

Master of Science in Public Health

Student Handbook



2025-2026
Academic Year

Liberty University School
of Health Sciences

Liberty University
School of Health Sciences

Master of Science in Public Health
2025-2026 Student Handbook

Epidemiology

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Welcome to the Master of Science in Public Health!

Liberty University founder, Dr. Jerry Falwell, Sr. envisioned well-prepared graduates, experts in their fields, carrying their knowledge and their dedication to God into their diverse professional arenas. As early as the 1980s, Dr. Richard Lane (the original MPH Program director) met Dr. Falwell at a conference in New Orleans while he was still a public health officer in the U.S. Air Force. They discussed the idea of starting a public health program at Liberty. That conversation and the growing recognition of the need for college curricula focusing on personal and community health were fueled by a 1988-89 measles outbreak on campus for which Liberty's student health clinic physicians contacted Dr. Lane for consultation. Dr. Lane joined the University in 1989, his influence moved School administrators and faculty to birth a standalone undergraduate degree in health promotion in 1994. In keeping with the expanding curricular emphasis on personal and community health, University administrators began the application process for a grant from the Virginia Tobacco Commission in 2006. This opportunity served as the impetus for the creation of both the Liberty University School of Osteopathic Medicine (LUCOM) and the Master of Public Health (MPH) Program. The MPH Program officially began in July 2011, joining the undergraduate health promotion degree as a unit in the Department of Health Sciences in the College of Arts and Sciences. The MPH Program hired its first three faculty members in January of 2012: Drs. Richard Lane, Annette Florence, and Anna Henderson, which was made possible by the awarding of the Tobacco grant three months earlier. A new School of Health Sciences emerged in the Fall of 2013, leading eventually to an independent Department of Public and Community Health. Dr Lane and the Drs Florence oversaw the development of several concentrations under the Master of Public Health. Throughout the years the program has hired various faculty to serve, both online and residually across these four concentrations: Epidemiology, Health Promotion, Global Health, and Nutrition. An Environmental concentration was added in 2022, a Public Health Policy concentration was added in 2024. The Master of Public Health program supports two campus styles, residential and online programs, with an expansive faculty and staff who are all dedicated to creating Champions for Christ. In 2016, the Department of Public and Community Health received CEPH accreditation qualifying them as a school with a history of integrity and success. Dr Oswald Attin was Chair of the Department from 2019-2025 and has been a faculty member at the department since 2012. Similarly, the interim Chair of the Department, Dr Linnaya Graf, has been a faculty member at the department since 2012. Dr. Paul Okojie assumed the position of the MPH Program Director in 2025. Dr Gineska Castillo is also a long-time faculty member at the department and is the Program Director, Public Health Graduate Certificates. Our program has held accreditation with CEPH since 2017 and has current reaccreditation until July 1st, 2032. Our program has graduated hundreds of students over the last decade, and we are excited to see how your own journey will add to the development and progression of our program in serving the Public Health world.



LIBERTY
UNIVERSITY

DEPARTMENT of
PUBLIC HEALTH
SCHOOL of HEALTH SCIENCES

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Welcome Letter from your Program Director

Welcome to the Master of Public Health program at Liberty University! As we begin the 2025–2026 academic year, I am excited to journey alongside each of you. You are joining a vibrant and mission-driven community, and your presence brings fresh ideas, unique perspectives, and renewed vision to our department. When I first felt called to the field of public health, my heart was drawn toward serving vulnerable and often overlooked populations. I suspect you, too, are here with a passion and purpose that led you to pursue this degree—and I look forward to hearing your story and walking with you as you answer that calling.

Starting something new can feel overwhelming. Whether you're feeling anxious about your coursework, navigating life transitions, or simply unsure about what lies ahead, know that you are not alone. We are here to support you academically, professionally, and spiritually. Please reach out if you need help with course registration, have questions about your degree path or future career, or would like someone to pray with you.

When I personally feel overwhelmed, I find peace in Scripture. One verse that grounds me is *Matthew 6:33*: “*But seek first His kingdom and His righteousness, and all these things will be given to you as well.*” This verse reminds us to keep God at the center, especially in seasons of change.

