

Liberty University School of Health Sciences

Masters of Public Health ***2018-2019 Student Handbook***

Epidemiology
Health Promotion
Global Health
Nutrition



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Welcome from the MPH Program Director

Welcome to the Graduate School at Liberty University and thank you for choosing to study in the Department of Public and Community Health. The Masters of Public Health (MPH) is a challenging and rewarding academic degree designed to prepare students for professional roles in health departments, governmental agencies, non-governmental health agencies, hospitals, and health-related industries. Many individuals apply to the program, seeking public health knowledge to tackle compelling community health issues they see. Others come to us with a less clear idea of how public health fits into God's plan for their lives. Either way, we are here to help you find and shape an educational experience to help you make the world a better place.

Students entering the MPH must complete HLTH 501 (Biostatistics) in the first semester. It provides the skills you need to understand the complexities of health needs in populations and communities. Upon successful completion of HLTH 501, you will be contacted to begin planning to complete the MPH degree program. At that point, you will set up an e-portfolio, receive advice about your specialization, and begin preparations for your culminating practicum experience.

The goal of the practicum, your final course, is to integrate everything you learned during your course work into a real world practice experience under the guidance of a seasoned professional. There are thousands of potential practicum sites to choose from. Begin seeking an experience to enhance your career development early in your studies. Don't limit yourself to a single geographic area. The program's vision is for graduates to minister globally to the needs of diverse communities, especially the poor and underserved, following the example of the ministry of our Lord. Proverbs 13:17b says, "...a faithful envoy brings healing." Our desire is that your degree will prepare you to fulfill this vision, wherever it may take you.

On behalf of our faculty, thank you again for choosing to study at Liberty University. We look forward to working with. Whether your degree is residential or online, we know the MPH program will be a memorable experience and will prepare you for a lifetime of effective service. Prayerfully,

A handwritten signature in black ink that reads "Richard A. Lane".

Richard A. Lane, MD, MPH&TM, FACPM
Director, Liberty University Masters of Public Health Program



Using this Handbook

Welcome to Liberty University's Department of Public and Community Health!

The faculty and staff are excited to partner with you on your journey of becoming a public health professional. You have chosen to pursue an exciting career path that allows you to influence and improve the health of diverse populations.

This student handbook has been designed to guide you through the academic portion of your career development by providing an overview of the policies and procedures of the MPH program at Liberty University. Inside you will find specific guidelines that are essential for your success in becoming a Masters of Public Health graduate. This is the main supplement for our program and it complements the [Residential Graduate Honor Code](#), [LU Online Code of Honor](#), and the [Liberty Way](#). Although these are important documents to consult, they do not substitute the interactions with your instructors and other faculty of the program. They are here to help: get to know them and ask for their advice about courses and career options. They are more than willing to be of assistance.

While every effort has been made to ensure the accuracy and currency of the information in this handbook, the official statement of information relating to the MPH degree is the Liberty University [Graduate School Academic Catalog](#).

After successfully completing HLTH 501 Biostatistics, you will be automatically enrolled in the online **MPH Student Concourse**. It will keep you up to date with news and information about the MPH degree, relevant happenings on campus and community, career opportunities and more. Check it often.

Mission and Purpose

Maintaining the vision of the founder, Dr. Jerry Falwell, Liberty University develops Christ-centered men and women with the values, knowledge, and skills essential to impact the world.

Through its residential and online programs, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission.

Liberty University will:

1. Emphasize excellence in teaching and learning.
2. Foster university-level competencies in communication, critical thinking, information literacy, and mathematics in all undergraduate programs.
3. Ensure competency in scholarship, research, and professional communication in all graduate programs.
4. Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social and physical value-driven behavior.
5. Enable students to engage in a major field of study in career-focused disciplines built on a solid foundation in the liberal arts.
6. Promote an understanding of Western tradition and diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
7. Contribute to a knowledge and understanding of other cultures and of international events.
8. Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as the Lord of the universe and their personal Savior.

DEPARTMENT OF PUBLIC AND COMMUNITY HEALTH

Purpose

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 both undergraduate and graduate degree 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 meeting the prerequisites will be eligible for professional certification through the National Commission for Health Education Credentialing (CHES).

Public and Community Health Program

Mission

Embracing the Christian world view 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).

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)

Public and Community Health Program Goals and Objectives

The program's goals addressing instruction, research and service, and relevant measurable outcomes, are shown below. Numbers in parentheses refer to criteria in the CEPH self-study document.

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 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.

University Admission Requirements & Resources

TUITION

Credit hours required: 42
2018-2019 Tuition: \$545 per credit hour
\$22,890 for 42 credit hours

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
2. \$50 application fee (*beginning Fall 2016, the application fee will be deferred and assessed during Financial Check-In*)
 - An undergraduate cumulative GPA of 2.50 or above (on a 4.00 scale). Official college transcripts (must be mailed directly from your college to Liberty University in an official, sealed envelope).
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 their ASIST Account.
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 may be admitted on Academic Caution status. These students must take and pass GRST 500 – *Introduction to Graduate Writing* and HLTH 500 – *Introduction to Public Health* in the first semester. 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 (see Gate System, page 18) to monitor student progress during preparation for a career in public health. Upon admission to the Graduate School, students will be advised to complete HLTH 501 (Biostatistics) as the first course in the MPH program. Students will be invited to apply for degree candidacy after successful completion of HLTH 501 with a grade of C or better. A total of nine (9) credit hours may be attempted prior to submitting an application for candidacy. The gate is used to verify student desire and competencies to complete the MPH degree. Additional gates have been established to ensure all degree requirements are completed at the appropriate stage of student development.

TRANSFER CREDIT

Students may transfer up to twenty-one (21) graduate credit hours from an accredited institution subject to department approval. In order to transfer credit, students must have earned the minimum

grade of B-, and courses must have been completed 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.

INTERNATIONAL STUDENTS 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 presently enroll over 900 international students from over 90 foreign countries.

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.

