“Preparing future leaders to better address the healthcare needs of populations in Louisiana through education, research, and public service.”
## Master of Public Health Program
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Handbook Overview

The Master of Public Health Degree Program is offered by Louisiana State University Shreveport (LSUS) and the Louisiana State University Health Science Shreveport (LSUHSC) and includes 48 credit hours. The curriculum is specifically designed to prepare public health graduate students for careers in a public health setting. All students complete a five course core (15 credit hours) that addresses the five areas of core knowledge identified by the Council of Education for Public Health (CEPH) as essential for all MPH students to demonstrate. An additional 21 credit hours in public health related courses are also completed. The last phase of the program consists of a practicum (3 credit hours) which students are required to complete 200 hours of practicum experience and produce a structured report that describes, analyzes; and critiques the experience. Students have the option of completing a MPH Capstone project (3 credit hours) or Master’s thesis (6 credit hours). Students who choose the MPH Capstone project will complete an additional three credit hours of electives. Students who choose to complete a thesis may waive one elective. In both the practicum and culminating experiences, students are under the supervision and guidance of faculty and field based practitioners.
Program Mission/Vision Statement

Mission:
The mission of the joint LSUS and LSUHSC-S Master of Public Health Program is to prepare individuals to become competent public health practitioners who prevent disease, promote health, and protect the well-being of local, national and global communities through education, research, community service and workforce development.

The mission of the MPH Program is consistent with that of the two academic campuses, LSUS and LSUHSC-S, who jointly administer this program.

Vision:
To be a national leader in the development and implementation of competency and evidenced-based public health graduate education.

Values:

- **Excellence:** Maintaining the highest standard of quality and accountability
- **Discovery:** Researching for advancement in knowledge
- **Leadership:** Empowering others toward advancement
- **Integrity:** Fostering sound ethical principles
- **Diversity:** Encompassing all individuals
- **Respect:** Advancing through trust and value
Committees and Organizations

Administrative Structure of the Public Health Program

Figure 1.3.b.3. Administrative Structure of the Master of Public Health Program

**LSUS**
- Dr. Larry Clark, Chancellor

**LSUHSC-S**
- Dr. Robert Barish, Chancellor

**Dean of Graduate Studies**
- Dr. Paul Sisson

**Dean of the School of Allied Health Professions**
- Dr. Joseph McCulloch

**Executive Committee**
- Dr. Jill Rush-Kolodzey, MPH Program Director (LSUHSC-S/LSUS)
- Dr. Timothy Winter, Chair of Kinesiology and Health Sciences (LSUS)
- Dr. Dennis Wissing, Associate Dean of Student Affairs (LSUHSC-S)
- Dr. Mary Hawkins, Kinesiology and Health Sciences (LSUS)
- Dr. Emmanuel Clottey, Kinesiology and Health Sciences (LSUS)

**Curriculum Committee**
- Dr. Emmanuel Clottey (LSUS)
- Dr. Dennis Wissing (LSUHSC-S)
- Dr. Timothy Winter (LSUS)
- Dr. Jill Rush-Kolodzey (LSUHSC-S/LSUS)

**Admissions Committee**
- Dr. Philip Cole (LSUHSC-S)
- Dr. Dennis Wissing (LSUHSC-S)
- Dr. Emmanuel Clottey (LSUS)
- Dr. Clifton Frilot (LSUHSC-S)
- Dr. Jill Rush-Kolodzey (LSUHSC-S/LSUS)
- Dr. Mary Hawkins (LSUS)

**Community Advisory Committee**
- Dr. Joseph McCulloch, LSUHSC-S, Chair
- Dr. Martha Whyte, LA DHHS
- Willie White, David Raines Com. Center
- Ms. Janet Mentesane, MLK Health Center
- Ms. Keasha Henson, LA DHHS
- Dr. Norann Planchock, Northwestern School of Nursing, Rtd.
- Dr. Timothy Winter, LSUS
- Dr. Jill Rush-Kolodzey, MPH Program Director
- MPH Student Representative (2nd Year – SGA Rep)

**MPH Faculty**
- Dr. Jill Rush-Kolodzey (LSUHSC-S/LSUS)
- Dr. Emmanuel Clottey (LSUS)
- Dr. Philip Cole (LSUHSC-S)
- Dr. Dennis Wissing (LSUHSC-S)
- Dr. Timothy Winter (LSUS)
- Dr. Mary Hawkins (LSUS)
- Dr. Clifton Frilot (LSUHSC-S)
- Dr. Mary Vazquez (LSUHSC-S)
- Mr. William Burroughs (LSUHSC-S)
- Mr. Will Olmsted (LSUHSC-S)

**Public Health Student Association (PHSO) Advisory Committee**
- Ms. Jill Handcock, President
- Ms. Madeline Fechter, SGA
- Ms. Grey Rogers, GA
Master of Public Health COMMITTEES and ORGANIZATIONS

Executive Committee: Led by the MPH Program Director, this committee is the administrative center of the Public Health Program. This committee consists of representatives from LSUS and LSUHSC-S. Although the Program Director and faculty in each department are primarily responsible for the day-to-day operation of the program, this committee provides guidance and advice regarding all aspects of the program. A part of the committee's responsibility is to devise strategies regarding recruitment of students, make recommendations on admissions, monitor student progress toward degrees, and implement approved academic and administrative policies.

Community Advisory Committee: Led by the Dean of the School of Allied Health Professions, this committee consists of community leaders who are knowledgeable and interested in public health issues along with the MPH Student Government Representative. The committee provides the administrators, faculty, and students with valuable information about current needs and priorities of the public health community that can lead to modifications of the program. This committee also serves as a primary community support group for the MPH Program assisting in recruitment, providing internship sites, and helping to place graduates. Members are appointed for three-year terms that may be renewed. The members elect the chair.

Curriculum Committee: Led by a core faculty member, this committee consists of the Program Director and faculty members from each university. The committee's role is to evaluate and initiate changes in the curriculum and administration of the MPH Program. The Advisory and Curriculum Committee must endorse all policy proposals before the adoption by the Executive Committee can be considered. The committee will review and assess curricular issues required for CEPH accreditation. Members are appointed for three-year terms that may be renewed. One of the faculty members serves as chair.

Admissions Committee: Led by a core faculty member, this committee consists of the Program Director and faculty members from each university. The committee is responsible for the admission of students to the program, and their decisions are based upon approved admission criteria. The committee also recommends changes in the admission criteria as deemed necessary. Members are appointed annually by administration from each university.

Public Health Student Association (PHSA) Advisory Committee: This committee consists of the PHSA President, SGA Representative from both campuses and one of the Graduate Assistants. Its role is to oversee and advise the student officers of the organization and report back to the Executive Committee about scheduled activities, functions, and concerns.
Program Goals and Objectives

In support of the mission the Louisiana State University in Shreveport (LSUS) and Louisiana State University Health Sciences Center in Shreveport (LSUHSC-S) have goals and objectives:

**Goal #1: Education** - Maintain an educational environment that provides students with the opportunity to acquire public health knowledge, skills and practice grounded in competencies, theory and evidence provided by qualified faculty in an environment that respects diversity to address the health care challenges of the 21st century and beyond.

**Objective 1:** Convene and sustain a Community Advisory Committee made up of program faculty and community stakeholders to review and ensure the curriculum and student field training incorporates the needs, perspectives and expertise of the public health practice community.

1.1.1: Community Advisory Committee will be convened with qualified and experienced members of the public health practice community.

1.1.2: Community Advisory Committee will meet at least once every academic year or as needed to review the program activities and outcomes.

1.1.3: All Community Advisory Committee meetings will have minutes with dates and attendance records.

**Objective 2:** Convene and sustain a MPH Curriculum Committee made up of faculty engaged in the program to establish, implement and evaluate a curriculum that supports core competencies for public health.

1.2.1: All Curriculum Committee members will be faculty engaged in the program.

1.2.2: The Curriculum Committee will meet as needed to modify curriculum and maintain curriculum standards.

1.2.3: The Curriculum Committee will identify and establish the core, required and elective course offerings leading to the 48 hour curriculum with submission to the LSUS Graduate Council for approval.

1.2.4: All Curriculum Committee meetings will have minutes with dates and attendance records.
**Objective 3:** Recruit, retain and support highly qualified, culturally competent faculty and staff who support the mission, goals and objectives of the program.

1.3.1: MPH Program Director will support faculty professional development in the areas of teaching, research and community engagement as guided by the missions of both universities.

1.3.2: MPH Program Director will meet annually with MPH core faculty to evaluate the documentation of their performance in key areas of professional development and will provide a written assessment to the appropriate university officials for progress toward promotion and tenure.

1.3.3: Program administration will evaluate all faculty credentials, licenses and qualifications (curriculum vitae, publications etc.) on an annual basis.

1.3.4: All core faculty hired will possess a terminal degree and either a degree in public health or a health related field, experience in public health practice or teaching experience in public health.

1.3.5: All adjunct faculty hired will possess at least a master’s degree and either a degree in public health or a health related field, experience in public health practice or teaching experience in public health.

1.3.6: 75% of faculty will include areas of cultural competence and diversity in their courses.

1.3.7: All faculty affiliated with the program will engage in at least one professional development activity and or continuing education program annually.

1.3.8: The MPH Program will announce all open faculty and staff positions to the general public through the state employment website serving all populations including the underserved and minorities.

**Objective 4:** Recruit and enroll academically prepared students whose career intentions include serving the health needs of diverse and underserved populations.

1.4.1: All applicants will state, in either their personal narratives or interviews, their intent serve the healthcare needs of diverse and underserved populations.

