH 1	Use assessment data to target needs of poor, underserved, or vulnerable populations.	P	P	R	R	R	R
MH 2	Build best practices of cultural competency into a public health intervention.	R	R	P	R		R
MH 3	Employ best practices of program evaluation and community-based participatory research.	R		P			R
MH 4	Demonstrate appropriate and effective communication and advocacy skills when interacting with diverse audiences in the context of health promotion activities.		R	R	P		R
MH 5	Employ ethical & effective leadership & management skills to build and maintain work teams, organizational relationships, and community collaboration in support of public health efforts.		R		R	P	R
MH 6	Apply the Christian worldview to public health practice in diverse settings and populations.	R	R	R	R	R	R

<b>NUTRITION CONCENTRATION COMPETENCIES</b>		HLTH 640	HLTH 642	HLTH 643	HLTH 644	HLTH 645	HLTH 698 Practicum
MN 1	Design and use an assessment tool to evaluate nutrition resources.		R		P		R
MN 2	Conduct and interpret quantitative and qualitative analyses of dietary behaviors.	P	R		P	P	R
MN 3	Create a diet plan to reduce disease risk.			P			R
MN 4	Apply nutrition principles and research findings into intervention strategies for specific populations.	P		P	P	R	R
MN 5	Design effective measures and policies to prevent food-borne illness.		P				R
MN 6	Apply the Christian worldview to public health nutrition practice in diverse settings and populations.	R	R	R	R	R	R

<b>ENVIRONMENTAL HEALTH CONCENTRATION COMPETENCIES</b>		HLTH 624	HLTH 660	HLTH 661	HLTH 662	HLTH 663	HLTH 698 Practicum
EH 1	Communicate relevant information concerning environmental health issues.		R			R	R
EH 2	Identify scientific, cultural, political, and ethical practices and decisions that may have adverse effects on at risk human populations or sensitive ecosystems.	P		R		P	R
EH 3	Analyze strategies to minimize or alleviate environmental impacts.		P		P	P	R
EH 4	Identify, and describe noteworthy environmental health laws, regulations, programs, policies, and guidelines and their implications on activities aimed at protecting environmental health.		R		P	P	R
EH 5	Describe the impact of the environment on disease prevention and health.	P	P	P		R	R
EH 6	Apply the Christian worldview to public health environmental practice in diverse settings and populations	R	R			R	R

<b>PUBLIC HEALTH POLICIES CONCENTRATION COMPETENCIES</b>		HLTH 551	HLTH 556	HLTH 610	HLTH 634	HLTH 635	HLTH 698 Practicum
MP 1	Produce policy recommendations for diverse stakeholders by evaluating public health issues, policy alternatives, projected outcomes, and communication strategies			P	R		R
MP 2	Advocate for community health programs and policies through media politics agencies and churches.				P		R
MP 3	Analyze the human aspects of maintaining a successful organization and recognize the scope and limits to the activities of public health organizations.					P	R
MP 4	Construct a personal code of decision-making principles as it relates to health behavior and future healthcare decisions.	P				R	R
MP 5	Discuss how the political process affects health policy and development.		P				R
MP 6	Apply the Christian worldview to public health practice in diverse settings and populations.	P			R	R	R

# Appendix B

## I - INSTRUCTION

Preparing graduates with the requisite professional skills to excel in public health practice in diverse settings in the state, the nation, and the world.

**GOAL I-1.0 Offer effective learning opportunities through curricular and co-curricular experiences to prepare competent public health professionals.**

*Measurable outcomes*

- I-1.1 Number of MPH students passing the competency exam on the first attempt.
- I-1.2 Number of practicum/internship preceptors who rate students as competent in their field of study.
- I-1.3 Number of employers who rate students as competent in their field of study.
- I-1.4 Number of alumni who feel adequately prepared for their current jobs.
- I-1.5 Successful annual review of University-specific program learning outcomes.

**GOAL I-2.0 Provide an environment conducive to student learning and professional development.**

*Measurable outcomes*

- I-2.1 Student satisfaction with class size in relation to appropriateness for learning and academic success.
- I-2.2 Number of primary faculty who participate in instructional and professional development activities.
- I-2.3 Student participation in the advisement process.
- I-2.4 Student satisfaction with the availability of faculty.
- I-2.5 Student satisfaction with the academic advising.

**GOAL I-3.0 Recruit and retain a diverse, qualified student body.**

*Measurable outcomes*

- I-3.1 Number of MPH students with military service connections (active, veteran, spouse).
- I-3.2 Proportion of underrepresented minorities (URM) enrolled.
- I-3.3 Graduation rate.
- I-3.4 Number of students currently working or continuing their education.

## R - RESEARCH

**Advancing the field of public health practice through research, scholarship, and other creative endeavors focused on identifying solutions to leading health challenges.**

**GOAL R-1.0 Engage in research and other scholarly activities to advance the knowledge and practice of public health.**

*Measurable outcomes*

**R-1.1** Submission of proposals by primary faculty for extramural or intramural funding for public health research projects.