Daniel Kim International Student Center

Location: Second floor of DeMoss Hall, Room 2232

Hours: 8:00 a.m. - 5:00 p.m. Monday-Friday

Email: isc@liberty.edu

Phone: (434) 592-4118

The Center for Writing and Languages (CWL)

Liberty University's CWL aims to improve oral, listening, reading, and writing proficiency in foreign languages, including American Sign Language (ASL), French, Spanish, German, Chinese, and English as a Second Language (ESL), by providing free language tutoring services with native-speaking tutors.

FACULTY ADVISORS

Liberty University Online Academic Advising department is dedicated to serving 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 on Faculty advisors you can contact the Academic Advising Department by phone or email at: (855) 466-9218; or luoadvising@liberty.edu.

Master of Public Health Degree Requirements

COURSE REQUIREMENTS

The Master of Public Health is a 42-hour program that offers four concentrations: Global Health, Health Promotion, Nutrition, and Epidemiology. All concentrations are offered in both residential and online formats except Epidemiology, which is only offered residentially. Students complete 18 core hours in six disciplines: biostatistics, epidemiology, environmental health sciences, health policy and management, social and behavioral sciences, and public health research. These classes are combined with 15 credit hours in one of the concentrations named above, 6 hours in two electives and 3 credit hours in the practicum.

CORE PUBLIC HEALTH COURSES

| | |
|--|--|
| (M.P.H.) Master of Public Health (42 hrs.) | |
| Program Options: Online and Resident Formats | |
| Core Courses (18 hrs.) | |
| HLTH 501 | Biostatistics |
| HLTH 503 | Principles of Epidemiology |
| HLTH 505 | Principles of Environmental Health |
| HLTH 507 | Public Health Administration |
| HLTH 509 | Social and Behavioral Theory Applications in Public Health |
| HLTH 511 | Research Methods in Public Health |
| HLTH 600 | MPH Competency Exam |
| Concentration Courses (18 hrs.) Select from the following concentrations: Global Health, Health Promotion, Nutrition, or Epidemiology.* | |
| Elective Courses (6 hrs.) | |
| Total Credits | |
| *only offered residential | |

CONCENTRATIONS

GLOBAL HEALTH CONCENTRATION

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

| (M.P.H.) Master of Public Health - Global Health Concentration (18 hrs.) | | |
|--|---|---------|
| Core Courses (18 hrs.) | | |
| Global Health Concentration Courses (18 hrs.) | | 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 | 3 |
| Elective Courses (6 hrs.) Choose two of the following courses for which prerequisites have been met: BMAL 500, 501, COMS 532, LEAD 610, or any 500-600 HLTH course not already required in the degree. | | 6 |

NUTRITION CONCENTRATION

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

| (M.P.H.) Master of Public Health - Nutrition Concentration (18 hrs.) | | |
|--|---|---------|
| Core Courses (18 hrs.) | | |
| Nutrition Concentration Courses (18 hrs.) | | 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 two of the following courses for which prerequisites have been met: BMAL 500, 501, COMS 532, LEAD 610, or any 500-600 HLTH course not already required in the degree. | | 6 |

HEALTH PROMOTION CONCENTRATION

The student will be able to apply Health Education best practices to public health.

| (M.P.H.) Master of Public Health - Nutrition Concentration (18 hrs.) | | |
|--|-----------------------------------|---------|
| Core Courses (18 hrs.) | | |
| Health Promotion Concentration Courses (18 hrs.) | | 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 two of the following courses for which prerequisites have been met: BMAL 500, 501, COMS 532, LEAD 610, or any 500-600 HLTH course not already required in the degree. | | 6 |

EPIDEMIOLOGY CONCENTRATION

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

| (M.P.H.) Master of Public Health – Epidemiology Concentration (18 hrs) | | |
|---|--|---|
| Core Courses (18 hrs) | | |
| Epidemiology Concentration Courses (18 hrs) | | |
| HLTH 552 | <i>Chronic Disease Prevention Management</i> | 3 |
| HLTH 625 | <i>Prevention & Control of Infectious Diseases</i> | 3 |
| HLTH 642 | <i>Food-borne Illness Prevention</i> | 3 |
| HLTH 650 | <i>Field Epidemiology</i> | 3 |
| HLTH 651 | <i>Epidemiologic Research Methods</i> | 3 |
| HLTH 698 | <i>Practicum</i> | 3 |
| Elective Courses (6 hrs) Choose two of the following courses for which prerequisites have been met: BMAL 500, 501, COMS 532, LEAD 610, or any 500-600 HLTH course not already required in the degree. | | 6 |

DEGREE COMPLETION PLANS (DCP)

Degree Completion Plans for the Master of Public Health program are available online from the Registrar's webpage at <http://www.liberty.edu/dcps>.

Graduate Certificates

Three 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 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 2.0 GPA
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.

| Graduate Certificate in Global Health (15 hrs.) | | |
|--|---|---|
| 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 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.

| Graduate Certificate in Health Promotion (15 hrs.) | | |
|---|--------------------------------|---|
| HLTH 630 | Principles of Community Health | 3 |

| Graduate Certificate in Health Promotion (15 hrs.) | | |
|---|-----------------------------------|---|
| 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 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.