1.4.2: The MPH Program will organize at least one recruitment activity annually in an area of underrepresented or minority populations.

1.4.3: The MPH Program will monitor annually the proportion of the enrolled students who belong to ethnic or racial minorities.
1.4.4: All students admitted will possess a baccalaureate degree or its equivalent and, 80% will meet the required GRE or MCAT scores, when applicable.

1.4.5: 100% of the students will maintain an average 3.0 GPA while enrolled in the program and 95% of students will successfully pass all core and elective courses (B or higher) on first attempt.

1.4.6: 90% of the students will graduate within the timeframe allotted by the Universities.

Objective 5: Prepare enrolled students to acquire competencies in public health.

1.5.1: All students will acquire public health competencies through participation and successful completion of the program core, required and elective courses.

1.5.2: All students will demonstrate the ability to integrate culturally appropriate approaches in the practicum project as evaluated by faculty and preceptors.

1.5.3: All MPH core, required and elective courses will incorporate written and/or oral evaluations.

1.5.4: All faculty will generate rubrics for written and oral assignment evaluation in all courses where such assessment is appropriate.

1.5.5: 100% of the faculty will provide all students with opportunities for integration and practical application of learned competencies through a 200 hour practicum experience along with either a culminating capstone or thesis project.

1.5.6: 90% of students’ choice for Capstone or Thesis study will include working with diverse populations.

Objective 6: Evaluate the effectiveness of the curriculum through continuous program assessment.

1.6.1: Monitor all courses and document which competencies are presented and evaluated through annual instructor and student self-assessments.

1.6.2: All students completing the program will demonstrate mastery of public health competencies through successful completion of courses, practicums, capstones and/or theses to the satisfaction of the faculty and/or preceptors with the attainment of at least a 3.0 GPA.
1.6.3: 80% of students will score above average on evaluation of capstone or thesis by students’ advisor and/or faculty panel.

1.6.4: 90% of MPH faculty will receive a score of good to excellent range on the student course evaluations each year.

1.6.5: 80% of graduates will complete an exit survey at the time of their graduation and an alumni survey annually.

1.6.6: 80% of alumni will be surveyed to assess how program met core competencies.

1.6.7: Following graduation, at least 75% of the program graduates who sought entry into the public health workforce or an additional health-related graduate degree program will have gained entry.

**Goal #2: Research** - To promote a research agenda that is grounded in current theory and evidence to provide public health knowledge and practice for student and faculty scholarly development.

**Objective 1:** Promote ethical research and scholarly activities among faculty and students that advance public health knowledge and practice.

2.1.1: All faculty will have time allotted to conduct research and for participation in scholarly activities.

2.1.2: 50% of core faculty will participated in collaborative research and/or scholarly activities between the two Universities aimed at improving the health of the community.

2.1.3: 50% of the core faculty will participate in collaborative research projects with local, regional, state, national or international partners.

2.1.4: 80% of faculty will disseminate research findings through participation in scientific organizations, professional conferences and publications by publishing at least one paper per year in a peer-reviewed journal or presenting at least one paper or poster per year at a public health meeting.

2.1.5: All faculty will mentor students in research or scholarly activities through course instruction, individual advising and scholarly activities related to advancement of public health knowledge and practice.
2.1.6: 95% of students will pass research related courses – Research Methods, Program Planning and Thesis (I, II).

**Objective 2:** Increase extramural funding for faculty research.

2.2.1: 80% of core faculty will register for funding alerts through the Office of Research and Sponsored Programs.

2.2.2: 80% of core faculty will attend at least one workshop, webinar or training on funding acquisitions offered by the University or external funding agencies annually.

2.2.3: 50% of the core faculty will submit at least one research proposal or federal grant application every other year for external funding focused on public health issues.

**Objective 3:** Increase student involvement in faculty research and community-based participatory research.

2.3.1: 80% of core faculty will provide MPH students with opportunities to participate in ongoing research projects.

2.3.2: 100% of faculty will promote student participation in professional conferences through the submission of at least one student driven project every year.

**Goal #3: Service** - To support a service agenda that complements program goals through student and faculty participation in public health education and practice through collaborative community service.

**Objective 1:** Develop partnerships with health agencies and community-based organizations for the engagement and facilitation of service learning opportunities.

3.1.1: 100% of core faculty will provide consultation and other services related to their area of expertise through participation on at least one health-related advisory or governing boards at the local, state, regional, national or international level annually.

3.1.2: 100% of students will report participating in a community service project through coursework or community events or both by the completion of their MPH degree requirements.
3.1.3: 100% of core faculty will actively participate in outreach efforts addressing health issues and challenges within the community whereby promoting healthy lifestyles.

3.1.4: The MPH Program will identify and provide at least one workforce development training opportunity annually within the realm of public health.

**Objective 2:** Promote and increase service learning opportunities for students within community-based organizations in Northwest Louisiana.

3.2.1: The MPH Program will provide at least one opportunity for student involvement in a community-based outreach initiative or public health event at seminar.

3.2.2: The MPH Program will identify and disseminate service learning opportunities to students as they are presented to the program.

**Objective 3:** Promote community stakeholder contributions to the program’s mission, goals and objectives.

3.3.1: The Community Advisory Committee will meet once every academic year to provide opportunities for community stakeholders to participate in an advisory capacity for the MPH Program.

3.3.2: The MPH Program will actively seek feedback from community preceptors regarding student preparation for community service related to public health competencies during and upon the completion of any course or project.

**Goal #4: Workforce Development** – Engage students and faculty in the development and delivery of educational programs to promote a well-trained and competent public health workforce.

**Objective 1:** Plan and implement community-based educational activities for the development of a well-trained public health workforce.

4.1.1: 50% of faculty will consult public health professionals and/or community partners about their continuing education needs annually.

4.1.2: All faculty will plan and implement educational activities for local public health professionals annually.
4.1.3: All faculty will plan and implement public health continuing education experience for local and state participants at least once a year.

4.1.4: Program administration will evaluate faculty-sponsored continuing education events annually.

**Objective 2:** Sponsor training events which public health professionals and/or community partners gain knowledge on the advancement of relevant public health initiatives.

4.2.1: 25% of faculty will plan and implement at least one training event annually for public health professionals and/or community partners.

**Objective 3:** Identify opportunities whereby MPH students can acquire and develop leadership skills needed for future professional roles.

4.3.1: All faculty will identify opportunities whereby students can acquire and develop leadership skills needed for future professional roles.

4.3.2: 75% of students will participate in opportunities whereby they can acquire and develop leadership skills needed for future professional roles.
The Campuses

Courses: Teaching responsibilities are shared between LSUS and LSUHSC-S faculty

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Admission

The Louisiana State University in Shreveport (LSUS) and the Louisiana State University Health Sciences Center in Shreveport (LSUHSC-S) Committee is composed of faculty from both institutions. Prospective students may obtain information and application materials for the MPH Program from the Graduate Studies Department at Louisiana State University in Shreveport by using the address below or by visiting the following website: http://www.lsus.edu/ehd/MPH. Students initially apply to LSUS for admission to the program. In addition to the general university requirements for admission to graduate studies, as outlined in the university catalog, an applicant for admission to the Master of Public Health degree program must meet the following requirements for unconditional admission:

a. Have earned a Baccalaureate Degree from an accredited university or college and provide official transcripts from all undergraduate and graduate institutions.

b. Provide a GRE or MCAT test score taken within last five years (applicants with M.D. or Ph.D. in a health related discipline in the U.S. do not have to take the GRE, but will be required to provide proof of M.D. and/or Ph.D.).

c. Students must have a GRE score of at least 1000 on the combined verbal and quantitative portions 278 on the new exam.

d. Scores of 550 or better on the written version, or 213 or better on the computer-based version, of the Test of English as a Foreign Language (TOEFL) for international applicants. International students whose native language is English or who have attended a college or university in the United States for at least one year are not required to submit TOEFL scores, but must have acceptable scores on the General Test section of the GRE. International students who do not have suitable scores on the TOEFL and the verbal section of the GRE must write a brief essay. If the essay does not evidence the skills necessary for graduate-level work, the essay will serve as a placement tool into a scholarly writing course that will not be counted toward a graduate degree. Students must pass this course to continue in the program.

e. Submit three letters of recommendation explaining your interest in the field of public health.

f. Submit a typewritten, personal narrative (2-3 pages) that is a professional statement consistent with the mission of the program.

g. A personal interview is required.

Applicants who do not fulfill the requirements for unconditional admission into the MPH Program may be considered for provisional admission. Upon approval of the LSUS Admissions and Records Office an applicant who does not have complete admission documents on file at the time of registration may be granted provisional admission pending receipt of complete and satisfactory records. Upon the receipt of all the required records of a provisionally admitted student the admissibility of the student who does not meet the admission requirements will have
his/her registration cancelled. A student admitted provisionally whose required records are not received within 14 days after the first class day for a spring or fall term or within 7 days for a summer session will have his/her registration cancelled. A student without complete records is not eligible for financial aid or veteran’s benefits. No official or unofficial records of a student enrollment while at LSUS will be released until all records are received. An individual whose registration is cancelled may not continue in any class registered provisionally.

Technical Standards for Admission
Our objective is to increase opportunities for persons with disabilities, while maintaining the expectation that all students achieve the goals of our programs. The technical standards for admission establish the expectations and abilities considered essential for students admitted to the Master of Public Health degree program in order to achieve the level of competency required for graduation. Successful candidates for the MPH degree must possess abilities and skills categorized as observational, communicative, motor function, intellectual-conceptual, behavioral and social, and ethical.

