Liberty University
School of Health Sciences

Master of Public Health

2020-2021 Student Handbook

Epidemiology
Health Promotion
Global Health
Nutrition

LIBERTY UNIVERSITY
SCHOOL *of* HEALTH SCIENCES

LIBERTY UNIVERSITY
DEPARTMENT *of* PUBLIC
& COMMUNITY HEALTH

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Welcome from the MPH Program Director

I am delighted to welcome you to the Graduate School at Liberty University, as you begin your Master of Public Health (MPH) with the Department of Public and Community Health.

You are taking an important step into a new journey during a pivotal time in public health history. It is my prayer and expectation that you will cultivate the resources you need during your time at Liberty University to grow your public health knowledge, as well as your connection with Christ and community.

As you enter the program you may feel overwhelmed and wonder how to set yourself up for success. Know that we are here to help you be successful. Your job will be to reach out and use your resources! If you are feeling anxious or concerned about transitioning into the program or a new course, let us know. We are here to help! Be sure you registered for the right classes (check with your faculty advisor!) Often a few minutes in Scripture makes things become a lot clearer. *"But seek ye first his kingdom, and his righteousness; and all these things shall be added unto you." (Matthew 6:33)*

Get to know your gates and your gate coordinator very well! You can read more about our MPH Gate System beginning on page 41 of this manual. And as you begin your initial course be sure you are using the many resources that we have at Liberty to help you become successful. If you are having a hard time figuring out where the resources are, please ask!

As you work, be sure you remember to work honestly. We have an Academic Misconduct policy at Liberty. Know how to avoid plagiarism and avoid websites that share exam questions, course content, or other academic material. Honest effort and studying hard is required for true success. *"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." (2 Timothy 2:15)*

As you continue to work hard through program you may have a clear direction on what the future looks like, or it may still be a little fuzzy. However, I firmly and truly 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 as a part of 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)*

In closing, if you ever have specific prayers needs, I encourage you to reach out to me. I would love to pray for you. You can send me your prayer requests, concerns, needs, or just let me know what you are thinking at lgraf@liberty.edu . It is my pleasure to share this journey with you. I am honored to be here by your side as we see what the year brings.

Warm Regards,

Dr. Linnaya M. Graf, PhD, CHES, CPS
Director, Liberty University Mastery 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 Master of Public Health graduate. This is the guide for our program and 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. Faculty 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 added to the online **Public Health Concourse,** which is available on Blackboard. It will keep you up to date with news and information about the MPH degree, MPH gates, relevant happenings on campus and community, career opportunities, and more. We encourage you to 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 to sit for the Certified Health Education Specialist (CHES) exam through the National Commission for Health Education Credentialing (NCHES).

Public and Community Health Program

Mission

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).

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 Measures

The program's goals addressing instruction, research and service, and relevant measurable outcomes, are shown below.

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.

  o MPH or BS degree
  o 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.

University Admission Requirements & Resources

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)
   - Cautionary 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 may be admitted on an Academic Cautionary 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 to monitor student progress during preparation for a career in public health. All students are required to complete all six gates in addition to their coursework in order to graduate from the MPH program. Additional information about the Gate System can be found on page 41.

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 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 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.

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

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 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 on Faculty advisors please can contact the Academic Advising Department by phone or email at: (800) 424-9595; or LUOadvising@liberty.edu.

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

Health Promotion

- Dr. Linnaya Graf, lgraf@liberty.edu, (434) 592-5985
- Dr. Emmanuel Clottey, eclottey@liberty.edu, (434) 592-7058

Nutrition

- Dr. Anna Henderson, cahenderson2@liberty.edu, (434) 582-2342
- Dr. Julia Inglis, jinglis@liberty.edu, (434) 592-5776

Global Health

- Dr. Jeffrey Lennon, jlennon@liberty.edu, (434) 592-3759
- Dr. Baraka Muvuka, bmuvuka@liberty.edu, (434) 582-2343

Epidemiology

- Dr. Oswald Attin, omattin@liberty.edu, (434) 592-6908
- Dr. Robyn Anderson, randerson19@liberty.edu, (434) 582-2834

For additional help from our department, please email us at MPHhelper@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.