As you begin your coursework, take full advantage of the many resources available to you. Our orientation course is designed to set you up for success. Get to know your faculty, Gate Coordinators, and the Liberty University support systems—we are here to help. Approach your work with diligence and integrity. *2 Timothy 2:15* urges us: “*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.*” I firmly believe that God has a unique purpose for each of you. My prayer is that during your time at Liberty, you draw closer to that divine purpose. *Proverbs 19:21* reminds us: “*Many are the plans in a person's heart, but it is the Lord's purpose that prevails.*” We often pray for God to remove the challenge, but sometimes it's the challenge that strengthens and shapes us.

Remember too that you are not walking this path alone. Community matters. As *Ecclesiastes 4:12* reminds us: “*Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.*” As your Program Director, I would love to connect with you personally. Please feel free to reach out with prayer requests, questions, or simply to share how you are doing. You can contact me at pwokojie@liberty.edu.

Welcome to the Liberty University Public Health family. May this year be filled with growth, grace, and purpose—for His glory and your transformation in Him.

With joy and expectation,

Dr. Paul W. Okojie, MD, MPH

Associate Professor of Public Health

Program Director, Master of Public Health

Department of Public Health

(434) 582-4677

Liberty University | Training Champions for Christ since 1971

How to Use this Handbook:

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

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

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

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

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

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

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

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

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

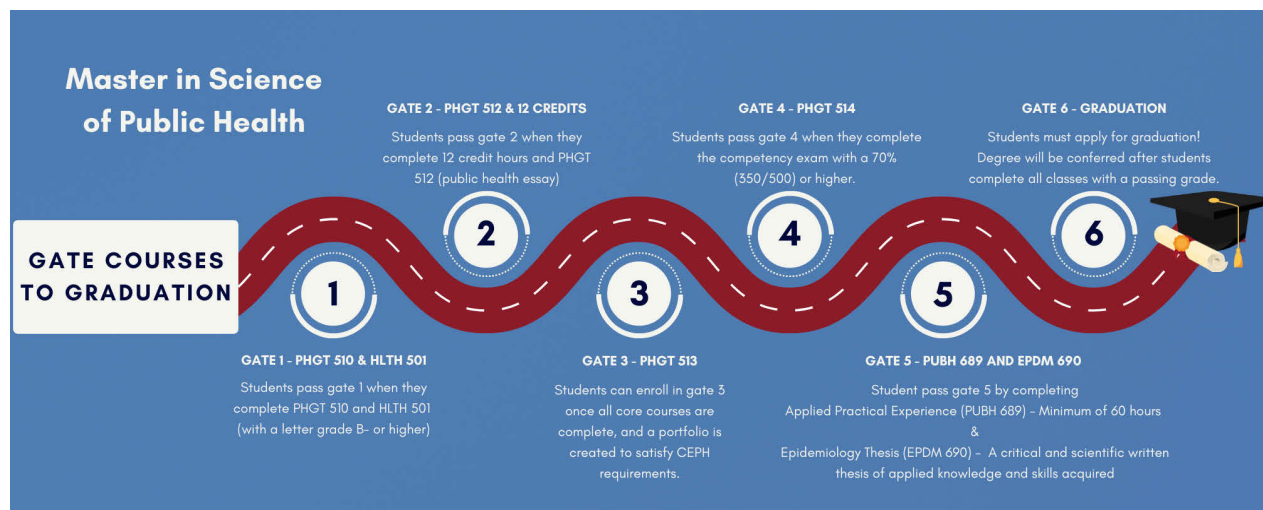
We encourage you to utilize this handbook as your go-to resource throughout your academic career. It is a roadmap that will help you navigate the challenges and opportunities of the program, ensuring a successful and fulfilling experience. Best wishes on your journey toward becoming a skilled and compassionate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

The Gate System

Admission and Progression Through Your Degree Plan

The Liberty University MSPH program has a gate system to help students monitor their progress through their degree plans. The gate system meets improved program standards for retention and curriculum experience. Students entering the MSPH program must complete the gate courses to complete the degree. The following structure outlines the gates for the 2023-2024 MSPH gate system.