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

Foundational Public Health Competencies and Their Alignment with Core Courses

Liberty’s Master of Public Health program is based on the 22 foundational public health competencies approved by the Council on Education for Public Health (CEPH). The table below shows how the competencies align with core courses, course learning outcomes, and specific indicator assignments you will include in your Electronic Student Portfolio (ESP) that demonstrate their attainment.

| MPH FOUNDATIONAL COMPETENCIES ALIGNED TO COURSE LEARNING OUTCOMES & SPECIFIC ASSESSMENT OPPORTUNITIES | | |
|---|---|--|
| Foundational Competency | Representative Course & Course Learning Outcomes | Specific Assessment Opportunities |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice. | <p><i>HLTH 503 Principles of Epidemiology</i> Analyze public health data using appropriate epidemiologic measures to describe a population-based health problem.</p> | <p><i>R: Epidemiologic measures exercises</i> Students complete assigned exercises to strengthen skills in epidemiologic methods. <i>O: Study guide collaboration forum</i> Students complete exercises and quizzes and join in discussions.</p> |
| | <p><i>HLTH 503 Principles of Epidemiology</i> Describe a public health problem in terms of magnitude, person, place, and time.</p> | <p><i>R&O: PPT presentation project</i> Students prepare a PowerPoint presentation on epidemiologic investigation of infectious disease.</p> |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context. | <p><i>HLTH 501 Biostatistics</i> Apply basic informatics techniques with vital statistics and public health records to describe a public health problem.</p> | <p><i>R&O: Case Study</i> Students use categorical data to perform tests of association and interpret findings to describe treatment options for a public health problem. <i>O: Discussion Board</i> Students are provided with case scenarios for which they identify for the population and setting.</p> |
| | <p><i>HLTH 511 Research Methods in Public Health</i> Access community health assessments to collect information about health status and determinants of health.</p> | <p><i>R&O: Research project</i> Students determine and use appropriate data collection methods in a research project.</p> |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate. | <p><i>HLTH 501 Biostatistics</i> Critically analyze, evaluate, and interpret results from descriptive and inferential statistical procedures.</p> | <p><i>R&O: Case study analysis</i> Students analyze data in a case study.</p> |
| | <p><i>HLTH 511 Research Methods in Public Health</i> Use information technology to access, collect, analyze, and maintain epidemiologic data.</p> | <p><i>R&O: SPSS homework; Research project</i> Students use statistical methods to analyze data in homework assignments and research project.</p> |

| MPH FOUNDATIONAL COMPETENCIES ALIGNED TO COURSE LEARNING OUTCOMES & SPECIFIC ASSESSMENT OPPORTUNITIES | | |
|---|--|---|
| Foundational Competency | Representative Course & Course Learning Outcomes | Specific Assessment Opportunities |
| 4. Interpret results of data analysis for public health research, policy or practice. | HLTH 501 Biostatistics Critically analyze, evaluate, and interpret results from descriptive and inferential statistical procedures. | R&O: Case study analysis As part of a case study analysis students include an interpretation of analyzed data. |
| | HLTH 503 Principles of Epidemiology Apply evidence-based reasoning to draw appropriate inferences from epidemiologic data. | R&O: PPT presentation project As part of an investigation of an infectious disease, students interpret epidemiological data and make recommendations for public health interventions. |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings. | HLTH 505 Principles of Environmental Health Describe international, federal, and state regulatory programs, policies, and authorities that address environmental health issues. | R&O: Environmental health research paper Students compare agencies, policies, and systems approaches to the mitigation of an environmental issue. |
| | HLTH 507 Public Health Administration Describe the major components of the organization, financing, and delivery of health services by public health systems in the U.S. and selected countries. | R: Professional skill activity Students compare and contrast public health systems from selected countries. O: Discussion forum Students 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. | HLTH 507 Public Health Administration Articulate an evidence-based policy process for reducing disparities and improving the health of diverse populations. | R&O: Policy brief Students address factors that impact health disparities through policy development. |
| | HLTH 509 Social and Behavioral Theory Applications Identify social, cultural, and behavioral factors that influence health disparities and inequalities. | R&O: Article reviews Students identify social, cultural, and behavioral factors influencing health inequalities in Marmot article and following discussion. |
| 7. Assess population needs, assets and capacities that affect communities' health. | HLTH 509 Social and Behavioral Theory Applications Identify community needs, assets, and deficits for social and behavioral interventions. | R: Theory application paper Students identify needs, assets and deficits as the basis for a public health intervention. O: Learning activity Students use secondary data sources to explore health determinants for a selected population. |
| | HLTH 511 Research Methods in Public Health Students identify community health assessments to collect information about health status and determinants of health. | R&O: Health intervention program or research project Students choose appropriate methods for data collection in a practicum-based project. |

| MPH FOUNDATIONAL COMPETENCIES ALIGNED TO COURSE LEARNING OUTCOMES & SPECIFIC ASSESSMENT OPPORTUNITIES | | |
|--|--|--|
| Foundational Competency | Representative Course & Course Learning Outcomes | Specific Assessment Opportunities |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs. | HLTH 507 Public Health Administration Develop public health programs and policies responsive to the diverse cultural values and traditions of the communities served. | R&O: Policy brief Students incorporate aspects of cultural competence into policy brief addressing a health disparity. |
| | HLTH 511 Research Methods in Public Health Evaluate the appropriateness of health information materials for selected audiences. | R&O: Research project – Students communicate research findings effectively to selected audiences. |
| 9. Design a population-based policy, program, project or intervention. | HLTH 507 Public Health Administration Develop public health programs and policies responsive to the diverse cultural values and traditions of the communities served. | R&O: Policy brief Students design a population-based policy & describe it in a policy brief. |
| | HLTH 509 Social and Behavioral Theory Applications Apply theory-driven, evidence-based, ethical principles to the development and evaluation of social and behavioral interventions. | R: Theory application paper Students design a culturally competent population-based health intervention incorporating behavioral theory. O: Learning activities Students design a culturally competent population-based health intervention incorporating behavioral theory. |
| 10. Explain basic principles and tools of budget and resource management. | HLTH 507 Public Health Administration Apply principles of planning, budgeting, and management to efforts to assure the public's health, safety, and preparedness. | R: Collaborative integration project Students design a budget for use by a community organization. O: Discussion forum Students apply the principles of participatory budgeting for organizations through a case study evaluation. |
| | HLTH 509 Social and Behavioral Theory Applications Describe steps and procedures for planning, implementing, and evaluating public health programs and policies. | R&O: Theory application paper Students incorporate budget in plans for population-based intervention. |
| 11. Select methods to evaluate public health programs. | HLTH 509 Social and Behavioral Theory Applications Describe steps and procedures for planning, implementing, and evaluating public health programs and policies. | R&O: Theory application paper Students select appropriate evaluation methods in plans for a population-based intervention. O: Discussion Board Forum Students develop an intervention plan supported by theory for a vulnerable population identified in an academic journal article. |