(M.P.H.) Master of Public Health (42 hrs.): Online and Resident Formats		
Core Courses (18 hrs.)		Credits
HLTH 501	Biostatistics	3
HLTH 503	Principles of Epidemiology	3
HLTH 505	Principles of Environmental Health	3
HLTH 507	Public Health Administration	3
HLTH 509	Social and Behavioral Theory applications in Public Health	3
HLTH 511	Research Methods in Public Health	3
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.)		

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 - Nutrition Concentration (18 hrs.)		
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.) 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 https://www.liberty.edu/academics/registrar/

Suggested Course Sequence

GLOBAL HEALTH CONCENTRATION

RESIDENTIAL – *FALL ENTRY*				
Fall - year 1	**Spring - year 1**	**Fall - year 2**	**Spring - year 2**	**Summer (or Fall)**
HLTH 501*	HLTH 505	HLTH 507	HLTH 600	HLTH 698^
HLTH 503	HLTH 509	HLTH 511	elective	
HLTH 620	HLTH 623	HLTH 622	elective	
	HLTH 624	HLTH 625		

RESIDENTIAL – *SPRING ENTRY*				
Spring - year 1	**Fall - year 1**	**Spring - year 2**	**Fall - year 2**	**Spring - year 3**
HLTH 501*	HLTH 505	HLTH 511	HLTH 600	HLTH 698^
HLTH 503	HLTH 507	HLTH 623	elective	
HLTH 509	HLTH 620	HLTH 624	HLTH 622	
	Optional elective	Optional elective	HLTH 625	

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 507	HLTH 505	HLTH 503	HLTH 509	HLTH 624	Elective	Elective
XXX	HLTH 620	HLTH 622	HLTH 623	HLTH 511	HLTH 625	HLTH 698^ This course is a 16-week A term course	
					HLTH 600 – Comp Exam		

*Students admitted in conditional status (GPA 2.5-3.0) 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 for 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. The site will usually be off campus, may require distant travel, and 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 CONCENTRATION

RESIDENTIAL – *FALL ENTRY*

Fall - year 1	Spring - year 1	Fall - year 2	Spring - year 2	Summer
HLTH 501*	HLTH 503	HLTH 507	HLTH 600	HLTH 698^
HLTH 505	HLTH 509	HLTH 511	HLTH 642	
HLTH 640	HLTH 644	HLTH 643	Elective	
		HLTH 645	Elective	

RESIDENTIAL – *SPRING ENTRY*

Spring - year 1	Fall - year 1	Spring - year 2	Fall - year 2	Spring - year 3
HLTH 501*	HLTH 503	HLTH 642	HLTH 600	HLTH 698^
HLTH 507	HLTH 505	HLTH 511	Elective	
HLTH 509	HLTH 640	HLTH 644	HLTH 643	
	Optional elective	0ptional elective	HLTH 645	

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 507	HLTH 505	HLTH 509	HLTH 503	HLTH 644	Elective	Elective
XXX	HLTH 640	HLTH 643	HLTH 644	HLTH 511	HLTH 645	HLTH 698^ This is a 16-week A term course.	
					HLTH 600 – Comp Exam		

*Students admitted in conditional status (GPA 2.5-3.0) 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 for 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. The site will usually be off campus, may require distant travel, and 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.

HEALTH PROMOTION CONCENTRATION

RESIDENTIAL – *FALL ENTRY*

Fall - year 1	Spring - year 1	Fall - year 2	Spring - year 2	Summer (or Fall)
HLTH 501*	HLTH 503	HLTH 511	HLTH 633	HLTH 698^
HLTH 509	HLTH 505	HLTH 632	Elective	
HLTH 630	HLTH 507	HLTH 635	Elective	
	HLTH 634	Optional elective	HLTH 600	

RESIDENTIAL – *SPRING ENTRY*

Spring - year 1	Fall - year 1	Spring - year 1	Fall - year 2	Spring - year 3
HLTH 501*	HLTH 503	HLTH 511	HTH 635	HLTH 698^
HLTH 505	HLTH 507	HLTH 633	Elective	
HLTH 509	HLTH 630	HLTH 634	Elective	
	HLTH 632	Optional elective	HLTH 600	

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 507	HLTH 505	HLTH 503	HLTH 509	HLTH 634	Elective	Elective
XXX	HLTH 630	HLTH 632	HLTH 633	HLTH 511	HLTH 635	HLTH 698^ This course is a 16-week A term course	
					HLTH 600 – Comp Exam		

*Students admitted in conditional status (GPA 2.5-3.0) 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 for 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. The site will usually be off campus, may require distant travel, and 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 CONCENTRATION *(RESIDENTIAL ONLY)*

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	
	HLTH 642	Optional elective	HLTH 600	

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	
		HLTH 651	HLTH 600	

*Students admitted in cautionary status (GPA 2.5-3.0) 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 for 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. The site will usually be off campus, may require distant travel, and 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.