GATES TO GRADUATE



GATE 1:

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

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

- a. Full Admission- Have a regionally or nationally accredited bachelor's degree with a least a 3.0 GPA (on a 4.0 scale).
 - i. Students must take PUBH 500 in their first semester.
 - ii. Residential students may enroll in 9 credits in the first semester and may take the introductory course to their declared concentration (HLTH 625) and either 503, 507 or 509.
2. Students pass Gate 1 once they have completed HLTH 501 with a grade of B- or higher and the first Gate course, Orientation PHGT 510.

GATE 2:

COMPLETION OF A SEMESTER AND PHGT 512

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

PHGT 512

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

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

GATE 3:

COMPLETION OF PHGT 513

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

The PHGT 513 Public Health Portfolio will include:

- The essay completed in PHGT 512 discussing public health and how the MSPH will be used to meet student career goals.
- Documentation of specific assessments and assignments from each core course (see Portfolio tab in the Portal for details).
- A current resume or curriculum vitae (CV). Students are encouraged to contact the Student Career Center for assistance in resume or CV development, as needed.
- A paragraph describing volunteer service, co-curricular activities, or extra-curricular activities considered as applied practical experiences (APE) as well as a paragraph describing interprofessional experiences (IPE).
- Background check (valid for up to one year after completing). This is completed in HLTH 511 as a requirement for enrollment in PUBH 689/ EPDM 690. The appropriate receipt is included in the portfolio to indicate completion.
 - All students located in the United States must complete the background check
 - All students located outside of the United States will need to complete a background check through their local police department. Results must be sent directly from the police department to PHgates@liberty.edu . The student cannot send the results themselves

GATE 4:

COMPLETION OF PHGT 514 PUBLIC HEALTH COMPETENCY EXAM COURSE

1. The Gate system includes PHGT 514 as the exam course.
2. PHGT 514 is comprised of the Competency Exam, as well as resources for the Applied Practical Experience class, PUBH 689, and the application process for Applied Practical Experience.
 - The competency exam provides evidence of a student's readiness for Applied Practical Experience. A passing score of 70% is a requirement to register for PUBH 689 Applied Practical Experience. The exam may be taken a **maximum** of 3 times (to achieve a passing score). **Failure to successfully pass the exam after 3 attempts results in dismissal from the program unless remediation is considered.** If remediation is granted and successfully completed by the student, the student may be permitted by the panel to retake PHGT 514, the competency exam **no more than once.**
3. Assignments within PHGT 513, Public Health Portfolio course and the study guide on the Public Health Portal will help students prepare for the exam.

GATE 5:

COMPLETION OF PUBH 689 APPLIED PRACTICAL EXPERIENCE

1. Students should refer to the next section for details about selecting and completing the Applied Practical Experience.
2. Students must complete all core and concentration courses, complete all Gate courses (with a passing competency exam score), have a minimum of a 3.0 GPA, no more than two Cs, and approval of the Director of Practicum prior to requesting to be enrolled in Applied Practical Experience.
3. Students are responsible for locating an appropriate Applied Practical Experience to match their degree concentration and career goals and submitting their selection to the Director of Practicum through InPlace by the application deadline for the term desired.
4. *Ideally, the Applied Practical Experience site should be approved by the Director of Practicum at least 2 weeks prior to the term during which the student intends to enroll in PUBH 689 Applied Practical Experience to secure a seat in the class, complete financial check in, and enhance transition into the course.*
5. EPDM 690 can only be taken after all the above requirements are met. Note that PUBH 689 and EPDM 690 can be taken concurrently

GATE 6:

APPLY FOR GRADUATION

1. Students are permitted to walk in the commencement ceremony prior to completion of the PUBH 689 Applied Practical Experience; and EPDM 690 however, students should apply for graduation upon enrollment in the Applied Practical Experience to ensure degree conferral at the end of the course. For graduation information refer to: [Commencement | Liberty University](#)

2. Refer to the University Registrar webpage for details.

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

Contact the Gate Coordinators for more information or explanations:

PH Gates

Email: PHgates@liberty.edu

The Applied Practical Experience

Applying theory to practice through field work

The Applied Practical Experience is a hands-on field experience that is important to your public health career. All students enrolled in the Master of Science in Public Health program must complete 60 hours at a local, national, international, or community that provides planning or services relevant to public health and your MSPH Epidemiology concentration. The Applied Practical Experience allows students to apply what they have learned and gain real world experience.