**Observational:** Candidates must be able to acquire a defined level of information presented through demonstrations and experiences. This may include information from written documents, visual information from sampling, analytical computer and other equipment, and instruments. Such observation and information acquisition necessitates the use of visual, auditory and tactile sensations.

**Communicative:** Candidates must be able to communicate effectively with others in verbal and written formats. Communication includes the ability to speak, hear, read and write.

**Motor Function:** Candidates must possess motor skills necessary to learn and implement the technical skills of a public health professional. This includes the ability to perform basic operations in typical settings in which public health professionals normally function. Students having class, internship or other independent learning experiences off campus are responsible for their own transportation and independent mobility while on campus and in the field.

**Intellectual-Conceptual, (Integrative and Quantitative):** Candidates must have problem-solving skills and be critical thinkers. More specifically, candidates must be able to measure, calculate, reason, analyze, integrate and synthesize qualitative and quantitative information associated with the professional activities for which they are in training.

**Behavioral and Social:** Candidates must possess good emotional health to permit full utilization of their intellectual abilities; be able to exercise good judgment; function effectively under stress; display flexibility; be able to complete responsibilities promptly; and interact with people of all races, religions and socioeconomic status.

**Ethical:** Candidates must demonstrate professional behavior and must perform in an ethical manner consistent with the norms and ethical codes of public health constituent organizations. They must exhibit a respect for truth and commitment to honesty and
integrity in all aspects of public health. In addition, they must be able to follow the ethical
guidelines established by respective and applicable national organizations and
governmental bodies.

Candidates are urged to ask questions about the program’s technical standards for clarification
and to determine whether they can meet the requirements. Questions may be directed to the
Director. Revealing information concerning a disability is voluntary. However, such disclosure is
necessary before any accommodations may be considered in the learning environment or in the
program’s procedures. Information about disabilities are handled in a confidential manner.

Reasonable accommodations will be made to qualified applicants with a disability in such
circumstances and on such terms as required by the Americans with Disabilities Act.
Reasonable accommodations require program and institutional approval. Requests for
accommodations must be submitted in writing, allowing sufficient time prior to matriculation for
action on these requests, pursuant to Policy 01-061 Nondiscrimination on the Basis of Disability,
Americans with Disabilities Act Compliance.

All application materials must be sent to:
Master of Public Health Program
Office of Graduate Studies
Louisiana State University in Shreveport
Administration Bldg, Suite 249
One University Place
Shreveport, LA 71115
Phone: (318) 797-5247

The following are deadline dates for submitting application materials for admission to the MPH
Program:
Summer Term – April 30
Fall Term – June 30
Spring Term – November 30
Registration

Procedure for Registration
Registration is completed using Compass. All students are responsible for obtaining approval from their advisor. Approval for an entire course of study can be obtained before a student begins the MPH degree program. Students are urged to meet with their advisor each semester to review their progress and remaining course schedules. Students have the ultimate responsibility for meeting all admission requirements for both LSUS and LSUHSC-S.

All LSUS/LSUHSC-S students must register with the LSUS Registrar’s Office. To conclude the registration process, an electronic registration must be completed with the LSUS Registrar’s Office before the end of the registration period. Advisors may elect to give approval for courses via e-mail or by signing a facsimile copy of the registration form. Final dates for registration and payment of fees are published each semester. Unless other arrangements are made in advance, failure to pay fees on time will result in late charges and possible denial of registration.

Each student must file a formal Plan of Study form after completing a minimum of 18 semester credit hours of study. At the latest, a completed Plan of Study form must be submitted by the beginning of a student’s final semester. The plan of study form can be downloaded from the LSUS program website. The forms are completed by each student and taken to their advisor for review and approval. Once approved, they must be submitted to the LSUS College of Graduate Studies.

No credit will be counted toward the MPH degree unless it has been approved as part of a student’s official Plan of Study.
Courses

Course Selection
Students should check the MPH Program website (http://www.lsus.edu/ehd/mph) for class schedules of present and future semesters. They should then plan a tentative schedule for all courses required for the MPH degree. Electives should be considered as they are available. Students must discuss their proposed program plans with their advisor and obtain approval for their course selections in advance. The approval process should be repeated each semester in which courses are taken. A draft Plan of Study can be used in planning.

Course Load
Twelve semester credit hours is considered to be the minimum course load for full-time students for Fall and Spring terms, and six semester credit hours for Summer term. Special authorization is required for a course load beyond 15 semester credit hours in Fall and Spring terms, or in excess of nine semester credit hours in Summer term. The enrollment of part-time students usually does not exceed six semester credit hours.

Withdrawal from Courses
Withdrawal from a course requires the approval of the course instructor and the student’s advisor.

Auditing Courses
Students may audit courses with the approval of the Program Director.

Electives
Students are required to complete two electives, with the exception of students who choose to write a thesis may waive one elective. A student’s advisor must approve all elective courses. Elective courses must support the knowledge and skill areas associated with the MPH Program.

Program Delivery
The LSUS/LSUHSC-S program is delivered throughout the entire year. Core courses are offered in all three semesters and classes meet evenings and weekends. Electives are offered at each institution throughout the year.

Courses from Other Institutions
Students may take courses at other accredited institutions. Prior permission must be obtained from the Advisor before credit can be awarded for such courses. A maximum of 6 semester credit hours of approved course work may be transferred in to the MPH Program.

Continuous Enrollment
Students in the LSUS/LSUHSC-S MPH Program have six years from the date of initial enrollment to complete their course requirements.

Leaves of absence are granted by the LSUS Associate Dean of the College of Graduate Studies, on behalf of the Deans Committee, upon recommendation by an advisor. Leaves of absence are not included in the computation of continuous enrollment.
Students who do not enroll for a class for more than one year must reapply for admission to the MPH degree program.

**Student Records**
Students in the MPH Program may inspect official records, files, and data directly relating to themselves as set forth under the provisions of the Family Educational Rights and Privacy Act of 1974. All student application materials, files and permanent records will be maintained at LSUS.
Policies Regarding Instructional and Ancillary Fees

All LSUS/LSUHSC-S fees must be paid to the LSUS College of Graduate Studies.

Registration Fee
All graduate students who have accepted admission in the LSUS/LSUHSC-S program and enroll for the first time must pay a non-refundable $20.00 registration fee.

Louisiana Residency Status
To be eligible for in-state tuition and fees, a student must attain legal residence of the state of Louisiana 365 continuous days before the first day of class of the semester.

Instructional Fees (tuition)
All students are responsible for payment of fees in accordance with the academic calendar policies and fees of the LSUS/LSUHSC-S institutions. Final dates for registration and payment of fees are published each semester. Failure to pay fees on time may result in a denial of registration.

Graduate Assistants and recipients of tuition scholarships are exempted from paying instructional fees according to the terms of their awards. These individuals are responsible for payment of all other fees.

Auditing (Instructional Fee)
Any student auditing a course shall be required to register before attending class. Any student taking a course not for credit shall pay the same fees assessed for courses taken for credit.

Late Fee
If the LSUS Registrar’s Office does not receive the required fees by the date established, students will be charged late fees in accordance with the late fee policies of LSUS, SAHP, and LSUHSC-S.
General Requirements

Immunization
Before registering, students born after 1956 must provide proof of immunization or immunity to measles, mumps, rubella, and tetanus/diphtheria to the Admissions and Records Office. In addition, all first-time freshmen must submit proof of immunization against meningitis. This policy applies to all students entering LSUS for the first time and all students returning after an absence of one term or more. A copy of the Immunization Policy is provided with the admissions material.

A student may claim exemption from the immunization requirement for medical or personal reasons; however, the university will require the student to leave the campus and be excluded from class in the event of an outbreak of measles, mumps, or rubella. Students claiming exemption will not be permitted back on campus or in class until the outbreak is over or until proof of adequate immunization has been submitted to the Admissions and Records Office.

In the event a student in the MPH Program pursues thesis research on the LSUHSC-S campus, he or she must complete the LSUHSC-S’s Occupational Student Health Application prior to beginning the research. Attention to appropriate deadlines should be made in order to allow for time to complete the application prior to beginning thesis research.

Applying for Financial Aid (Financial Aid includes grants, work study, and student loans)

- Apply for a personal identification number (PIN) at www.pin.ed.gov. If you are a dependent student, you will need to obtain a PIN for your parent(s) as well. The PIN will be used to sign your FAFSA electronically.
- Complete the FAFSA on the web at www.fafsa.ed.gov. LSU’s school code is 002013.
- After the FAFSA has been processed by the Department of Education, you will receive a Student Aid Report (SAR). Your SAR will be emailed to you if you provided an email address. If you did not provide an email address, you must check the FAFSA website to obtain your SAR. Your SAR is used to determine your eligibility for financial aid.
- If your SAR is selected for verification, additional documents will be required. These documents must be submitted to the LSUS Financial Aid Office before you can be awarded financial aid.
- If you are applying for a student loan for the first time at LSUS, you will be required to complete a master promissory note. Promissory notes are available in the Financial Aid Office. If you are a first-time LSUS student borrowing student loan funds you are required to complete entrance counseling. Entrance counseling can be done on-line at www.mapping-your-future.org.
Graduate Credit

Repetition of Courses
1. An MPH graduate student, with the permission of the instructor and a MPH Program Advisor, may repeat once any course previously taken in which the grade received was below a B or Incomplete.
2. Credit hours for a repeated course shall in no case be counted more than once in meeting graduation requirements. Both grades will remain on a student’s transcript; however, only the most recent grade will be counted in determining the student’s GPA.
3. Whenever a course is repeated under the terms specified above, it must be so indicated on the registration form at the time of registration.
4. Students must pay all tuition and fees related to each course that is repeated.
5. This procedure may be used for a maximum of two (2) courses.