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Revised Spring 2020

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.
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
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.

Graduate Certificate in Epidemiology (24 hrs.)		
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.

Graduate Certificate in Nutrition (15 hrs.)		
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

Department of Public and Community Health

Master of Public Health Degree

Alignment of Foundational and Concentration Competencies with

Course Learning Outcomes (CLO) & Specific Assessment Opportunities (SAO) and Associated Program Sphere (PS)

Initiated Fall 2017

Modified April 29, 2020

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. These 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).

- Table A shows each of the Program's foundational competencies and where in the core curriculum they are addressed in a primary way (with substantive assessment) or reinforced with in other ways.

- Table B shows the Program spheres into which each of the foundational competencies fall. They are adapted from the *domains* used by the Council on Linkages between Academia and Public Health Practice.

- Table C shows each of the foundational competencies as they are aligned to Program spheres, selected course learning outcomes & 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 your attainment of the aligned competencies. They may be used as partial documentation of this attainment and added to your ESP.

- Table D is added for your convenience in identifying which foundational competencies are addressed in a core course in which you are enrolled.

- Table E shows specialization competencies for each of the MPH concentration courses and practicum. Note these are listed as being only reinforced (R) in the practicum. That is because only those concentration competencies that you elect to attain in you applied practical experience will be addressed, and only through your efforts in your practicum project.

Foundational Program Competencies

	TABLE A FOUNDATIONAL PROGRAM COMPETENCIES ADDRESSED IN MPH CORE COURSES *P=Primary content (assessed); R=Reinforced in course*	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.			R	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.			R	P	R	P
21	Perform effectively on interprofessional teams.			R	P	P	R
22	Apply systems thinking tools to a public health issue.			P	P		

Program Spheres

	TABLE B PROGRAM SPHERES* (PS) OF THE MPH CORE CURRICULUM
PS1	***Analytical & Assessment Skills.*** Determine population health status, needs, and resources using appropriate assessment and analytical methods.
PS2	***Policy Development & Program Planning Skills.*** Develop, implement, and evaluate public health programs and policies to address identified determinants of health.
PS3	***Communication and Advocacy Skills.*** Demonstrate effective written, oral, and electronic methods of communicating health information and advocating for health with diverse audiences.
PS4	***Cultural Competency Skills.*** Develop public health interventions that address disparities and inequalities in health access and health status in the context of culture, race, gender, and economics.
PS5	***Community Dimensions of Practice Skills.*** Engage community constituencies in collaborative relationships to develop and employ community capacity for health.
PS6	***Public Health Sciences Skills.*** Describe the scientific basis for public health problems and apply public health solutions to address them.
PS7	***Financial Planning & Management Skills.*** Describe public health philosophy and organization, including infrastructure, funding, delivery, and fiscal and workforce management in the U.S. and globally.
PS8	***Leadership & Systems Thinking Skills.*** Apply principles of public health leadership, including systems thinking, group process, social justice, and ethics.
PS9	***Spiritual Formation Skills.*** Describe health from the perspective of God's purposes for humanity in creation, fall, and redemption.

*Program Spheres are the original Program Learning Outcomes (PLOs) adopted for the LU Public Health Program and currently used in internal University and Program evaluations. They are adapted from the eight domains of Core Competencies for Public Health Professionals adopted by the *Council on Linkages between Academia and Public Health Practice* in 2014 with an additional spiritual domain added unique to the Program. Similar to "domains," the 22 Foundational Competencies of the Program fall into one or more of these program spheres (see Table C for alignment).