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

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

PREREQUISITES

Section I: Applied Practical Experience Prerequisites

- Prior to requesting registration for the PUBH 689 Applied Practical Experience class, requirements must be satisfied. **To be able to receive approval for the Applied Practical Experience class the following requirements must be satisfied. NO EXCEPTIONS.**
- **All** core and concentration courses must be successfully completed prior to applying for Applied Practical Experience course, with no more than two Cs in the program and a minimum of a 3.0 average GPA.
- Students must receive approval for the Applied Practical Experience Project, from the Director of Practicum, by completing the student and preceptor agreement with all required details.

Section II: Applied Practical Experience Course Requirements

- You must complete 60 practical field hours (minimum) for the duration of the project (these hours do not include required classwork).
- A pre-defined project, aligned with the student's concentration must assist an organization in addressing identified and unmet needs that contribute to a population impact. The project must allow for demonstration of foundational and concentration competencies by the student.
- Preceptor site and experience approval by the Director of Practicum.

Section III: Applied Practical Experience Course Structure/Timeframe

- After approval of the Applied Practical Experience project, all students will request and sign up for Applied Practical Experience and then complete 60 hours over the course of 16-week time frame during one-semester.
- All students will engage in a minimum of 4 group instructor contacts throughout the program which are required to share student learning and provide opportunities for cross discussion.
- All students must complete their 60 minimum field hours and meet their approved competencies.
- The 60-hour requirement does not include technical aspects of the Applied Practical Experience requirements, such as completing paperwork with the site supervisor, obtaining the required signatures, and gaining approval, nor does it include any classwork.

Note: Although the Director of Practicum and faculty are here to help, the student is ultimately responsible for finding and securing an Applied Practical Experience that will meet his or her needs and course requirements. If you have concerns or need clarification on the Applied Practical Experience placement process, please contact the Director of Practicum, at email, PHpracticum@liberty.edu (Please remember to include your name and ID number in all correspondence).

Contact the Director of Practicum for more information or an explanation on the Applied Practical Experience process:

Ms. Samantha Leigh
Director of Practicum
PHpracticum@liberty.edu

Mission and Purpose

School of Health Sciences

Vision

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

Department of Public Health

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

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

Goals and Measures

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

Core Commitments

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

Admission Requirements

In addition to the general admission requirements for the university, admission to candidacy in the *Master of Science in Public Health in Epidemiology* 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).

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. The Master of Science in Public Health program uses a Gate System to monitor student progress and assist with success in completing their MSPH degree. The gates also help transition students into a career in public health. All students are required to complete all 4 gate courses, in addition to their coursework, to graduate from the MSPH program.

TRANSFER CREDIT

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

Graduation Requirements

1. *Satisfactory completion of 45 total hours.
2. A minimum of 22 credit hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty.
3. A maximum of 21 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree.
4. Students must complete their MSPH degree with a 3.00 or higher cumulative grade point average.
5. No more than two grades of “C” may be applied to the degree (includes grades of C+ & C-).
6. No grades of “D” may be applied to the degree (includes grades of D+ & D-).
7. For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of this Catalog.
8. Degree must be completed within five years.
9. Complete the documented electronic portfolio, successfully pass the Competency Exam, and subsequently take and complete the Applied Practical Experience successfully.
10. Submit a Graduation Application to the Registrar’s Office at the beginning of the final semester.

Master of Science in Public Health in Epidemiology Degree Requirements

Core Course Requirements:

The Master of Science in Public Health in Epidemiology is a 45-hour program.

This program is only offered residually. Students complete 20 core hours in six areas of study: biostatistics, epidemiology, environmental health sciences, health-policy management, social behavioral sciences, and public health research. Students also complete 4 Gate Courses: PHGT 510, 512, 513, 514. These Gate Courses are combined with 18 credit hours in the concentration named above, including 3 credit hours in one elective, 7 credit hours in the methods courses, and 3 credit hours in the Thesis to complete the program.