Audited Courses
Audited courses do not count for full-time enrollment and do not receive a grade. Such courses may be added to the maximum full schedule of a student when approved by the Program Director.

Degree Candidacy
Upon completion of 18 semester hours of credit, including all core courses (not including the core capstone courses), students enter candidacy for the MPH degree. This is the minimum prerequisite for enrolling in the practicum, thesis or MPH project unless permission has been received from the Program Director. The advisor must give permission prior to enrolling in the seminar, internship or project.
Evaluation and Assessment

Assessment of Students during Pursuit of Degree

Students are required to successfully pass or complete a variety of formative and summative experiences, including the following:

- Hourly, midterm, and/or final examinations (most lecture and lab courses);
- Written papers (most lecture and lab courses);
- Projects and/or case studies (many lecture and lab courses);
- Lab reports (most lab courses);
- Oral presentations (many lecture courses);
- Individual and group participation (most lecture and lab courses);
- Performance practicum;
- Presentation of proposal for scholarly project;
- Quality of final scholarly project (if applicable); and,
- Performance in capstone seminar.

Assessment of Program

The program is evaluated via a variety of modes, including the following:

- Periodic student/alumni survey;
- Course and instructor evaluations by students;
- Self-critique by faculty;
- Employment and promotion of graduates; and,
- Council for Education in Public Health (CEPH) reaccreditation self-study, reaccreditation review, and site visits (periodic).
Graduation

Students must file a degree audit for (Plan of Study) with the LSUS Registrar no later than the beginning of the semester PRIOR to the one in which the plan to graduate. The program must approve this form.

Students have the option of participating in a commencement ceremony on either of the two campuses. The choice of commencement has NO effect on the diploma. All LSUS and LSUHSC-S students receive the same degree that has the names of both institutions on it.

LSUS and LSUHSC-S both have ceremonies in the fall and spring semesters. Students have the responsibility to notify the registrar’s office of the institution in whose ceremony they wish to participate (at LSUS or Office of Student Affairs and Records at LSUHSC-S). This should be done at least eight weeks before the end of the semester in which they plan to graduate.

The following steps summarize the actions needed to graduate:

1. Complete a plan of study form. This form can be obtained from the program advisor, the LSUS Office of Graduate Studies or downloaded from the LSUS website (www.lsus.edu).
2. Meet with the program advisor and have a Plan of Study form approved and signed.
3. Return the approved Plan of Study form to the LSUS Office of Graduate Studies.
4. Complete any additional paperwork that the LSUS Office of Graduate Studies requires.
5. Decide on a commencement in which to participate.
6. Once a commencement ceremony (if any) has been designated, notify the graduate office of that institution of the intent to participate in the commencement. This ensures that a student’s name will be included in the program. Do this at least eight weeks in advance of commencement.
7. Please direct questions to the LSUS Office of Graduate Studies or the program director.
Grading Policy

The grading policy for each course in the LSUS and LUSHSC-S degree program will follow the published policy of the participating institution in which the course is listed.

Alteration of Grading Procedures

The alteration of grading procedure for each course in the LSUS and LSUHSC-S degree program will follow the policy of the participating institution in which the course is listed.

Academic Standards

All MPH students are expected to maintain a minimum GPA of 3.00 and must have a minimum GPA of 3.00 to graduate. A grade of B or higher constitutes satisfactory work. The grade of C is the minimum passing grade for earned credit toward the MPH degree. However, a maximum of three semester credit hours of C may be applied toward the MPH degree. Students earning more than three credit hours with a C grade may be dismissed.

Academic Probation

Students whose cumulative GPA falls below 3.00 will be placed on academic probation until the cumulative GPA increases to 3.00 or greater. Students may remain on academic probation while a maximum of twelve credit hours are earned. Students who do not raise their GPA above 3.00 within the twelve hour period may be dismissed.

Grade of F

Any student receiving a grade of F shall be considered to have lost good academic standing and placed on academic probation until an equal number of credit hours with a grade of B have been completed after receiving the F. Any repeated credit hours must be completed within one year or the student will be dismissed.
LSUS AND LSUHSC-S STUDENT ETHICS CODE

Standards of Conduct
LSUS and LSUHSC-S students are expected to maintain ethical and moral values consistent with professional behavior. It is implicit in the purpose of the LSUS and LSUHSC-S that high standards of professional and academic honesty and integrity govern the behavior of all students throughout their years of education. Further, students are obligated to respect the rights, privileges, and property of other persons at all times acting to protect the wellbeing of others. Students will be bound to both LSUS’s and LSUHSC-S’s policies and procedures related to student conduct, dismissal and appeals.

Violation of Standards
Consistent with the LSUS and LSUHSC-S Standards of Conduct, behavior that is considered in violation of ethical standards includes participation in any of the following activities:

1. Plagiarism is defined as presenting the work of another as one’s own.

   **Forms of Plagiarism**
   - Copying of passages, either verbatim or nearly verbatim, with no direct acknowledgment of the source.
   - Making a few superficial changes in the text instead of quoting a passage directly and including appropriate citation of source(s).
   - Paraphrasing a quotation from another source.
   - Submitting the same written work to meet the requirements for more than one course without prior approval.
   - Participating in plagiarism by providing another with written work with the knowledge that the work will be plagiarized.

2. All other forms of dishonesty, such as cheating; violating copyrights; knowingly furnishing false information to the LSUS and LSUHSC-S; forgery; and altering or misusing LSUS and LSUHSC-S documents, records, or instruments of identification.
3. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other institutional activities, including public service functions on LSUS and LSUHSC-S institution owned or controlled property.
4. Any substance abuse, including alcohol or chemicals.
5. Disregard for the rights, privileges, and property of others, including but not limited to: sexual harassment; verbal abuse, harassment, or use of threatening language; physical abuse or threat of such abuse; animal abuse; intention or reckless damage to property; and criminal conduct of any kind.
6. Theft or intentional or reckless damage of LSUS and LSUHSC-S institutional property or of property belonging to a member of the LSUS and LSUHSC-S community or campus visitor.
7. Unauthorized entry into, or use of, LSUS and LSUHSC-S facilities.
8. Violation of LSUS and LSUHSC-S institutional policies and regulations.
9. Disorderly or obscene conduct or expression on property owned or controlled by LSUS and LSUHSC-S institutions.
10. Failure to comply with directions of LSUS AND LSUHSC officials, LSUS and LSUHSC-S institutional officials or police and any other law enforcement officers acting in the performance of their duties.
11. Illegal or unauthorized possession or use of firearms, explosives, and other weapons or chemicals on LSUS and LSUHSC-S institution property.

**Dismissal from the LSUS and LSUHSC-S Degree Program Appeals Procedure**

Students dismissed for academic reasons at LSUS may appeal their dismissal to the Deans Committee of the participating Graduate School in writing within two weeks of transmittal of the written notification of dismissal. The appeal will be assigned to one of the Graduate Deans. The assigned Graduate Dean shall appoint an Appeal Review Committee. Students will be requested to present their position and supporting evidence at a hearing of the Appeal Review Committee. The Committee will then make a written recommendation to the designated Graduate Dean. The Dean may elect to interview the student. The decision of the Graduate Dean shall be rendered to the student in writing within two weeks following transmittal of the Appeal Review Committee's recommendation. Students may appeal the Dean's decision in writing, to the Deans’ Committee within two weeks of the transmittal of the Graduate Dean's written decision. The decision of the Deans’ Committee shall be final. With the approval of the assigned Graduate Dean, an individual who is appealing dismissal may continue as a student while the appeal is under consideration. Students dismissed from courses at LSUHSC will need to follow the appeals process outlined in the LSUHSC-S Policies for Academic Misconduct, which the student will receive when enrolling in a class at LSUHSC-S.
Organizations

The LSUS/LSUHSC-S MPH Program belongs to the following organizations:

**NBPHE**
The National Board of Public Health Examiners (NBPHE) was established in September 2005 as an independent organization, the purpose of which is to ensure that students and graduates from schools and programs of public health accredited by the Council on Education for Public Health (CEPH) have mastered the knowledge and skills relevant to contemporary public health. This purpose will be accomplished by developing, preparing, administering and evaluating a voluntary certification exam.

**Historic Goals of Credentialing in Public Health**
- Increase recognition of the public health professions
- Raise the visibility of public health
- Measure and improve the competency and consistency of public health workers nationwide

**Collaborating Organizations**
- American Public Health Association
- Association of Prevention Teaching and Research
- Association of Schools of Public Health
- Association of State and Territorial Health Officials
- National Association of County and City Health Officials

**APHA**
The American Public Health Association is the oldest, largest and most diverse organization of public health professionals in the world and has been working to improve public health since 1872. The Association aims to protect all Americans and their communities from preventable, serious health threats and strives to assure community-based health promotion and disease prevention activities and preventive health services are universally accessible in the United States. APHA represents a broad array of health professionals and others who care about their own health and the health of their communities.

APHA builds a collective voice for public health, working to ensure access to health care, protect funding for core public health services and eliminate health disparities, among a myriad of other issues. Through its two flagship publications, the peer-reviewed American Journal of Public Health and the award-winning newspaper The Nation’s Health, the Association communicates the latest public health science and practice to members, opinion leaders and the public.

**ASPH**
The Association of Schools of Public Health represents the 41 Council on Education for Public Health (CEPH)-accredited schools of public health. The CEPH-accredited schools of public health are located in the United States, Puerto Rico and Mexico. The schools have a combined 9,600 faculty, 22,000 students and 7,300 graduates per year.
ASPH promotes the efforts of schools of public health to improve the health of every person through education, research and policy. Based upon the belief that "you’re only as healthy as the world you live in," ASPH works with stakeholders to develop solutions to the most pressing health concerns and provides access to the ongoing initiatives of the schools of public health.