| MPH FOUNDATIONAL COMPETENCIES ALIGNED TO COURSE LEARNING OUTCOMES & SPECIFIC ASSESSMENT OPPORTUNITIES | | |
|---|---|---|
| Foundational Competency | Representative Course & Course Learning Outcomes | Specific Assessment Opportunities |
| | HLTH 511 Research Methods in Public Health Compare and contrast purposes and methods used in program evaluation. | R&O: Article reviews From article reviews students compare methodologies for program evaluation. |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence. | HLTH 507 Public Health Administration Articulate an evidence-based policy process for reducing disparities and improving the health of diverse populations. | R&O: Policy brief Students develop a policy brief reflecting change needed for the improvement of a public health or health care issue. |
| | HLTH 507 Public Health Administration Describe the legal and ethical basis for public health and health services delivery. | R: Professional skill activity Students complete an activity judging the ethical implications of a policy. O: Discussion forum Students describe how ethics should be incorporated into public health policy and practice, providing evidence to support their assertions. |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes. | HLTH 509 Social and Behavioral Theory Applications Enlist community stakeholders in planning and advocating for public health programs and policies. | R: Theory application paper Students identify critical stakeholders in a population-based intervention. O: Learning activity Students create a logic model that identifies stakeholders as resources in a population-based intervention. |
| | HLTH 511 Research Methods in Public Health Affirm the need for community input for developing, implementing, evaluating, and improving health policies, programs, and services. | R&O: Article review Students review and report on an article addressing community-based participatory research (CBPR). |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations. | HLTH 505 Principles of Environmental Health Advocate for environmental health programs and policies through the public and private sectors. | R&O: Environmental health research paper Students incorporate methods to advocate for recommendations to improve population health. |
| | HLTH 509 Social and Behavioral Theory Applications Enlist community stakeholders in planning and advocating for public health programs and policies. | R&O: Theory application paper Students create an advocacy coalition to support the health intervention described in their paper. O: Learning activity |
| 15. Evaluate policies for their impact on public health and health equity. | HLTH 507 Public Health Admin. Articulate an evidence-based policy process for reducing disparities and improving the health of diverse populations. | R&O: Policy brief Students identify or create a policy designed to mitigate a health disparity. |

| MPH FOUNDATIONAL COMPETENCIES ALIGNED TO COURSE LEARNING OUTCOMES & SPECIFIC ASSESSMENT OPPORTUNITIES | | |
|--|--|--|
| Foundational Competency | Representative Course & Course Learning Outcomes | Specific Assessment Opportunities |
| | HLTH 509 Social and Behavioral Theory Applications Describe steps and procedures for planning, implementing, and evaluating public health programs and policies. | R&O: Theory application paper Students evaluate the implications of adopting the intervention in the priority population selected. |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making. | HLTH 507 Public Health Administration Describe quality and performance management principles for organizational and personnel improvement. | R&O: Professional Skill Activity Students use scenarios to envision a better organizational future. |
| | HLTH 505 Principles of Environmental Health Design a public health intervention or research project from vision to action. | R&O: Health intervention program or research project Students identify the vision and management of a population-based intervention. |
| 17. Apply negotiation and mediation skills to address organizational or community challenges. | HLTH 507 Public Health Administration Negotiate appropriate roles and relationships in public and private sectors supporting a systems approach to the delivery of essential public health services. | R: Collaborative integration project Students negotiate appropriate roles and relationships on a coalition in an emergency response exercise. O: Learning activity |
| | HLTH 509 Social and Behavioral Theory Applications Articulate principles of negotiation and conflict resolution from selected practice models. | R: Article reviews Students identify models for effective negotiation & conflict resolution. O: Learning activity |
| 18. Select communication strategies for different audiences and sectors. | HLTH 503 Principles of Epidemiology Effectively communicate epidemiologic information to lay and professional audiences. | R&O: PPT presentation project As part of an epidemiological investigation of an infectious disease, students make recommendations for public health interventions. |
| | HLTH 505 Principles of Environmental Health Discuss risk management and risk communication in relation to environmental justice and equity. | R&O: Conservation effort Students prepare a PPT presentation to promote environmental justice. |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation. | HLTH 501 Biostatistics Develop written and oral presentations reporting statistical analyses for selected audiences. | R&O: Case study analysis Students prepare a written and oral presentation of a case. |
| | HLTH 503 Principles of Epidemiology Effectively communicate epidemiologic information to lay and professional audiences. | R&O: PPT presentation project As part of an epidemiological investigation of an infectious disease, students make recommendations for public health interventions. |

| MPH FOUNDATIONAL COMPETENCIES ALIGNED TO COURSE LEARNING OUTCOMES & SPECIFIC ASSESSMENT OPPORTUNITIES | | |
|--|--|---|
| Foundational Competency | Representative Course & Course Learning Outcomes | Specific Assessment Opportunities |
| 20. Describe the importance of cultural competence in communicating public health content. | HLTH 507 Public Health Administration Develop public health programs and policies responsive to the diverse cultural values and traditions of the communities served. | R&O: Policy brief Students incorporate principles of cultural competence in a policy designed to mitigate a health disparity. |
| | HLTH 511 Research Methods in Public Health Evaluate the appropriateness of health information materials for selected audiences. | R&O: Research project – Communicate research findings effectively to selected audiences. |
| 21. Perform effectively on interprofessional teams. | HLTH 507 Public Health Administration Negotiate appropriate roles and relationships in public and private sectors supporting a systems approach to the delivery of essential public health services. | R: Collaborative integration project Students role-play roles and relationships in an emergency response exercise. O: Discussion Board Students describe a disaster response approach involving of interprofessional collaboration and explain the benefits over a more siloed approach. |
| | HLTH 509 Social and Behavioral Theory Applications Enlist critical stakeholders in the planning, implementation, and evaluation of public health programs, policies, and interventions. | R&O: Classroom Discussion (residential) and Discussion Board (online) Students identify principles of effective cross-disciplinary collaboration and participatory approaches for planning, implementation, and evaluation of health policies and programs. |
| 22. Apply systems thinking tools to a public health issue. | HLTH 505 Principles of Environmental Health Apply systems thinking for resolving public health problems. | R&O: Environmental health research paper Students incorporate a systems approach to recommendations to improve population health. |
| | HLTH 507 Public Health Administration Negotiate appropriate roles and relationships in public and private sectors supporting a systems approach to the delivery of essential public health services. | R&O: Policy Brief Students develop a policy brief on a public health problem, describing a system-based and partnered solution. R: Collaborative integration project Students address a community emergency through a systems approach in a community coalition. |