Foundational Competencies Aligned to Program Sphere

	TABLE C MPH FOUNDATIONAL COMPETENCIES ALIGNED TO PROGRAM SPHERE, SELECTED COURSE LEARNING OUTCOMES & SPECIFIC ASSESSMENT OPPORTUNITIES		
Program Sphere*	**FOUNDATIONAL COMPETENCY**	**REPRESENTATIVE COURSE & COURSE LEARNING OUTCOMES**	**SPECIFIC ASSESSMENT OPPORTUNITIES**
PS 1	**1. Apply epidemiological methods to the breadth of settings and situations in public health practice.**	**HLTH 503 Principles of Epidemiology** Analyze public health data using appropriate epidemiologic measures to describe a population-based health problem.	**R&O: Epidemiologic measures exercises** Assigned exercises to strengthen skills in epidemiologic methods.
		HLTH 503 Principles of Epidemiology Describe a public health problem in terms of magnitude, person, place, and time.	**R&O: PPT presentation project** Prepare a PowerPoint talk on an epidemiologic investigation of infectious disease.
PS1	**2. Select quantitative and qualitative data collection methods appropriate for a given public health context.**	**HLTH 511 Research Methods in Public Health** Access community health assessments to collect information about health status and determinants of health.	**R&O: Qualitative Data Collection and Analysis Methods** Students propose data collection and analysis methods for a qualitative scenario.
PS 1,3	**3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.**	**HLTH 501 Biostatistics** Critically analyze, evaluate, and interpret results from descriptive and inferential statistical procedures.	**R&O: Case study analysis** Perform tests of association on categorical data and interpret findings to address a public health problem.
		HLTH 511 Research Methods in Public Health Use information technology to access, collect, analyze, and maintain epidemiologic data.	**R&O: SPSS homework; Nvivo analysis** Use statistical methods to analyze quantitative and qualitative data in assigned questions.
PS 1,3	**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** Analyze and interpret data in a case study.
		HLTH 503 Principles of Epidemiology Apply evidence-based reasoning to draw appropriate inferences from epidemiologic data.	**R&O: PowerPoint presentation project** Interpret epidemiologic data and make recommendations for a public health intervention for an infectious disease.
PS 7	**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** Compare agencies, policies, and systems useful in the mitigation of an environmental issue.
		HLTH 507 Public Health Administration	**R&O: Professional skill activity; Discussion forum**

		Describe the major components of the organization, financing, and delivery of health services by public health systems in the U.S. and selected countries.	Compare and contrast public health systems from selected countries.
PS 2,4	**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* Describe a racial or social health disparity and factors that contribute to it. Develop a policy brief to address one of those factors.
		HLTH 509 Social & Behavioral Theory Applications Identify social, cultural, and behavioral factors that influence health disparities and affect population health.	*R&O: Article reviews* Identify and discuss social, cultural, and behavioral factors that influence health inequalities described in a journal article.
PS 1	**7. Assess population needs, assets and capacities that affect communities' health.**	*HLTH 509 Social & Behavioral Theory Applications* Identify community needs, assets, and deficits for social and behavioral interventions.	*R: Theory application paper* Identify needs, assets, and deficits as the basis for a public health intervention write up. *O: Learning activity* 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* Choose appropriate data collection methods for a health intervention or research project.
PS 4,3,9	**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* Incorporate aspects of cultural competency 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* Communicate research findings effectively to selected audiences.
PS 4,2	**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* Design a population-based policy & describe it in a policy brief.
		HLTH 509 Social & Behavioral Theory Applications Apply theory-driven, evidence-based, ethical principles to the development and evaluation of social and behavioral interventions.	*R: Theory application paper* Design a culturally appropriate, population-based health program using behavioral theory. *O: Learning activity* In a series of learning activities, identify components of a culturally appropriate, population-based health intervention incorporating behavioral theory.
PS 2	**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* Design a budget for use by a community coalition. *O: Discussion forum* Apply principles of participatory budgeting for an organization in a case study.
		HLTH 509 Social & Behavioral Theory Applications	*R&O: Theory application paper*