Established in 1953, ASPH serves as a national resource for the schools by:

- Improving the public's health by advancing professional and graduate education, research and service in public health;
- Developing partnerships with governmental, private, professional, corporate and community agencies to strengthen education, research and service in accredited schools of public health;
- Collecting national data and identifying trends relevant to public health education;
- Facilitating cooperative initiatives among the schools, such as the development of competencies for MPH graduates and creation of portable public health curricula;
- Promoting public health as a career option; and
- Encouraging and promoting the development of practice-based training opportunities for students and graduates.

ASPH is governed by its membership and a board of directors.
Master of Public Health Faculty Members

Core Faculty

Jill Rush-Kolodzey, MD, DrPH
Associate Professor and MPH Program Director
LSUHSC-S School of Allied Health Professions

Emmanuel Clottey, MPH, DrPH
Assistant Professor
LSUS Department of Kinesiology and Health Sciences

Philip Cole, MD, MHS
Professor
LSUHSC-S School of Allied Health Professions

Adjunct Faculty

Mary Hawkins, PhD
Assistant Professor
LSUS Department of Kinesiology and Health Sciences

Timothy P. Winter, PhD
Associate Professor, Chair
LSUS Department of Kinesiology and Health Sciences

Dennis Wissing, PhD
Professor, Assistant Dean of Academic Affairs
LSUHSC-S School of Allied Health Professions

Marie Vazquez-Morgan, PhD, PT
Associate Professor
LSUHSC-S School of Allied Health Professions

Clifton Frilot II, PhD, MBA, PE
Associate Professor
LSUHSC-S School of Allied Health Professions

William Olmstadt, MPH, MSLS
Associate Professor
LSUHSC-S School of Allied Health Professions
Matthew Burroughs
Associate Professor
LSUHSC-S School of Allied Health Professions
Master of Public Health Curriculum

Core Courses (15 credit hours)
- Health Services Administration, Health Management, and Policy (3) – PUBH 713
- Principles of Epidemiology (3) – PUBH 708
- Principle of Biostatistics (3) – PUBH 709
- Environmental Health (3) – PUBH 710
- Social and Behavioral Sciences in Public Health – PUBH 712

Program Required Courses (21 credit hours)
- Intro to Public Health and Health Disparities (3) – PUBH 701
- Public Health Law and Ethics (3) – PUBH 702
- Program Planning and Evaluation (3) – PUBH 707
- Public Health Nutrition (3) – PUBH 706
- Biology and Public Health (3) – PUBH 704
- Research Methods (3) – PUBH 721
- Public Health Leadership (3) – PUBH 703

Practicum (3 credit hours)
- Public Health Practicum (3) – PUBH 780

Culminating Experience (3-9 credit hours)
- Capstone -Master Project (3) – PUBH 781
- Thesis I (3) – PUBH 798
- Thesis II (3) – PUBH 799

Students have the option of either completing an MPH capstone project (3 credit hours) or a Master’s thesis (6 credit hours). Students who choose the MPH project will complete six credit hours of electives. Students who choose to complete a thesis may waive one elective.

Elective Courses (3-6 credit hours)
- Public Health Strategic Planning (3) – PUBH 717
- Principles of Health Promotion and Intervention (3) – PUBH 705
- Empowerment through Community Health Sciences (3) – PUBH 714
- International Health (3) – PUBH 718
- Health and Diseases across ages (3) – PUBH 719
- Geographic Information Systems (GIS) in Public Health (3) – PUBH 720
Master of Public Health Course Descriptions

Public Health Core Areas

**PUBH 713 Health Services Administration, Health Management, and Policy**
A review of health policy and management issues and their impact on organizing, financing, and delivery of public health and medical delivery systems. (3 cr.)

**PUBH 708 Principles of Epidemiology**
An introduction to the skills needed by public health professionals to critically interpret the epidemiologic literature. Discusses measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of data analysis. (3 cr.)

**PUBH 709 Principles of Biostatistics**
A focus on statistical analysis in public health and health services administration. Topics include distributions, tests of significance and confidence levels, sample situations with special attention to those occurring in health education, and behavioral sciences. (3 cr.)

**PUBH 710 Environmental Health**
A review of environmental risk factors of disease. Topics include community air and water pollution, occupational health, hazardous waste, pesticides and food radiation protection including approaches to assessing, controlling, and preventing these hazards. (3 cr.)

**PUBH 712 Social and Behavioral Sciences in Public Health**
This course will provide the student with concepts of community health education, health promotion and disease prevention; their association with social, behavioral, and physical sciences in relation to health maintenance, optimal health, disease prevention. (3 cr.)

Program Required Courses

**PUBH 701 Introduction to Public Health and Health Disparities**
An introduction to the history of public health as well as the scope of services, politics, and budget of health care agencies at the federal, state, and local levels; evaluate the value and the implications of diversity (racial, ethnic, cultural, economic, and social) and the importance of cultural competency in addressing public health issues. (3 cr.)

**PUBH 702 Public Health Law and Ethics**
An examination of both the legal powers and ethical perspectives and duties of the state that exist to assure the conditions for people to be healthy and the limits on that power to constrain the autonomy privacy, liberty, propriety, or other legally protected interests of individuals. (3 cr.)
PUBH 707 Program Planning and Evaluation
A comprehensive study and application of established models for planning, implementing, and evaluating small and large scale health programs. Includes preparation to develop and plan with a particular emphasis on evaluation of community-based public health programs. (3 cr.)

PUBH 704 Biology and Public Health
A review of current research and theory from molecular biology that has important implications for the current and future approach to public health. Provides understanding of the potential applications of genetic engineering to their health specialties. (3 cr.)

PUBH 721 Research Methods
An overview of qualitative and quantitative research methods and techniques used in designing and conducting health research of community-based public health programs. (3 cr.)

PUBH 703 Public Health Leadership
A review of concepts and theories of leadership, to present challenges from public health practices and research, and to discover personal leadership attributes. The content will include leadership theory as it relates to the person, organization, communities, and research. (3 cr.)

PUBH 706 Public Health Nutrition
An introduction to the basic nutritional needs for public health programs with examination of the role of diet health, and disease throughout the population, including weight control and fitness issues.

PUBH 780 Public Health Practicum
Supervised work experience in a public health-practice setting by participation in a structured practicum experience. Students are required to complete 200 hours of practicum experience, produce a written report of the experience, and produce a structured report that describes, analyzes, and critiques the practicum experience. (3 cr.)

PUBH 781 Capstone
A written research project under the supervision of a faculty committee. The project is written in traditional academic style or in a journal manuscript format. (3 cr.)

PUBH 798 Thesis I
Provides students with knowledge and skills to develop research questions, conduct literature review, plan for data collection, and develop a thesis proposal. (3 cr.)
PUBH 799 Thesis II
Enables students to apply methods of research to the study of Public Health issues culminating in a monograph embodying research. (3 cr.)

Program Electives

PUBH 717 Public Health Strategic Planning
A review of strategic planning for public health program delivery; exploring such topics as vision and mission, program design, including goals and objectives, basic assumptions, and program evaluations including design of outcome measurements and benchmarking. (3 cr.)

PUBH 705 Principles of Health Promotion and Intervention
An overview of current issues and research associated with health promotion in the community, including the workplace and focusing on implementation and evaluation of the health promotion programs. (3 cr.)

PUBH 718 International Health
An introduction to public health theory and practice in the context of developing countries. Topics include public health methods for analyzing the causes and patterns of disease in populations and the types of health concerns in developing countries. (3 cr.)

PUBH 719 Health and Diseases across Ages
An examination of the major issues related to the delivery of health care services to persons with disabilities; acute and chronic conditions of all ages. (3 cr.)

PUBH 714 Empowerment through Community Health Sciences
An introduction to the theory and practice of community organizations, including models and strategies of community organization and their application to health problems and health policy. (3 cr.)

PUBH 720 Geographic Information Systems (GIS) in Public Health
The application of GIS in their public health career. Topics covered include mapping, development of geographical datasets, and data analysis from application of GIS in different disciplines of public health. (3 cr.)
Master of Public Health (MPH) Program
Louisiana State University in Shreveport (LSUS) and
Louisiana State University Health Science Center in Shreveport (LSUHSC-S)

Master of Public Health Course-Specific Competencies

MPH course-specific competencies are drawn from the following:

- Association of Schools of Public Health minimum MPH educational competencies (E)
- Council on Linkages Between Academia and Public Health Practice Competencies (P)
- Handbook of Urban Health “Teaching” Competencies (T)

The MPH faculty examined the three sets of competencies through a consensus process revising the existing curriculum (Academic Year 2008/09) to the following number of required hours (51); 6 hours were set aside to provide students opportunities to pursue public health relevant courses as electives:

- **Overview and Background Courses**
  - PUBH 701 Introduction to Public Health and Health Disparities (3 credits)
  - PUBH 711 Public Health Seminar (0)

- **Evidence-based Population Health Decision Method Courses**
  - PUBH 707 Program Planning and Evaluation (3 credits)
  - PUBH 708 Principles of Epidemiology (3 credits)
  - PUBH 709 Principles of Biostatistics (3 credits)
  - PUBH 721 Research Methods (3 credits)