**R-1.2** Number of primary faculty presenting at regional, national, or international professional meetings.

**R-1.3** Number of peer-reviewed or other scholarly publications from primary faculty.

**R-1.4** Number of primary faculty addressing the needs of vulnerable, at risk, or underserved populations.

**R-1.5** Number of primary faculty addressing the relationship between faith and health.

**GOAL R-2.0 Nurture student intellectual inquiry into public health knowledge and practice.**

*Measurable outcomes*

**R-2.1** Number of primary faculty serving as research mentors for student research projects.

**R-2.2** Number of students presenting at sponsored research symposia.

**GOAL R-3.0 Support professional development of primary faculty in research and scholarly activity.**

*Measurable outcomes*

**R-3.1** Number of primary faculty who maintain current human subjects protection certification.

**R-3.2** Number of primary faculty accessing Program funding for professional development.

## S - SERVICE

**Using education, advocacy, and service by faculty, students, and alumni to facilitate positive health outcomes among diverse populations.**

**GOAL S-1.0 Address health needs of vulnerable, at risk, and underserved populations through local and global service activities.**

*Measurable outcomes*

**S-1.1** Number of primary faculty participating in community service or health advocacy activities.



**S-1.2** Number of collaborative projects with local, regional, national, or international organizations that address the public health needs of vulnerable or at risk populations.

**GOAL S-2.0 Support preparation, training, and professional development of the public health workforce.**

*Measurable outcomes*

**S-2.1** Number of extracurricular training or workforce development opportunities for individuals serving in public health or healthcare functions.

**S-2.2** Number of public health and other healthcare professionals enrolled in degree or certificate Programs.

- MPH or BS degree
- Graduate certificate

**GOAL S-3.0 Promote student participation in community and public health service.**

*Measurable outcomes*

**S-3.1** Number of students serving in public health leadership roles in the University, Program, community, organization, or church.

**S-3.2** Number of health activities for vulnerable or at risk populations sponsored by student clubs (Liberty University Public Health Student Association and Eta Sigma Gamma).

**S-3.3** Student participation in public health service or advocacy activities addressing the needs of vulnerable or at risk populations.

# Appendix C

Four certificates, corresponding to the current concentration areas in the Master of Public Health degree, are available to students wanting to broaden their understanding of an additional concentration area or explore a particular concentration area without obtaining an MPH degree.

## ***CERTIFICATE COMPLETION REQUIREMENTS:***

1. 15-24 total credit hours corresponding to the concentration area on the Master of Public Health degree completion plans.
2. All courses must be completed through Liberty University.
3. No grade of D (includes grades of D+ and D-) may be applied to the certificate.
4. Certificate must be completed within 3 years.
5. Submit a Certificate Completion Application to the Registrar's Office at the beginning of the final semester.

## **GRADUATE CERTIFICATE IN GLOBAL HEALTH**

Global Health students will be able to apply the principles of and incorporate best practices in global health as they relate to public health, disease prevention, and improved quality of life among various populations.

<b>Graduate Certificate in Global Health (15 hrs.)</b>		
HLTH 620	Introduction to Global Health	3
HLTH 622	Primary Healthcare in Developing Countries	3
HLTH 623	Cultural Aspects of Health Behavior	3
HLTH 624	Sanitation in Developing Countries	3
HLTH 625	Prevention and Control of Infectious Diseases	3

## **GRADUATE CERTIFICATE IN COMMUNITY HEALTH PROMOTION**

Students will be able to apply the principles of and incorporate best practices in health promotion as they relate to public health, disease prevention, and improved quality of life among various populations.

<b>Graduate Certificate in Health Promotion (15 hrs.)</b>		
HLTH 630	Principles of Community Health	3
HLTH 632	Health Program Planning	3
HLTH 633	Health Program Evaluation	3
HLTH 634	Health Communication and Advocacy	3
HLTH 635	Health Agency Management	3

## **GRADUATE CERTIFICATE IN EPIDEMIOLOGY**

Students who choose to obtain a certificate in epidemiology will learn how to investigate patterns and causes of disease or injury. In these certificate courses, students will also learn how to reduce the risk and occurrence of negative health outcomes as they engage in research centered on community education and health policy.

<b>Graduate Certificate in Epidemiology (24 hrs.)</b>		
HLTH 501	Biostatistics	3
HLTH 503	Principles of Epidemiology	3
HLTH 511	Health Research Methods	3
HLTH 552	Chronic Disease Prevention and Management	3
HLTH 625	Prevention and Control of Infectious Diseases	3
HLTH 642	Food-borne Illness Prevention	3
HLTH 650	Field Epidemiology	3
HLTH 651	Epidemiologic Research Methods	3

## **GRADUATE CERTIFICATE IN NUTRITION**

Nutrition students will be able to apply the principles of and incorporate best practices in human nutrition as they relate to public health, disease prevention, and improved quality of life among various populations.

<b>Graduate Certificate in Nutrition (15 hrs.)</b>		
HLTH 640	Principles of Nutrition	3
HLTH 642	Food-borne Illness Prevention	3
HLTH 643	Nutrition and Chronic Disease	3
HLTH 644	Diabetes, Obesity and Eating Disorders	3
HLTH 645	Performance Nutrition for the Physically Active	3