		Describe steps and procedures for planning, implementing, and evaluating public health programs and policies.	Include a budget in plans for a population-based intervention. *O: Discussion forum* Discuss key components of an organizational operating budget and its management.
PS 2,5	**11. Select methods to evaluate public health programs.**	*HLTH 509 Social & Behavioral Theory Applications* Describe steps and procedures for planning, implementing, and evaluating public health programs and policies.	*R: Theory application paper* Include an effective process and outcome evaluation plan for a population-based intervention. *O: Discussion forum* Discuss appropriateness of evaluation methods used in a public health intervention described in a journal article.
		HLTH 511 Research Methods in Public Health Compare and contrast purposes and methods used in program evaluation.	*R: Evaluation activity* Examine evaluation methods of a program by type of evaluation and discuss its appropriateness. *O: Article reviews* From article reviews, identify best methods for selected program evaluations.
PS 2,8	**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 must analyze a public health problem, examine several potential policies that may solve this problem, and provide their own recommended policy solution.
		HLTH 507 Public Health Administration Describe the legal and ethical basis for public health and health services delivery.	*R: Professional skill activity* Students are provided with two reports and are 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 in class. *O: Discussion forum* Students are provided with two reports and are 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 through a discussion forum.

PS 5	**13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.**	*HLTH 509 Social & Behavioral Theory Applications* Enlist community stakeholders in planning and advocating for public health programs and policies.	*R: Theory application paper* Identify critical stakeholders in a population-based intervention. *O: Learning activity* Generate a list of best practices to identify stakeholders for a coalition.
		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* Review and report on an article addressing community-based participatory research (CBPR).
PS 3,5	**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* Paper includes advocacy strategies to address an environmental health issue through a systems approach in a selected population.
		HLTH 509 Social & Behavioral Theory Applications Enlist community stakeholders in planning and advocating for public health programs and policies.	*R&O: Theory application paper* Create an advocacy coalition to support the health intervention described in a health program.

PS 2	**15. Evaluate policies for their impact on public health and health equity.**	***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*** Create a policy designed to mitigate a health disparity.
		HLTH 509 Social & Behavioral Theory Applications Describe steps and procedures for planning, implementing, and evaluating public health programs and policies.	***R&O: Theory application paper*** Evaluate the implications of adopting an intervention in a selected priority population.
PS 7,6	**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 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.
		HLTH 505 Principles of Environmental Health Design a public health intervention or research project from vision to action.	***R&O: Environmental Conservation Presentation*** Develop a coalition to address in a systematic manner an environmental conservation issue that impacts human health.
PS 3,5	**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*** Use negotiation and mediation skills on a coalition in an emergency response exercise. ***O: Discussion board*** Use negotiation and mediation skills to reach agreement in a case scenario.
		HLTH 509 Social & Behavioral Theory Applications Articulate principles of negotiation and conflict resolution from selected practice models.	***R&O: Article reviews (residential) and Learning activity (online)*** Identify models for effective negotiation & conflict resolution.
PS 3,8	**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*** Make recommendations for a public health intervention in an epidemiological investigation of an infectious disease.
		HLTH 505 Principles of Environmental Health Discuss risk management and risk communication in relation to environmental justice and equity.	***R&O: Conservation effort*** Create a PPT presentation to promote environmental justice.
PS 3	**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*** Prepare a written and oral presentation of a case study.
		HLTH 503 Principles of Epidemiology Effectively communicate epidemiologic information to lay and professional audiences.	***R&O: PPT presentation project*** Communicate recommendations for a public health intervention in an epidemiologic investigation of an infectious disease at both professional and lay levels.

	20. Describe the importance of cultural competency 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* Incorporate principles of cultural competency 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.
PS 5	**21. Perform effectively on interprofessional teams.**	**HLTH 509 Social Behavioral Theory** Enlist critical stakeholders in the planning, implementation, and evaluation of public health programs, policies, and interventions.	*R&O:* Interprofessional Experience Group Collaborative Assignment Students work within a group setting to address a public health problem in an interprofessional manner.
PS 8,5	**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* Paper includes advocacy strategies to address an environmental health issue through a systems approach in a selected population.
		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: Emergency preparedness plan* Create a community emergency preparedness plan in a systems approach.