- **Determinants of Health and Strategies**
  - PUBH 702 Public Health Law and Ethics (3 credits)
  - PUBH 703 Public Health Leadership (3 credits)
  - PUBH 704 Biology and Public Health (3 credits)
  - PUBH 706 Public Health Nutrition (3 credits)
  - PUBH 710 Environmental Health (3 credits)
  - PUBH 712 Social and Behavioral Sciences in Public Health (3 credits)
  - PUBH 713 Health Services Administration, Health Management, and Policy (3 credits)

- **Practicum**
  - PUBH 780 Public Health Practicum (3 credits)

- **Culminating Experience**
  - PUBH 781 Capstone (3 credits)
  - PUBH 798 Thesis I (3 credits)
  - PUBH 799 Thesis II (3 credits)

- **Electives**
  - PUBH 705 Principles of Health Promotion and Intervention (3 credits)
  - PUBH 714 Empowerment through Community Health Sciences (3 credits)
  - PUBH 717 Public Health Strategic Planning (3 credits)
  - PUBH 718 International Health (3 credits)
- PUBH 719 Health and Diseases across Ages (3 credits)
- PUBH 720 Geographic Information Systems (GIS) in Public Health (3 credits)

This document provides listings of specific competencies (E, P, T) for each of the courses identified above. The assignment of specific competencies to each course represents the decision by MPH faculty assigning primary responsibility for facilitating student mastery of individual competencies. Faculty teaching the courses will identify to students in the course syllabus any competencies that the course addresses, either from the three programmatically-recognized competency (E,P,T) or those identified by the individual faculty teaching the course (source documents for each body of competencies are also provided as appendices).
PUBH 701 Introduction to Public Health and Health Disparities

Catalog Description: An introduction to the history of public health as well as the scope of services, politics, and budget of health care agencies at the federal, state, and local levels; evaluate the value and the implications of diversity (racial, ethnic, cultural, economic, and social) and the importance of cultural competency in addressing public health issues.

Course Competencies/Objectives (*Competency Reference #):  
1. Embrace a definition of public health that captures the unique characteristics of the field (e.g. population-focused, community-oriented, prevention-motivated, and rooted in social justice) and how these contribute to professional practice. (E9.1)  
2. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field. (E9.2)  
3. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researcher, practitioners, agencies, and organizations). (E9.10)  
4. Distinguish between population and individual ethical considerations in relation to the benefits costs and burdens of public health programs. (E9.6)  
5. Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the U.S. (E4.1)  
6. Describe the roles of history, power, privilege, and structural inequality in providing health disparities. (E7.2)  
7. Explain why cultural competency alone cannot address health disparity. (7.5)  
8. Explain how professional ethics and practices relate to equity and accountability in diverse community settings. (E7.10)  
9. Differentiate among availability, accountability, and accessibility of health care across diverse populations. (E7.7)

*Competency Sources
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 711 Public Health Seminar

Catalog Description: This course is designed to provide an opportunity for students to be exposed to current topics in public health practice and research.

Course Competencies/Objectives (*Competency Reference #): 
1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (E6.5)
2. Describe the roles of, history, power, privilege and structural inequality in producing health disparities. (E7.2)
3. Apply the principles of community-based participatory research to improve health in diverse populations. (E7.8)
4. Describe the attributes of leadership in public health. (E8.1)
5. Engage in dialogue and learning from others to advance public health goals. (E8.8)
6. Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field. (E9.2)
7. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. (E9.7)
8. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program. (E10.3)
9. Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes. (E10.2)
10. Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels. (E11.9)

*Competency Sources
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 707 Program Planning and Evaluation

Catalog Description: A comprehensive study and application of established models for planning, implementing, and evaluating small and large scale health programs. Includes preparation to develop and plan with a particular emphasis on evaluation of community-based public health programs.

Course Competencies/Objectives (*Competency Reference #):

1. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program. (E10.3)
2. Differentiate the purposes of formative, process, and outcome evaluation. (E10.6)
3. Explain how the findings of a program evaluation are used. (E10.8)
4. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses. (E10.9)
5. Assess the quality and utility of evaluation reports. (E10.10)
6. Explain the contributions of logic models in program development, implementation, and evaluation. (E10.5)
7. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs. (E10.1)
8. Describe the tasks necessary to assure that program implementation occurs as intended. (E10.5)

*Competency Sources

E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 708 Principles of Epidemiology

Catalog Description: An introduction to the skills needed by public health professionals to critically interpret the epidemiologic literature. Discusses measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of data analysis.

Course Competencies/Objectives (*Competency Reference #):

1. Identify the principles and limitations of public health screening programs. (E2.10)
2. Calculate basic epidemiology measures. (E2.5)
3. Identify key sources of data for epidemiologic purposes. (E2.4)
4. Apply the basic terminology and definitions of epidemiology. (E2.3)
5. Communicate epidemiologic information to lay and professional audiences. (E2.8)
6. Evaluate the strengths and limitations of epidemiologic reports. (2.6)
7. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussions of health issues. (E2.1)
8. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data. (E2.9)
9. Draw appropriate inferences from epidemiologic data. (E2.7)

*Competency Sources
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 709 Principles of Biostatistics

Catalog Description: A focus on statistical analysis in public health and health services administration. Topics include distributions, tests of significance and confidence levels, sample situations with special attention to those occurring in health education, and behavioral sciences.

Course Competencies/Objectives (*Competency Reference #): 

1. Describe the roles biostatistics serves in the discipline of public health. (E1.1)
2. Distinguish among the different measurement scales and the implications for solution of statistical methods to be used based on these distinctions. (E1.2)
3. Describe preferred methodological alternatives to commonly use statistical methods when assumptions are not met. (E1.6)
4. Apply descriptive techniques commonly used to summarize public health data. (E1.3)
5. Interpret results of statistical analyses in public health studies. (E1.8)
6. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences. (E1.9)
7. Describe basic concepts of probability, random variation, and commonly used statistical probability distributions. (E1.4)
8. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation. (E1.10)

*Competency Sources
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 721 Research Methods

Catalog Description: An overview of qualitative and quantitative research methods and techniques used in designing and conducting health research of community-based public health programs.

Course Competencies/Objectives (*Competency Reference #):
1. Describe a public health problem in terms of magnitude, person, time, and place. (E2.2)
2. Identify source of data for epidemiologic purposes. (E2.4)
3. Interpret results of statistical analyses found in public health studies. (E2.2)
4. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question. (E1.7)
5. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met. (E1.6)
6. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions. (E1.2)
7. Identify key sources of data for epidemiologic purposes. (E2.4)
8. Evaluate the strengths and limitations of epidemiologic reports. (E2.6)
9. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data. (E2.9)
10. Discuss the principles of community-based research to improve health in diverse populations. (E7.8)

*Competency Sources
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
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PUBH 702 Public Health Law and Ethics

Catalog Description: An examination of both the legal powers and ethical perspectives and duties of the state that exist to assure the conditions for people to be healthy and the limits on that power to constrain the autonomy privacy, liberty, propriety, or other legally protected interests of individuals.

Course Competencies/Objectives (*Competency Reference #):
1. Apply basic principles of ethical analysis (e.g. the public health code of ethics, human rights framework, and other moral theories) to issues of public health practice and policy. (E9.7)
2. Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people. (E9.2)
3. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice. (E9.9)
4. Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies, and organizations). (E9.5)
5. Embrace a definition of public health that capture the unique characteristics of the field (e.g. population focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice. (E9.1)
6. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. (E9.7)
7. Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice. (E9.9)

*Competency Sources
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P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 703 Public Health Leadership

Catalog Description: A review of concepts and theories of leadership, to present challenges from public health practices and research, and to discover personal leadership attributes. The content will include leadership theory as it relates to the person, organization, communities, and research.

Course Competencies/Objectives (*Competency Reference #):
1. Describe the attributes in leadership in public health. (E8.1)
2. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation. (E8.6)
3. Describe the alternative strategies for collaboration and partnership among organizations focused on public health goals. (E8.2)
4. Demonstrate team building, negotiation, and conflict management skills. (E8.3)
5. Demonstrate team building methods for achieving organizational and community health goals. (E8.7)
6. Apply social justice and human rights principles when addressing community needs. (E8.9)
7. Articulate an achievable mission set of core values, and vision. (E8.4)
8. Demonstrate transparency, integrity, and honesty in all actions. (E8.5)

*Competency Sources
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PUBH 704 Biology and Public Health

Catalog Description: A review of current research and theory from molecular biology that has important implications for the current and future approach to public health. Provides understanding of the potential applications of genetic engineering to their health specialties.

Course Competencies/Objectives (*Competency Reference #):
1. Explain the biological and molecular basis of public health. (E12.3)
2. Explain how genetics and genomics affect disease processes and public health policy and practice. (E12.8)
3. Identify the ethical, social, and legal issues implied by public health biology. (e12.9)
4. Apply biological principles to development and implementation of disease prevention, control, or management programs. (E12.7)
5. Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations. (E12.10)
6. Articulate how biological, chemical, and physical agents affect human health. (E12.4)
7. Specify the immune system in population health.
8. Explain the role of biology in the ecological model of population-based health (E12.1)

*Competency Sources
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PUBH 706 Public Health Nutrition

Catalog Description: An introduction to the basic nutritional needs for public health programs with examination of the role of diet, health, and disease throughout the population, including weight control and fitness issues.