(MSPH) Master of Science in Public Health (45 hrs.) Residential Format		
Core Courses (20 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
PUBH 500	Introduction to the Science and Practice of Public Health	2
PHGT 510	Public Health Orientation	0
PHGT 512	Public Health Essay	0
PHGT 513	Public Health Portfolio	0
PHGT 514	Competency Exam	0
Concentration Courses - Epidemiology (18 hrs.)		
Methods Courses (7 hrs.)		
Elective Course (3 hrs.)		
Applied Practical Experience (0 hrs.) and Thesis Course (3 hrs.)		

Concentration

- Epidemiology**

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

(Residential Only Program)

(MSPH) Master of Science in Public Health - Epidemiology (18 hrs.)		
Core Courses (20 hrs.)		
Epidemiology Concentration Courses (18 hrs.)		Credits
HLTH 552	Chronic Disease Prevention Management	3
HLTH 625	Prevention & Control of Infectious Diseases	3
HLTH 650	Field Epidemiology	3
HLTH 651	Epidemiologic Research Methods	3
PUBH 689	Applied Practical Experience	0
PUBH 690	Thesis	3
Elective Courses (3 hrs.) Choose one of the following courses for which prerequisites have been met: 500-600 HLTH course not already required in the degree.		3
Methods Courses (7 hrs.)		
HLTH 562	Data Visualization and Spatial Analysis	3
PUBH 630	Statistical Software Lab	1
PUBH 632	Advanced Research Methods in Epidemiology	3

Degree Completion Plans (DCP)

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

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

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

Suggested Course Sequencing

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

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

Epidemiology

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 651	PUBH 689^
HLTH 503	HLTH 511	HLTH 509	HLTH 652	EPDM 690
HLTH 625	HLTH 552	HLTH 650	PUBH 630	
PUBH 500	Elective ¹	PHGT 513	PUBH 632	
PHGT 510	PHGT512		PHGT 514	

RESIDENTIAL – SPRING ENTRY				
Spring - year 1	Fall - year 1	Spring - year 2	Fall - year 2	Spring - year 3
HLTH 501*	HLTH 507	HLTH 651	HLTH 509	PUBH 689^
HLTH 503	HLTH 511	HLTH 652	HLTH 505	EPDM 690
HLTH 552	HLTH 625	PUBH 630	HLTH 650	
Elective ¹	PUBH 500	PUBH 632	PHGT514	
PHGT510	PHGT512	PHGT513		

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

^Students are required to complete all core and concentration courses prior to enrollment in PUBH 689 and EPDM 690. The Applied Practical Experience course requires 60 hours at a worksite and the completion of a full course/project paper. The site will usually be off campus, may require distant travel, and will require an extensive writing project; therefore, students are strongly advised to take only this course in the recommended semester. Students should seek a faculty advisor early in the program for alternative course sequencing advice should their financial aid require taking three or more classes each term.

Academic Policies

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

Late Work

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

Grade Appeal Procedures/Other Concerns

The first stage of grade appeals for a course is for the student to talk to the instructor. In the event no satisfactory resolution is reached, the student may appeal to the Program Director or Chair. If those appeals are not satisfactory, the student may appeal to the dean. Only final posted grades may be appealed beyond the instructor. The Course Catalog explains [Academic Information & Policies](#) along with contact information for both online and residential programs concerning policies, forms, grade and other appeals.

Other grievances by residential students may be taken to the Program Director and Department Chair, and then to the Dean. If not satisfactorily resolved, students may contact the College of Applied Studies and Academic Success (CASAS) and work with their professional advisor to submit an official [complaint form](#). <http://www.liberty.edu/index.cfm?PID=6653>

Writing Style (AMA) and Services

In all LU MPSH 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](#).

Canvas- Turnitin & Plagiarism

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

Attendance

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

Academic Misconduct

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

A Word on Academic Integrity

Do your own work. Cheating on tests, unauthorized sharing of work or assignments, copying the work of others and claiming it as your own, and other forms of academic dishonesty are causes for dismissal from the course with a grade of F for the semester. As a member of the Liberty University community and as a follower of Jesus Christ, you are always expected to conduct yourself ethically and above reproach. 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 Turnitin, 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 Canvas within the enrollment dates of the course." This definition includes, but is not limited to completion of the Course Requirements Checklist and the Course Introduction.