R = **Residential;** *O* = **Online**

Foundational Competency Alignment in Core Courses

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*** Perform tests of association on categorical data and interpret findings to address a public health problem. ***O: Discussion forum*** Given case scenarios, identify the best data collection methods for a population and setting.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	***R&O: Case study analysis*** Analyze data in a case study.
4. Interpret results of data analysis for public health research, policy or practice.	***R&O: Case study analysis*** Analyze and interpret data in a case study.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.	***R&O: Case study analysis*** 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.	***R&O: Epidemiologic measures exercises*** Complete assigned exercises to strengthen skills in epidemiologic methods. ***R&O: PowerPoint presentation project*** Prepare a PowerPoint presentation on epidemiologic investigation of an infectious disease.
4. Interpret results of data analysis for public health research, policy or practice.	***R&O: PowerPoint presentation project*** Interpret epidemiologic data and make recommendations for a public health intervention for an infectious disease.
18. Select communication strategies for different audiences and sectors.	***R&O: PowerPoint presentation project*** 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.	***R&O: PowerPoint presentation project*** 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.	**R&O: Environmental health research paper** 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.	**R&O: Environmental health research paper** Include advocacy strategies to address an environmental health issues in a vulnerable population.
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.	**R&O: Health intervention program or research project** Identify the organizational vision and governance strategies of a population-based intervention.
18. Select communication strategies for different audiences and sectors.	**R&O: Conservation effort** Create a PowerPoint presentation to promote environmental justice.
22. Apply systems thinking tools to a public health issue.	**R&O: Environmental health research paper** Incorporate a systems approach to recommendations to improve population health.

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.	**R: Professional skill activity** Compare and contrast public health systems from selected countries. **O: Discussion forum** 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.	**R&O: Policy brief** Develop a policy brief to address factors impacting a selected health disparity.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	**R&O: Policy brief** Demonstrate cultural competence in the development of a policy brief addressing a health disparity.
9. Design a population-based policy, program, project or intervention.	**R&O: Policy brief** Design a population-based policy & describe it in a policy brief.
10. Explain basic principles and tools of budget and resource management.	**R: Collaborative integration project** Design a budget for use by a community coalition and discuss its management.

	O: Discussion forum Apply principles of participatory budgeting for an organization in a case study.
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	***R&O: Policy brief*** Develop a policy brief to mitigate a disparate public health problem or health care issue. ***R: Professional skill activity*** Complete an activity judging the ethical implications of a policy. ***O: Discussion forum*** Describe the role of ethics in public health policy and practice.
15. Evaluate policies for their impact on public health and health equity.	***R&O: Policy brief*** Create a policy designed to mitigate a health disparity.
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.	***R&O: Professional Skill Activity*** Use scenarios to envision a better organizational future.
17. Apply negotiation and mediation skills to address organizational or community challenges.	***R: Collaborative integration project*** Use negotiation and mediation skills on a coalition in an emergency response exercise. ***O: Discussion board*** Use negotiation and mediation skills to come to agreement in a case scenario.
20. Describe the importance of cultural competence in communicating public health content.	***R&O: Policy brief*** Incorporate principles of cultural competence in a policy designed to mitigate a health disparity.
21. Perform effectively on interprofessional teams.	***R: Collaborative integration project*** Role-play roles and relationships in an emergency response exercise. ***O: Discussion forum*** Describe a disaster response involving interprofessional collaboration, noting the benefits over a more siloed approach.
22. Apply systems thinking tools to a public health issue.	***R&O: Policy brief*** Create a policy brief to address a public health issue in a systems-based, partnered approach. ***R: Collaborative integration project*** Use a systems approach to plan a response to a virtual public health disaster.

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

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

HLTH 511 RESEARCH METHODS IN PUBLIC HEALTH	
FOUNDATIONAL COMPETENCY	**SPECIFIC ASSESSMENT OPPORTUNITIES**
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.	***R&O: Article reviews*** 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.	***R&O: SPSS homework; Research project*** Use statistical methods to analyze data in homework assignments and a research project.
7. Assess population needs, assets and capacities that affect communities' health.	***R&O: Survey development*** Develop survey items as an assessment instrument.
11. Select methods to evaluate public health programs.	***R: Evaluation activity*** Examine evaluation methods of a program by type of evaluation and discuss appropriateness. ***O: Article reviews*** 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.	***R&O: Article review*** Review and report on an article addressing community-based participatory research (CBPR).
20. Describe the importance of cultural competence in communicating public health content.	***R&O: Research project –*** Communicate research findings effectively to disparate audiences.