R = Residential O = Online

PROGRAM DOMAINS

Below is a list of the 9 program domains that the Liberty MPH program uses to categorize the 22 foundational public health competencies. The first 8 are adapted from the Council on Linkages between Academia and Public Health Practice. The 9th reflects the distinctive Christian worldview of Liberty University. The number in brackets following each domain are the competencies included in it. The 9th domain is also covered at length in the concentration courses. It is these 9 domains, as surrogates for the foundational competencies you will evaluate yourself on at the beginning and end of your program of study.

- **Analytical and assessment skills:** Ability to determine population health status, needs, and resources using appropriate assessment and analytical methods. *[Relates to foundational competencies 1,2,3,4,7]*
- **Policy development and/or program planning skills:** Ability to develop, implement, and evaluate effective public health programs and policies to address identified population determinants of health. *[Relates to foundational competencies 6,9,10,11,12,15]*
- **Communication and advocacy skills:** Ability to demonstrate effective written, oral, and electronic methods of communicating health information and advocating for health with diverse audiences. *[Relates to foundational competencies 3,4,8,14,17,18,19,20]*
- **Cultural competency skills:** Ability to develop public health interventions that address disparities and inequalities in health access and health status in the context of culture, race, gender, and economics. *[Relates to foundational competencies 1,3,6,8,9]*
- **Community dimensions of practice skills:** Ability to engage community constituencies in collaborative relationships to develop and employ community capacity for health. *[Relates to foundational competencies 11,13,14,17,21,22]*
- **Public health sciences skills:** Ability to describe the scientific basis for public health problems and apply public health solutions to address them. *[Relates to foundational competencies 16]*
- **Financial planning and management skills:** Ability to describe public health philosophy and organization, including infrastructure, funding, delivery, and fiscal and workforce management in the U.S. and globally. *[Relates to foundational competencies 5,16]*
- **Leadership and systems thinking skills:** Ability to apply principles of public health leadership, including systems thinking, group process, social justice, and ethics. *[Relates to foundational competencies 12,18,22]*
- **Spiritual formation skills:** Ability to describe health from the perspective of God's purposes for humanity in creation, fall, and redemption. *[Relates to foundational competencies 8,20]*

Specialization Competencies and Their Alignment with Concentration Courses

Liberty’s Master of Public Health program includes specialization competencies tied to your concentration courses. The table below shows how these competencies align with concentration courses, course learning outcomes, and specific indicator assignments.

| ASSESSMENT OF COMPETENCIES FOR MPH <i>GLOBAL HEALTH</i> CONCENTRATION | | |
|--|--|---|
| Competency | Course number and name | Specific assignments that allow assessment |
| 1. Identify populations that require specific intervention approaches using demographic, epidemiologic, and economic analysis. | HLTH 620 Introduction to Global Health | <i>R&O: Paper/Project</i> Student propose a program to address a public health problem in a country/region outside the US, including an analysis of the cultural, social, behavioral, and environmental factors that contribute to the problem. |
| 2. Design population, health, environmental and/or public nutrition programs/projects in the context of national and international policy. | HLTH 622 Primary Healthcare in Developing Countries | <i>R&O: Program Proposal Paper</i> Students will write a research-based paper focusing on the design of a primary health program to meet the maternal and child health needs of an underdeveloped village. |
| 3. Employ evidence-based and culturally appropriate methods to plan, implement, and administer health interventions to address community and population health needs. | HLTH 623 Cultural Aspects of Health Behavior | <i>R&O: Cultural Anthropology Paper</i> Each student will choose a geographic cultural group from a selection offered in class. The student will research the chosen culture and identify culturally related health barriers and risks. <i>R: Group Project</i> Student groups evaluate a current public health issue within its cultural context and work together to design methodologies to address the issue and create a workable solution acceptable to the priority population. |
| 4. Evaluate development programs/projects in terms of their quality, effectiveness and efficiency using qualitative and quantitative methods. | HLTH 620 Introduction to Global Health | <i>R&O: Case Presentation</i> Students evaluate selected case studies of programs/projects, including health condition, global importance of the health condition, key program components, cost-effectiveness, and impact. |

| ASSESSMENT OF COMPETENCIES FOR MPH GLOBAL HEALTH CONCENTRATION | | |
|--|---|--|
| Competency | Course number and name | Specific assignments that allow assessment |
| 5. Summarize program resources of local, national, and international organizations engaged in social service activities. | HLTH 620 Introduction to Global Health | <i>R&O: Discussion Board (online) or Classroom Discussion (residential)</i> Students identify and evaluate programs that address infectious disease and generalize the resources utilized to other environments. |
| | HLTH 622 Primary Healthcare in Developing Countries | <i>R&O: Proposal Paper and Discussion Boards (online) or Classroom Discussion (residential)</i> As part of the Proposal Paper students will identify public and private resources to build capacity of a selected community to provide a sustainable intervention for a specific public health problem. |
| 6. Apply the Christian worldview to public health practice in diverse settings and populations. | HLTH 623 Cultural Aspects of Health | <i>R&O: Discussion Boards (online) or Classroom Discussion (residential)</i> Students identify ways to strategically partner with diverse spiritual leaders to access priority populations without compromising their Christian worldview. |