Course Competencies/Objectives (*Competency Reference #):
1. Apply how biological, chemical, and physical agents affect human health. (E12.4)
2. Apply biological principles to development and implementation of diseases prevention, control, or management programs. (E12.5)
3. Develop strategies to motivate others for collaborative problem solving, decision-making, and behavioral factors that affect health of individuals and populations. (E5.2)
4. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice. (E5.3)
5. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (E7.7)
6. Apply the principles of community-based participatory research to improve health in diverse populations. (E7.8)
7. Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs. (E6.9)
8. Identify individual organizational and community concerns, assets, resources, and deficits for social and behavioral science interventions. (E5.6)

*Competency Sources
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P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 710 Environmental Health

Catalog Description: A review of environmental risk factors of disease. Topics include community air and water pollution, occupational health, hazardous waste, pesticides and food radiation protection including approaches to assessing, controlling, and preventing these hazards.

Course Competencies/Objectives
1. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
2. Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents.
4. Describe the genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
5. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
6. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
7. Develop a testable model of environmental insult.
8. Describe the federal and state regulatory programs, guides, and authorities that control environmental health issues.

*Competency Sources
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P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 712 Social and Behavioral Sciences in Public Health

Catalog Description: This course will provide the student with concepts of community health education, health promotion and disease prevention; their association with social, behavioral, and physical sciences in relation to health maintenance, optimal health, disease prevention.

Course Competencies/Objectives (*Competency Reference #):

1. Describe the role of social and community factors in both the onset and solutions of public health problems. (E5.1)
2. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice. (E5.3)
3. Apply evidence based approaches in the development and evaluation of social and behavioral science interactions. (E5.7)
4. Specify multiple targets and levels of interaction for social and behavioral science programs and/or policies. (E5.5)
5. Identify the causes of social and behavioral factors that affect health of individuals and populations. (E5.2)
6. Describe the merits of social and behavioral science interactions and policies. (E5.8)
7. Identify individual organizational and community concerns, assets, resources, and deficits for social and behavioral science interventions. (E5.6)
8. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions. (E5.10)

*Competency Sources
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P - Council on Linkages between Academia and Public Health Practice Competencies
PUBH 713 Health Services Administration, Health Management, and Policy

Catalog Description: A review of health policy and management issues and their impact on organizing, financing, and delivery of public health and medical delivery systems.

Course Competencies/Objectives (*Competency Reference #): 
1. Identify the main components and issues of the organization, financing and delivery of health services, and public health systems in the U.S. (E4.1) 
2. Apply principles of strategic planning and marketing to public health. (E4.6) 
3. Communicate health policy and management issues using appropriate channels and technologies. (E4.7) 
4. Describe the legal and ethical bases for public health and health services. (E4.3) 
5. Apply “systems thinking” for resolving organizational problems. (E4.10) 
6. Demonstrate leadership skills for building partnerships. (E4.5) 
7. Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives. (E4.8) 
8. Discuss the policy process for improving the health status of populations. (E4.2) 
9. Explain methods of ensuring community health safety and preparedness. (E4.9)

*Competency Sources
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P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 780 Public Health Practicum

Catalog Description: Supervised work experience in a public health-practice setting by participation in a structured practicum experience. Students are required to complete 200 hours of practicum experience and produce a structured report that describes, analyzes, and critiques the practicum experience.

Course Competencies/Objectives (*Competency Reference #):

NOTE: Practicum offerings are designed based on the ten public health essential services; students choose their practicum from one essential service area only. Competencies are cross-listed below with each of the ten essential areas. The complete set of competencies for each of the ten essential serviced areas is used as a guide by the practicum preceptor and the student in developing the scope of the practicum project which then serves as the basis for performance measurement specific to the individual student practicum experience.

**Essential Public Health Services**
1. Monitor health status to identify community health problems
2. Diagnose and investigate health problems and health hazards in the community
3. Inform, educate, and empower people about health issues
4. Mobilize community partnerships to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure the provision of health care when otherwise available
8. Assure a competent public health and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
10. Research for new insights and innovative solutions to health problems

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<td>P1.0 Analytic/Assessment Skills</td>
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<td>P1.1 Defines a problem</td>
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<td>P1.2 Determines appropriate uses and limitations of both quantitative and qualitative data</td>
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<td>P1.3 Selects and defines variables relevant to defined public health problems</td>
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<td>P1.4 Identifies relevant and appropriate data and information sources</td>
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<td><strong>P1.5</strong> Evaluates the integrity and comparability of data and identifies gaps in data sources</td>
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<td><strong>P1.6</strong> Applies ethical principles to the collection, maintenance, use, and dissemination of data and information</td>
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<td><strong>P1.7</strong> Partners with communities to attach meaning to collected quantitative and qualitative data</td>
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<td><strong>P1.8</strong> Makes relevant inferences from quantitative and qualitative data</td>
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<td><strong>P1.9</strong> Obtains and interprets information regarding risks and benefits to the community</td>
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<td><strong>P1.10</strong> Applies data collection processes, information technology applications, and computer systems storage/retrieval strategies</td>
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<td><strong>P1.11</strong> Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues</td>
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**P2.0 Policy Development / Program Planning Skills**

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<td><strong>P2.1</strong> Collects, summarizes, and interprets information relevant to an issue</td>
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<td><strong>P2.2</strong> States policy options and writes clear and concise policy statements</td>
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<td><strong>P2.3</strong> Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs</td>
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<td><strong>P2.4</strong> Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option</td>
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<td><strong>P2.5</strong> States the feasibility and expected outcomes of each policy option</td>
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<td><strong>P2.6</strong> Utilizes current techniques in decision analysis and health planning</td>
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<td><strong>P2.7</strong> Decides on the appropriate course of action</td>
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<td><strong>P2.8</strong> Develops a plan to implement policy, including goals, outcome and process</td>
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<td><strong>P2.9</strong> Translates policy into organizational plans, structures, and programs</td>
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<td><strong>P2.10</strong> Prepares and implements emergency response plans</td>
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<td><strong>P2.11</strong> Develops mechanisms to monitor and evaluate programs for their effectiveness and quality</td>
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**P3.0 Communication Skills**

| **P3.1** Communicates effectively both in writing and orally, or in other ways | X | X | X | X | X | X | X | X | X | X |
| **P3.2** Solicits input from individuals and organizations | X | X | X | X | X | X | X | X |   |   |
| **P3.3** Advocates for public health programs and resources | X | X | X |   |   |   |   |   |   |   |
| **P3.4** Leads and participates in groups to address specific issues | X | X | X | X | X | X | X | X | X | X |
| **P3.5** Uses the media, advanced technologies, and community networks to communicate information | X | X | X | X | X | X | X | X | X | X |
| **P3.6** Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences | X | X | X | X | X | X |   | X | X | X |
| **P3.7** Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives (attitude) | X | X | X | X | X | X | X | X | X | X |

**P4.0 Cultural Competency Skills**

<p>| <strong>P4.1</strong> Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences | X | X | X | X | X | X | X | X |   |   |
| <strong>P4.2</strong> Identifies the role of cultural, social, and   | X | X | X |   | X | X | X | X | X |   |</p>
<table>
<thead>
<tr>
<th>Competency Domain/Competencies</th>
<th>Essential Service Area**</th>
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<tbody>
<tr>
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<tr>
<td><strong>behavioral factors in determining the delivery of public health services</strong></td>
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<tr>
<td><strong>P4.3</strong> Develops and adapts approaches to problems that take into account cultural differences</td>
<td>X</td>
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<tr>
<td><strong>P4.4</strong> Understands the dynamic forces contributing to cultural diversity (attitude)</td>
<td>X</td>
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<tr>
<td><strong>P4.5</strong> Understands the importance of a diverse public health workforce (attitude)</td>
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**P5.0 Community Dimensions of Practice Skills**

| **P5.1** Establishes and maintains linkages with key stakeholders | X | X | X | X | X |   |   |   |   |   |
| **P5.2** Utilizes leadership, team building, negotiation, and conflict resolution skills to build community partnerships | X | X | X | X |   |   |   |   |   |   |
| **P5.3** Collaborates with community partners to promote the health of the population | X | X | X | X |   |   |   |   |   |   |
| **P5.4** Identifies how public and private organizations operate within a community | X | X | X | X | X | X |   |   |   |   |
| **P5.5** Accomplishes effective community engagements | X | X | X | X | X | X |   |   |   |   |
| **P5.6** Identifies community assets and available resources | X | X | X |   |   |   |   |   |   |   |
| **P5.7** Develops, implements, and evaluates a community public health assessment | X | X | X | X | X |   |   |   |   |   |
| **P5.8** Describes the role of government in the delivery of community health services | X | X | X |   |   |   |   |   |   |   |