Specialization Competencies

GLOBAL HEALTH CONCENTRATION COMPETENCIES		HLTH 620	HLTH 622	HLTH 623	HLTH 624	HLTH 625	HLTH 698 Practicum
MG 1	Create a public health intervention to address a population level need for a country outside the US, based on an analysis of the cultural, social, behavioral, and environmental factors that contribute to the problem.	P	R	R	R	R	R
MG 2	Design population, health, environmental and/or public nutrition programs/projects in the context of national and international policy.	R	P		R	R	R
MG 3	Employ evidence-based and culturally appropriate methods to plan, implement, and administer health interventions to address community and population health needs.	P	R	P	R	P	R
MG 4	Evaluate development programs/projects in terms of their quality, effectiveness and efficiency using qualitative and quantitative methods.		P		P	R	R
M 5	Evaluate the adequacy of program resources of local, national, and international organizations engaged in social service activities.	P	R		R	R	R
MG 6	Apply the Christian worldview to public health practice in diverse settings and populations.	R	R	R	R	R	R

HEALTH PROMOTION CONCENTRATION COMPETENCIES		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	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	P		R
MH 5	Employ ethical & effective leadership & management skills to build and maintain work teams, organizational relationships,		R	R	R	P	R

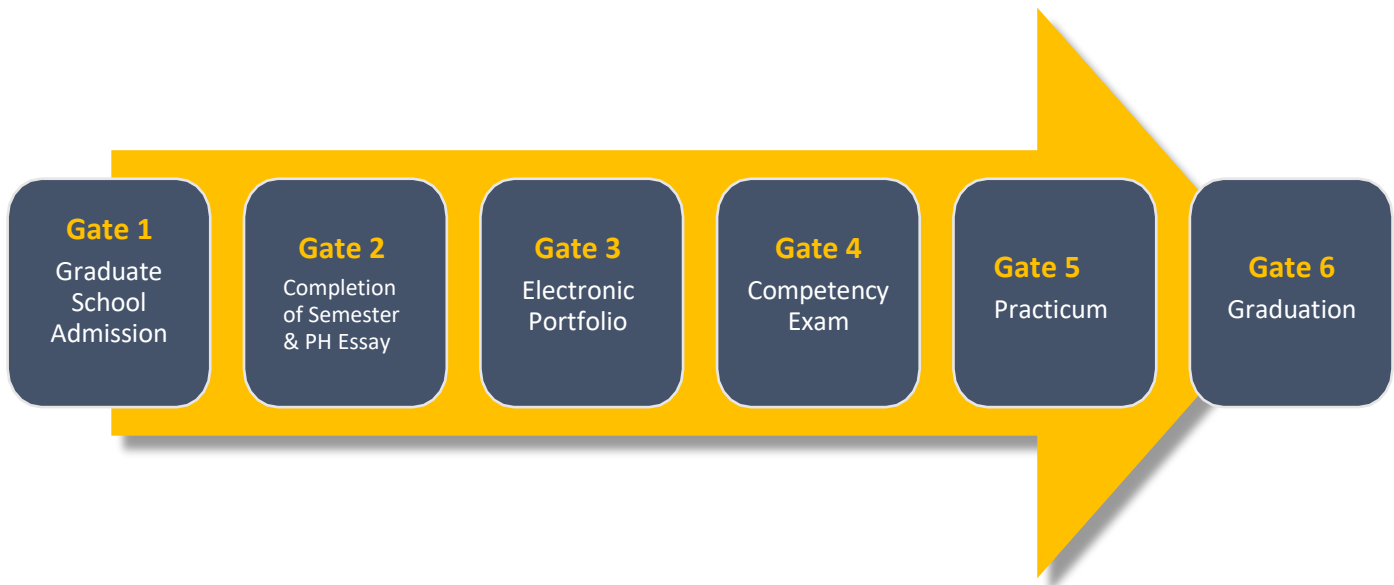|							
	and community collaborations in support of public health efforts.						
MH 6	Apply the Christian worldview to public health practice in diverse settings and populations.	R	R	R	R	R	R

NUTRITION CONCENTRATION COMPETENCIES		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.	P	R	P	P	P	R
MN 2	Conduct and interpret quantitative and qualitative analyses of dietary behaviors.		R	P	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	P	P	R
MN 6	Apply the Christian worldview to public health nutrition practice in diverse settings and populations.	R	R	R	R	R	R

EPIDEMIOLOGY CONCENTRATION COMPETENCIES		HLTH 552	HLTH 625	HLTH 642	HLTH 650	HLTH 651	HLTH 698 Practicum
ME 1	Draw appropriate inferences from epidemiologic data.	P	R	R	R	R	R
ME 2	Identify data need and evaluate analytic methods for calculating standard epidemiological measures.	P			P	R	R
ME 3	Describe effective measures and policies to prevent illness.	R	P	R	R		R
ME 4	Analyze populations that require specific intervention approaches using demographic and epidemiologic analysis.	P		R	R	R	R
ME 5	Evaluate the scientific evidence for best practices in prevention of diseases.	R	P	R	P	R	R
MH 6	Apply the Christian worldview to public health practice in diverse settings and populations.	R	R	R	R	R	R

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 or reenrolling in the MPH program after August 2015 must complete the prescribed gates to complete the degree.