| ASSESSMENT OF COMPETENCIES FOR MPH HEALTH PROMOTION CONCENTRATION | | |
|---|--|--|
| Competency | Course number and name | Specific assignments that allow assessment |
| 1. Use best practices to assess community and population health needs, assets, and resources for health promotion purposes. | HLTH 632 Health Program Planning | <i>R&O: Program Plan</i> Students plan a culturally appropriate public health program based on a needs assessment of a priority population. |
| 2. Employ evidence-based and culturally appropriate methods to plan, implement, and administer health interventions to address community and population health needs. | HLTH 632 Health Program Planning | <i>R&O: Program Plan</i> Students plan a culturally appropriate public health program based on a needs assessment of a priority population. |
| | HLTH 634 Health Communication & Advocacy | <i>R: Webpage/Project Portfolio</i> Students design an e-Portfolio demonstrating culturally appropriate communication styles. |

| | | |
|--|--|---|
| 3. Employ best practices of program evaluation and community-based participatory research. | HLTH 633 Health Program Evaluation | R&O: Program Evaluation Students design and perform an evaluation of a public health intervention with stakeholder participation. |
| 4. Demonstrate appropriate and effective communication and advocacy skills when interacting with diverse audiences in the context of health promotion activities. | HLTH 634 Health Communication & Advocacy | R: Webpage/Project Portfolio Students design an e-Portfolio demonstrating various communication styles and methods and incorporate them into a webpage of their design. O: Discussion Board Students discuss specific, evidence-based approaches to communicating health messages with diverse groups. |
| 5. Employ ethical and effective leadership and management skills to build and maintain work teams, organizational relationships, and community collaborations in support of public health efforts. | HLTH 635 Health Agency Management | R&O: Reflection Papers Students prepare reflection papers addressing key aspects of ethical public health leadership and management. |
| 6. Apply the Christian worldview to public health practice in diverse settings and populations. | HLTH 634 Health Communication & Advocacy | R&O: Advocacy Essay Students write an article for a popular publication that advocates the Christian worldview in support of a positive health practice. |

| ASSESSMENT OF COMPETENCIES FOR MPH <i>NUTRITION</i> CONCENTRATION | | |
|--|---|---|
| Competency | Course number and name | Specific assignments that allow assessment |
| 1. Identify and interpret reliable nutrition sources for health promotion purposes. | HLTH 644 Diabetes, Obesity & Eating Disorders | R&O: Program Evaluation Assessment Tool Students create assessment rubrics used to assess the safety, effectiveness, and reliability of a diabetes camp and weight loss clinic. |
| 2. Explain the role of macro and micronutrients for nutritional health and well-being. | HLTH 640 Principles of Nutrition | R&O: Food Record Analysis After completing a dietary analysis, students compare the results to current recommendations for macro and micronutrients, and explain the impact of these on health. |

| ASSESSMENT OF COMPETENCIES FOR MPH <i>NUTRITION</i> CONCENTRATION | | |
|--|---|---|
| Competency | Course number and name | Specific assignments that allow assessment |
| 3. Identify the influence of eating behaviors on disease development and prevention. | HLTH 643 Nutrition & Chronic Disease | <i>R&O: Case Studies</i> In various case studies, students identify risk-promoting eating behaviors and create a diet plan promoting risk-reducing eating behaviors. |
| 4. Apply nutrition principles and research findings into intervention strategies for specific populations | HLTH 645 Performance Nutrition | <i>R&O: Case Study</i> Students develop a comprehensive diet, reflective of energy and nutritional demands of a specific sport. |
| 5. Describe effective measures and policies to prevent food-borne illnesses. | HLTH 642 Food-borne Illness Prevention | <i>R&O: Case Studies</i> In case studies students analyze and explain the epidemiologic aspects of foodborne illnesses and the public health policies and regulations regarding their management. |
| 6. Apply the Christian worldview to public health nutrition practice in diverse settings and populations. | HLTH 640 Principles of Nutrition | <i>R&O: Personal Reflection Paper</i> Students reflect on the influence of Scripture to the cultural view of food. |

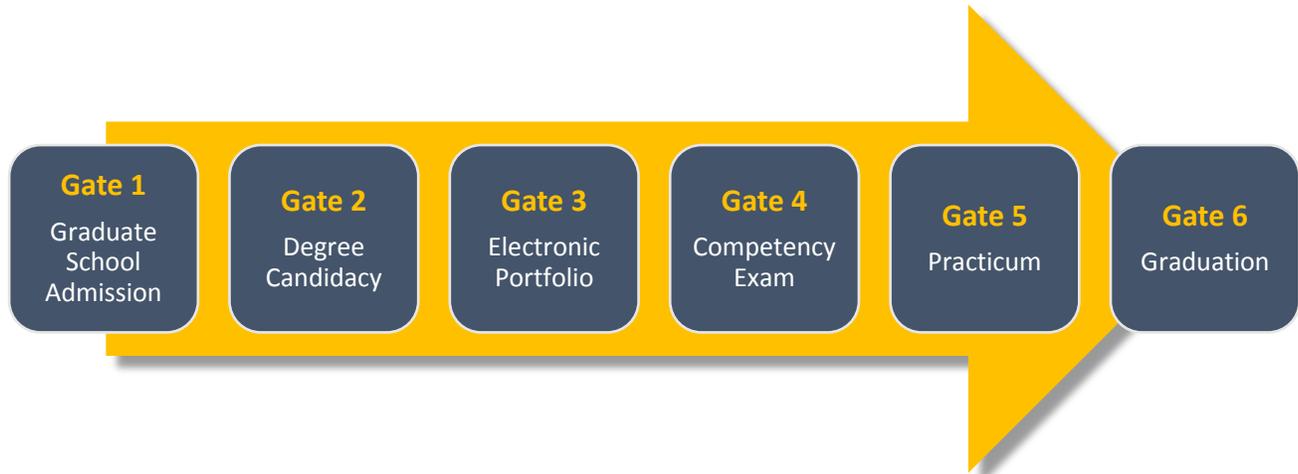
| ASSESSMENT OF COMPETENCIES FOR MPH <i>EPIDEMIOLOGY</i> CONCENTRATION | | |
|--|---|---|
| Competency | Course number and name | Specific assignments that allow assessment |
| 1. Draw appropriate inferences from epidemiologic data. | HLTH 552 Chronic Disease Prevention and Management | <i>Chronic Disease Literature Review</i> Students critically analyze journal articles on a chronic disease, describing the definition, pathophysiology, global burden of morbidity and mortality, risk factors, prevention, treatment, and gaps in knowledge of that disease. |
| 2. Identify data need and evaluate analytic methods for calculating standard epidemiology measures. | HLTH 650 Field Epidemiology | <i>Case Study/Outbreak Investigations</i> Students investigate an outbreak using epidemiologic measures, such as odds ratio, attack rates, and epidemic curves, to analyze data. |
| 3. Describe effective measures and policies to prevent illness. | HLTH 642 Foodborne Illness | <i>Case Study</i> In case studies students analyze and explain the epidemiologic aspects |