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

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

Dress Code (applies to classes meeting on campus)

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

Classroom Policies (applies to classes meeting on campus)

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

Felony/Background Check

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

Remediation

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

Conditions of Dismissal from the Program

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

Student Clubs and Organizations

Student Organizations

PUBLIC HEALTH STUDENT ORGANIZATION

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

ETA SIGMA GAMMA

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

DELTA OMEGA HONOR SOCIETY

The Delta Omega Honorary Society in Public Health was founded in 1924 at Johns Hopkins University within the School of Hygiene and Public Health to promote the graduate study of public health, and to recognize outstanding achievement in the new field. In the Fall of 2022, the Liberty University Department of Public Health launched the Delta Omega Chapter of Epsilon Mu, and its purpose is to promote the excellence of Liberty University graduate students in the field of public health. To be eligible to apply, students must successfully complete a full year of academic classes with a GPA of 3.5 or above.

As a member of Delta Omega, individuals should not only maintain excellence in academic achievements but, more importantly, show service beyond self, leadership qualities, and devotion to the practice of the public health profession. In terms of benefits, the Delta Omega Honorary Society provides a strong network of public health professionals and allows students to collaborate and learn from experienced public health professionals to develop a more in-depth understanding of what public health looks like outside of the classroom setting.

Academic Resources

TITLE IX

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

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

JERRY FALWELL LIBRARY

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

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

Online and residential student support can be found at:

[Student Support](#) | .

COLLEGE OF APPLIED STUDIES AND ACADEMIC

SUCCESS (CASAS)

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

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

WRITING CENTER

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

Residential Writing Center Information

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

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

Online Writing Center Information

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

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

International Student Resources

INTERNATIONAL STUDENT SERVICES

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

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

C. DANIEL KIM INTERNATIONAL STUDENT CENTER (ISC)

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

Monday-Friday

Email: isc@liberty.edu

Phone: (434) 592-4118

THE CENTER FOR STUDENT ACADEMIC SUCCESS

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

Residential Student Resources

PARKING AND TRANSPORTATION

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

Additional Information

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](#).

INSTITUTIONAL REVIEW BOARD (IRB)

What is the IRB?

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

What does the IRB do?

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

required to review all research involving human participants before it is conducted.

What does the IRB have to do with me?

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

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

Faculty and Staff Directory

Primary Faculty and Staff Information

School of Health Sciences

Dr. Heidi DiFrancesca, PhD

Dean, School of Health Sciences

Dr. Benjamin Forrest, Ed.D,

Administrative Chair - Online Programs, School of Health Sciences

Dr. Brittany Kirkpatrick

*Chair - Online Programs, School of Health Sciences
Assistant Professor, School of Health Sciences*

Megan Dinsmore

Director of Operations and Finance, School of Health Sciences

Dr. Oswald Attin, MSPH, PhD

*Associate Dean - Residential Programs, School of Health Sciences
Professor - Department of Public Health*

Dr. Brendan Haynie, MA., Ph.D.

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Faculty Advisors

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

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

Epidemiology

- Dr. Paul West Okojie, pwokojie@liberty.edu, (434) 582-4677
- Dr. Robyn Anderson, randerson19@liberty.edu, (434) 582-2834

For additional help from our department, please email us at PHhelper@liberty.edu For information on the Gates themselves please email PHgates@liberty.edu

For information on the Applied Practical Experience please email PHpracticum@liberty.edu

Appendix A



Department of Public Health

Master of Science in 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 2024

The following tables are designed to give you, the student, an overview of the foundational and concentration competencies of the MSPH 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) which will be held inside of your [InPlace software](#).

- Table A shows each of the MSPH 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 how the Program spheres connect to the foundational competencies. 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 the 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 MSPH concentration courses and Applied Practical Experience. Note these are listed as being only reinforced (R) in the Applied Practical Experience. 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 Applied Practical Experience project.