Gate 1	Gate 2	Gate 3	Gate 4	Gate 5	Gate 6
Graduate School Admission	Completion of Semester & PH Essay	Electronic Portfolio	Competency Exam	Practicum	Graduation

GATE 1: ADMISSION TO GRADUATE SCHOOL

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.
   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. Cautionary 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 2nd term, take HLTH 501 plus another MPH core course.
      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.

GATE 2: COMPLETION OF A SEMESTER AND PUBLIC HEALTH ESSAY

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. Meeting this gate 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 when the student has taken 12 credit hours, including completion of HLTH 501 with a grade of C or better, and has completed/submitted the public health essay.

Public Health Essay

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 their career goals (1000 words). This is a non-graded assignment. The 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 practice.

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

GATE 3: COMPLETION OF ELECTRONIC STUDENT PORTFOLIO

1. Students may begin creating an electronic student portfolio (ESP) upon successful completion of HLTH 501 (Biostatistics) with a grade of C or better and completion of 9 additional credits. Specific assessment opportunities for the Program's foundational competencies comprise the student portfolio.

2. The ESP serves as the 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 documentation is the student's responsibility. The ESP 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).

   - Documentation of specific assessments and assignments from each core course (see Portfolio tab in concourse 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.

   - A paragraph describing any volunteer service, co-curricular activities, or extra-curricular activities considered as applied practical experiences (APE) as well as a paragraph describing inter- professional 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 appropriate receipt should be included in the portfolio to indicate completion.

GATE 4: CULMINATING EXPERIENCE / COMPETENCY EXAM

1. Students entering the program prior to fall 2018 will take the competency exam through the MPH student concourse. Students beginning in fall 2018 and afterwards will register for the zero-credit HLTH 600 course in the semester prior to their 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 during HLTH 600 to achieve a passing score. Failure to successfully pass the exam after 3 attempts will result in a remediation plan being assigned by a faculty panel. After the remediation plan is completed, the student may be permitted by the panel to retake HLTH 600 no more than once.

2. Assignments stored within the electronic student portfolio and the study guide on the MPH Student Concourse will help students prepare for the exam.

3. Students entering the program prior to fall 2018 may request an opportunity to take the competency exam upon completion of all MPH core courses (HLTH 501, 503, 505, 507, 509, and 511). Students entering the program in or after fall 2018 will take the competency exam in HLTH 600, taken prior to the practicum.

4. The 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 next section for details about selection and completing the practicum.

2. Students must complete all core and concentration courses, and HLTH 600 (competency exam and electronic student 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 Practicum.

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.

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 for more information or explanations:

Kristy Stearns, M.P.H.
Gate Coordinator
Email: kgonzalez32@liberty.edu
Phone: (434) 592-6691

The Practicum

All students enrolled in the Master of Public 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 MPH core courses and the declared area of concentration courses. **All** core **and** concentration 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

- Residential Student Timeframe: A residential student signed up for the practicum must complete 120 hours minimum in a public health setting over a 16-week period/one semester. Students that complete the practicum during a regular fall or spring semester will attend a weekly class on campus for faculty led group discussion time; if the residential student is completing the practicum at a distant site, the student will skype into the group faculty led discussion time. Students that complete the practicum during the summer will participate in a weekly online component.
- Online Student Timeframe: An online student signed up for the practicum must complete 120 hours minimum in a public health setting over a 16-week period/A-term. All online students will participate in a weekly online component.
- 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 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. 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, 11th 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, 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.

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 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 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 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.

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 intuitional 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.

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 student resources- https://www.liberty.edu/library/online-students/

Residential student resources- https://www.liberty.edu/library/residential-students/

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/

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.

Primary Faculty and Staff Information

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