| ASSESSMENT OF COMPETENCIES FOR MPH <i>EPIDEMIOLOGY</i> CONCENTRATION | | |
|---|---|--|
| Competency | Course number and name | Specific assignments that allow assessment |
| | | of foodborne illnesses and the public health policies and regulations regarding their management. |
| 4. Analyze populations that require specific intervention approaches using demographic and epidemiologic analysis. | HLTH 650 Field Epidemiology | <i>R: Field Surveillance</i> Students assess primary surveillance data to develop hypotheses, analyze data, summarize result, and present findings. |
| 5. Evaluate the scientific evidence for best practices in prevention of diseases. | HLTH 625 Prevention and Control of Infectious Diseases | <i>Journal Article Review</i> Through the examination of recent journal articles, students identify best practices in disease prevention. |
| 6. Apply the Christian worldview to public health practice in diverse settings and populations. | HLTH 651 Epidemiologic Research Method | <i>Systematic Review</i> As part of a systematic review of literature, students incorporate a biblical rationale on an aspect affecting population health. |

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. Students entering the MPH program after August 2015 must complete the prescribed gates to complete the degree.



GATE 1: ADMISSION TO GRADUATE SCHOOL

1. Once students have been accepted for admission and enroll in HLTH 501, they have entered Gate 1.
2. Students will be advised to complete HLTH 501 as the first course in preparation to complete the program with the following recommendations:
 - a. GPA 2.5 to 2.99
 - i. Admit cautionary status students must take HLTH 500 in the first semester.
 - ii. Online students should take HLTH 500 as only course in 1st term, then take 501 plus intro course in 2nd term. If they have to take a second course in the first term, take the introductory course to concentration (620, 630, and 640) with HLTH 500.
 - iii. Residential students may enroll for 9 credits in this semester and may take the concentration introductory course and either 507 or 509.
 - b. GPA above 3.0 enroll in HLTH 501 on admission.
3. A total 12 credits of graduate may be completed prior to Gate 2.

Public Health Essay

Gate 1 is completed with successful completion of HLTH 501 (Biostatistics). Upon completion of HLTH 501 students are invited to proceed to Gate 2. We use this milestone as an indicator of a student's intent to engage and complete an MPH degree. Fulltime students will have completed the required coursework for Gate 2 simultaneously with HLTH 501.

During the transition from Gate 1 to Gate 2, each student is asked to write a short essay explaining what Public Health is and how it fits into the student career goals. This is a non-graded assignment. Our hope is that the exercise will help each student better understand the importance of an MPH degree and their personal calling to the field of public health.

This exercise will add significantly to the ability to understand our student's plans and provide a framework of advising for elective selection, and helping students find an appropriate Practicum experience. Additionally, the document may prove useful for the student as she or he seeks practicum or employment opportunities.

GATE 2: APPLY FOR DEGREE CANDIDACY / ELIGIBILITY

1. The faculty understands many students enter graduate studies at to explore career options and may change programs after taking a few courses on any given degree completion plan.
2. Gate 2 verifies the student has the desire and competencies to complete the MPH degree. Verification of desire is established by completing a short essay on the meaning of Public Health and how it fits the student career goals. Meeting this gate establishes the student as belonging to the MPH program. Students completing this step will provide the basis for calculating enrollment and completion statistics.
3. Gate 2 should be completed when the student has taken 12 credit hours, including completion of HLTH 501 with a grade of C or better.
4. Students will not be permitted to progress through the program without successfully completing HLTH 501.

GATE 3: COMPLETION OF ELECTRONIC STUDENT PORTFOLIO

1. Students may begin creating an electronic portfolio (ESP) upon successful completion of HLTH 501 (Biostatistics) with a grade of C or better and completion of 6 to 9 additional credits. Key assignments from these courses is the foundation for the student portfolio.
2. Take HLTH 511(Research Methods in Public Health) last (although only HLTH 501 is a pre-requisite the other courses should be completed before or with HLTH 511, since this course is used to prepare students for the practicum).
3. The electronic portfolio serves as repository for documents to demonstrate student achievements as they develop. These assignments provide an assessment of student progress and are evidence of program effectiveness. Addition of appropriate documents is a student responsibility. Samples of assignments will be drawn from portfolios to assess student performance. The portfolio will include:
 - Essay on public health and how the MPH will be used to meet student career goals. (See the MPH Student concourse in non-term courses in Blackboard for details).

- Key assignments from each course (see Portfolio link in menu for details).
- A current resume or CV. Students are encouraged to contact the Career Center for assistance in resume or CV development.
- A paragraph describing any volunteer service, co-curricular activities, or extra-curricular activities considered as applied practical experiences (APE) or inter-professional experiences (IPE).
- Background Check. This is completed in HLTH 511 as a requirement for enrollment in HLTH 698. A receipt should be posted to the portfolio to indicate completion.