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

Program Spheres

TABLE B PROGRAM SPHERES* (PS) OF THE MSPH 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 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.	Case study analysis Analyze data from a given population study, determining appropriateness of data collection methods in comparison to others.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	Case study analysis Perform tests of association on categorical data and interpret findings to address a public health problem.
4. Interpret results of data analysis for public health research, policy or practice.	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.	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.	Epidemiologic measures exercises Complete assigned exercises to strengthen skills in epidemiologic methods. 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.	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.	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.	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.	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.	Environmental health research paper Paper includes advocacy strategies to address an environmental health issue through a systems approach in a selected population
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision- making.	Health intervention program or research project Develop a coalition to address in a systematic manner an environmental conservation issue that impacts human health.
18. Select communication strategies for different audiences and sectors.	Conservation effort Create a PowerPoint presentation to promote environmental justice.
22. Apply systems thinking tools to a public health issue.	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	
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.	Professional skill activity 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.	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.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	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.	Policy brief Design a population-based policy & describe it in a policy brief.
10. Explain basic principles and tools of budget and resource management.	Collaborative integration project Design a budget for use by a community coalition and discuss its management.

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	<p>Policy brief Develop a policy brief to mitigate a disparate public health problem or health care issue.</p> <p>Professional skill activity PSA</p>
15. Evaluate policies for their impact on public health and health equity.	<p>Policy brief Create a policy designed to mitigate a health disparity.</p>
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making.	<p>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.</p>
17. Apply negotiation and mediation skills to address organizational or community challenges.	<p>Collaborative integration project Use negotiation and mediation skills on a coalition in an emergency response exercise.</p>
20. Describe the importance of cultural competence in communicating public health content.	<p>Policy brief Incorporate principles of cultural competence in a policy designed to mitigate a health disparity.</p>
22. Apply systems thinking tools to a public health issue.	<p>Emergency Preparedness Plan Create a community emergency preparedness plan in a systems approach</p>

HLTH 509 SOCIAL AND BEHAVIORAL APPLICATIONS OF PUBLIC HEALTH THEORY

FOUNDATIONAL COMPETENCY	SPECIFIC ASSESSMENT OPPORTUNITIES
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.	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.	Theory application paper Identify needs, assets and deficits as the basis for a public health intervention.
9. Design a population-based policy, program, project or intervention.	Theory application paper Design a culturally appropriate, population-based health intervention incorporating behavioral theory.
10. Explain basic principles and tools of budget and resource management.	Theory application paper Include a budget in plans for a population-based intervention.
11. Select methods to evaluate public health programs.	Theory application paper Select appropriate evaluation methods in plans for a population-based intervention.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	Theory application paper Identify critical stakeholders in a population-based intervention.

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.	<i>Theory application paper</i> Create an advocacy coalition to support a health intervention.
15. Evaluate policies for their impact on public health and health equity.	<i>Theory application paper</i> 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.	<i>Article review</i> Describe effective models for negotiation & conflict resolution.
21. Perform effectively on interprofessional teams.	<i>Article review</i> Identify best practices of interprofessional collaboration to support public health policy programs.

HLTH 511 RESEARCH METHODS IN PUBLIC HEALTH

FOUNDATIONAL COMPETE	SPECIFIC ASSESSMENT OPPORTUNITIES
2. Select quantitative and qualitative data collection methods appropriate for a public health context.	Article reviews Discriminate appropriate and inappropriate collection methods used in public health reports.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	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	Survey development Develop survey items as an assessment instrument.
11. Select methods to evaluate public health programs.	Evaluation activity Examine evaluation methods of a program of evaluation and discuss appropriateness
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	Article review Review and report on an article addressing community-based participatory research (CBPR)
20. Describe the importance of cultural competence in communicating public content.	Research project – Communicate research findings effectively to disparate audiences.

Appendix B

I - INSTRUCTION

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

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

Measurable outcomes

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

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

Measurable outcomes

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

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

Measurable outcomes

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

R-RESEARCH

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

GOALR-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.

GOALR-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.

GOALR-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 atrisk 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/MSPH 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 atrisk 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 atrisk populations.