GATE 4: CULMINATING EXPERIENCE / COMPETENCY EXAM

1. Students entering the program prior to fall 2018 will take the exam through the MPH Student concourse. Students beginning in fall 2018 and afterwards will register for the zero-credit HLTH 600 course.
 - The competency exam provides evidence of a student's readiness for a practicum and graduation. A passing score of 70% is a requirement to register for HLTH 698. The exam can be retaken 3 times during HLTH 600 to achieve a passing score.
2. Assignments stored within the electronic portfolio and the study guide on the MPH student concourse will help the student prepare for the exam.
3. Students may request an opportunity to take the exam or register for HLTH 600 upon completion of all core curriculum cores (HLTH 501, 503, 505, 507, 509, and 511).
4. The exam will be taken in the semester prior to enrollment in the HLTH 698.
5. A completed portfolio will be documented in HLTH 600, serve as a culminating experience, and provide documentation for future career development.

GATE 5: PRACTICUM

1. Students should refer to the MPH Practicum Guide for details about selecting and completing a practicum.
2. Students must complete all core and cognate courses, and HLTH 600 (Competency Exam and Electronic Portfolio) prior to enrolling in a Practicum.
3. Students are responsible for locating an appropriate Practicum to match their degree concentration and career goals.
4. Securing the practicum site must be coordinated and approved by the Practicum Coordinator at least 2 weeks prior to the term during which the student intends to enroll in HLTH 698.

GATE 6: APPLY FOR GRADUATION

1. Students are permitted to walk in the commencement ceremony prior to completion of the Practicum; however, students should apply for graduation upon enrollment in the Practicum to ensure degree conferral at the end of the course.
2. Refer to the University Registrar webpage for details.

The Practicum

All students enrolled in the Master of Health program must complete a practicum field experience in an organization, agency, or community that provides planning or services relevant to public health and their specialization. The goal of the MPH practicum is to provide students the opportunity to use knowledge and skills acquired in the academic program under the direction of a preceptor/supervisor.

The Practicum also affords an opportunity to develop and apply certain competencies that are better developed outside of the classroom. Examples include the development of leadership ability and group process skills, political awareness and communication skills, understanding of public and private financing mechanisms, and understanding organizational behavior.

PREREQUISITES

Access to the practicum course (HLTH 698) includes an application process. Detailed information on the process is available in the MPH Practicum Guidelines on the [MPH Practicum webpage](#). In order to register for this course, the following items must be satisfied:

- Successfully complete the core MPH courses and the declared area of specialization. *All* core **and** specialization courses must be successfully completed prior to applying for the practicum course. **NO EXCEPTIONS.**
 - Complete a **Background Check** through [CastleBranch](#) .
- Complete the **Student Practicum Agreement** and **APEX form**. The agreement form must be attached to the APEX form in order to submit.

Although the practicum coordinator and faculty are here to help, the student is ultimately responsible for finding and securing a practicum that will meet his or her particular needs and course requirements. If you have issues or need clarification on the practicum placement process, please contact the Practicum Coordinator, Giordana Morales (remember to include your name and ID number in all correspondence)

COURSE REQUIREMENTS

- 120 hours (minimum)
- A pre-defined project that assists an organization in addressing an unmet need while supporting student growth in developing skills in public health practice within the student's concentration.
- Preceptor site approval from director and practicum coordinator

COURSE STRUCTURE

- Timeframe: A student signed up for the practicum must complete 120 hours minimum in a public health setting over a 15-week period/one semester. The time commitment must be completed within the dates of the online course (i.e. students may not “bank” hours outside of the term for use during the practicum class).

- Online Component: The online class component will serve to connect student learning and provide opportunity for cross discussion.
- Minimum Hours: The MPH curriculum requires students to complete a minimum of 120 hours of practical fieldwork in a public health practice setting on or for the site.
- *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.

Contact the Practicum Coordinator for more information or explanations:

Giordana Morales, M.P.H.

Practicum Coordinator

Email: gmorales11@liberty.edu

Phone: 434-582-2513

Graduation Requirements

1. Satisfactory completion of 42 total hours.
2. A minimum of 21 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
3. A maximum of twenty-one (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 all courses 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. All Resident students are required to enroll in and pass GRST 500 in their first semester.
10. All students admitted with an undergraduate GPA between 2.5 and 2.99 must complete HLTH 500 in their first semester prior to attempting HLTH 501.
11. All Online students admitted on Academic Caution are required to enroll in and pass GRST 500 and HLTH 500 in their first semester.
12. Submit a Graduation Application to the Registrar’s Office at the beginning of the final semester.

Academic Policies

MPH GUIDELINES AND POLICIES

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 not satisfactory, the student may appeal to the dean. Only final posted grades may be appealed beyond the instructor. The online academic catalog explains [academic information and policies](#) along with contact information about 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 [Student Advocate Office](#). Similarly, online students may file a complaint or appeal through the [LUO Advocate Office](#). For any concerns or complaints, please use the [Student Complaint Form](#).

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, 10th 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](#).

Blackboard Safe Assign

Students are expected to submit all written assignments via Safe Assign on Blackboard. A link for each assignment will appear in the Course Content area. Students experiencing difficulty 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 and 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.

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 member of the Liberty University community and as a follower of Jesus Christ, you are expected to conduct yourself ethically and above reproach at all times. If you have any confusion or questions about proper writing, quoting, or citing to avoid plagiarism, please see your instructor prior to submitting your assignment. For some written assignments you will be asked to submit your work to Safe Assign, a plagiarism and originality checking platform. 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 1118 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (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 Blackboard 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 Blackboard 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 855-466-9218.

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.

Additional Information

Quality Enhancement Plan (QEP)

Research demonstrates that effective research training moves students from basic to advanced levels in a systematic way. Students learn how to develop research within their discipline, design research projects, and then finally disseminate their research.

Thus, the QEP will be aimed at assisting students in “The Three ‘D’ Model:” Develop, Design, and Disseminate, with an emphasis on integration of the Christian worldview in alignment with the University’s mission.

For more information on Liberty’s Quality Enhancement Plan [Click Here](#).

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.

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 institutional research and the IRB visit the [IRB site](#) or email them at: irb@liberty.edu.

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.

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](#).

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