**P6.0 Basic Public Health Sciences Skills**

<p>| <strong>P6.1</strong> Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and core functions |   |   |   | X |   |   |   |   |   |   |
| <strong>P6.2</strong> Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services | X | X | X | X | X | X | X | X | X | X |</p>
<table>
<thead>
<tr>
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<tr>
<td>P6.3 Understands the historical development, structure, and interaction of public health and health care systems</td>
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<tr>
<td>P6.4 Identifies and applies basic research methods used in public health</td>
<td>X</td>
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<tr>
<td>P6.5 Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries</td>
<td>X</td>
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<tr>
<td>P6.6 Identifies and retrieves current relevant scientific evidence</td>
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<tr>
<td>P6.7 Identifies the limitations of research and the importance of observations and interrelationships</td>
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<tr>
<td>P6.8 Develops a lifelong commitment to rigorous critical thinking (attitude)</td>
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<tr>
<td><strong>P7.0 Financial Planning and Management Skills</strong></td>
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<tr>
<td>P7.1 Develops and presents a budget</td>
<td>X</td>
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<tr>
<td>P7.2 Manages programs within budget constraints</td>
<td>X</td>
</tr>
<tr>
<td>P7.3 Applies budget processes</td>
<td>X</td>
</tr>
<tr>
<td>P7.4 Develops strategies for determining budget priorities</td>
<td>X</td>
</tr>
<tr>
<td>P7.5 Monitors program performance</td>
<td>X</td>
</tr>
<tr>
<td>P7.6 Prepares proposals for funding from external sources</td>
<td>X</td>
</tr>
<tr>
<td>P7.7 Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts</td>
<td>X</td>
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<tr>
<td>P7.8 Manages information systems for collection, retrieval, and use of data for decision-making</td>
<td>X</td>
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<tr>
<td>P7.9 Negotiates and develops contracts and other documents for the provision of population-based services</td>
<td>X</td>
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<tr>
<td>P7.10 Conducts cost-effectiveness, cost-benefit, and cost-utility analyses</td>
<td>X</td>
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<td>Essential Service Area**</td>
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<tr>
<td><strong>P8.0 Leadership and Systems Thinking Skills</strong></td>
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<tr>
<td>P8.1 Creates a culture of ethical standards within organizations and communities</td>
<td>X</td>
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<tr>
<td>P8.2 Helps create key values and shared vision and uses these principles to guide action</td>
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<tr>
<td>P8.3 Identifies internal and external issues that may impact delivery of essential public health services (i.e., strategic planning)</td>
<td>X</td>
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<tr>
<td>P8.4 Facilitates collaboration with internal and external groups to ensure participation of key stakeholders</td>
<td>X</td>
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<tr>
<td>P8.5 Promotes team and organizational planning</td>
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<tr>
<td>P8.6 Contributes to the development, implementation, and monitoring of organizational performance standards</td>
<td>X</td>
</tr>
<tr>
<td>P8.7 Uses the legal and political system to effect change</td>
<td>X</td>
</tr>
<tr>
<td>P8.8 Applies theory of organizational structures to professional practice</td>
<td>X</td>
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</tbody>
</table>

*Competency Sources*

P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 781 Capstone

Catalog Description: A written research project under the supervision of a faculty committee. The project is written in traditional academic style or in a journal manuscript format.

Course Competencies/Objectives (*Competency Reference #):

1. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences. (E1.9)
2. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation. (E1.10)
3. Communicate epidemiologic information to lay and professional audiences. (E2.8)
4. Apply legal and ethical principles to the use of information technology and resources in public health settings. (E6.10)
5. Use participatory and community-based research methods. (T5.9)
6. Keep abreast of current research developments and controversies in public health. (T5.8)
7. Integrate and synthesize findings from different types of research. (T5.6)
8. Use multiple quantitative and qualitative methods. (T5.4)
9. Design and implement studies to answer these questions. (T5.2)
10. Evaluate the impact interventions. (T5.3)

*Competency Sources

E – Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
T – Handbook of Urban Health “Teaching” Competencies
PUBH 798 Thesis I

Catalog Description: Provides students with knowledge and skills to develop research questions, conduct literature review, plan for data collection, and develop a thesis proposal.

Course Competencies/Objectives (*Competency Reference #):
   11. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences. (E1.9)
   12. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation. (E1.10)
   13. Communicate epidemiologic information to lay and professional audiences. (E2.8)
   14. Apply legal and ethical principles to the use of information technology and resources in public health settings. (E6.10)
   15. Use participatory and community-based research methods. (T5.9)
   16. Keep abreast of current research developments and controversies in public health. (T5.8)
   17. Integrate and synthesize findings from different types of research. (T5.6)
   18. Use multiple quantitative and qualitative methods. (T5.4)
   19. Design and implement studies to answer these questions. (T5.2)
   20. Evaluate the impact interventions. (T5.3)

*Competency Sources
   E – Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
   P – Council on Linkages between Academia and Public Health Practice Competencies
   T – Handbook of Urban Health “Teaching” Competencies
PUBH 799 Thesis II

Catalog Description: Enables students to apply methods of research to the study of Public Health issues culminating in a monograph embodying research.

Course Competencies/Objectives (*Competency Reference #): 
1. Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences. (E1.9)
2. Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation. (E1.10)
3. Communicate epidemiologic information to lay and professional audiences. (E2.8)
4. Apply legal and ethical principles to the use of information technology and resources in public health settings. (E6.10)
5. Use participatory and community-based research methods. (T5.9)
6. Keep abreast of current research developments and controversies in public health. (T5.8)
7. Integrate and synthesize findings from different types of research. (T5.6)
8. Use multiple quantitative and qualitative methods. (T5.4)
9. Design and implement studies to answer these questions. (T5.2)
10. Evaluate the impact interventions. (T5.3)

*Competency Sources
E – Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
T – Handbook of Urban Health “Teaching” Competencies
PUBH 705 Principles of Health Promotion and Intervention

Catalog Description: An overview of current issues and research associated with health promotion in the community, including the workplace and focusing on implementation and evaluation of the health promotion programs.

Course Competencies/Objectives (*Competency Reference #):

1. Develop written and oral presentations based on statistical-analyses for both public health professionals and educated lay audiences. (E1.9)
2. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. (E2.1)
3. Explain methods of ensuring community health safety and preparedness. (E4.9)
4. Describe the role of social and community factors in both the onset and solution of public health problems. (E5.1)
5. Use informatics and communication methods to advocate for community public health programs and policies. (E6.8)
6. Describe the tasks necessary to assure that program implementation occurs as intended. (E10.5)
7. Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems I the analysis of public health problems. (E11.4)
8. Discuss the principles of community-based research to improve health in diverse populations. (E7.8)
9. Discuss the importance and characteristics of a sustainable diverse public health workforce. (E7.4)

*Competency Sources

E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 714 Empowerment through Community Health Sciences

Catalog Descriptions: An introduction to the theory and practice of community organizations, including models and strategies of community organization and their application to health problems and health policy.

Course Competencies/Objectives (*Competency Reference #):  
1. Identify characteristics of a system. (E11.1)  
2. Analyze inter-relationships among systems that influence the quality of life of people in their communities. (E11.8)  
3. Explain how systems models can be tested and validated. (E11.5)  
4. Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels. (E11.9)  
5. Explain how the centers of gender, race, poverty, history, migration, and culture are important in the design of intervention within the public health system. (E11.6)  
6. Illustrate how changes in public health systems (including input, processes, and output) can be measured. (E11.7)  
7. Describe the role of social and community factors in both the onset and solution of public health problems. (E5.1)  
8. Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions. (E5.6)  

*Competency Sources  
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies  
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 717 Public Health Strategic Planning

Catalog Description: A review of strategic planning for public health program delivery; exploring such topics as vision and mission, program design, including goals and objectives, basic assumptions, and program evaluations including design of outcome measurements and benchmarking.

Course Competencies/Objectives (*Competency Reference #):
1. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs. (E10.1)
2. Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program. (E10.3)
3. Articulate an achievable mission, set of core values, and vision. (E8.4)
4. Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met (E1.6)
5. Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the U.S. (E4.1)
6. Apply ethical principles to public health program planning, implementation, and evaluation. (E5.4)
7. Identify critical stakeholders for the planning, implementation, and evaluation of health programs, policies, and interventions. (E5.10)
8. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (E7.7)

*Competency Sources
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 718 International Health

Catalog Description: An introduction to public health theory and practice in the context of developing countries. Topics include public health methods for analyzing the causes and patterns of disease in populations and the types of health concerns in developing countries.

Course Competencies/Objectives (*Competency Reference #):  
1. Describe the roles of history, power, privilege, and structural inequality in producing health disparities. (E7.2)  
2. Explain why cultural competence alone cannot address health disparity. (E7.5)  
3. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (E7.7)  
4. Differentiate between linguistic competence, cultural competency, and health literacy in public health practice. (E7.9)  
5. Promote high standards of personal and organizational integrity, compassion, honesty, and respect for all people. (E9.5)  
6. Explain how the context of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems. (E11.6)  
7. Analyze the impact of global trends and interdependencies of public health related problems and systems. (E11.10)  
8. Analyze the effects of political, social economic policies on public health systems at the local, state, national, and international levels. (E11.9)  
9. Analyze inter-relationships among systems that influence the quality of life of people in their communities. (E11.8)

*Competency Sources  
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies  
P – Council on Linkages between Academia and Public Health Practice Competencies
PUBH 719 Health and Diseases across Ages

Catalog Description: An examination of the major issues related to the delivery of health care services to persons with disabilities; acute and chronic conditions of all ages.

Course Competencies/Objectives (*Competency Reference #):
1. Discuss the policy process for improving the health status of populations. (E4.2)
2. Explain methods of ensuring community health safety and preparedness. (E4.9)
3. Describe the role of social and community factors in both the onset and solution of public health problems. (E5.1)
4. Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes. (E10.2)
5. Explain the role of biology in the ecological model of population-based health. (E12.1)
6. Articulate how biological, chemical, and physical agents affect human health. (E12.4)
7. Specify the immune system in population health. (E12.7)
8. Apply biological principles to development and implementation of diseases prevention, control, or management programs. (E12.5)
9. Identify the ethical, social, and legal issues implied by public health biology. (E12.9)
10. Apply the principles of community-based participatory research to improve health in diverse communities. (E7.8)
11. Describe how behavior alters human biology. (E12.6)
12. Explain how genetics and genomics affect disease processes and public health policy and practice. (E12.8)
13. Describe a public health problem in terms of magnitude, person, time, and place. (E2.2)

*Competency Sources
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies
An introduction to the basic nutritional needs for public health programs with examination of the role of diet, health, and disease throughout the population, including weight control and fitness issues.
PUBH 720 Geographic Information Systems (GIS) in Public Health

Catalog Description: The application of GIS in their public health career. Topics covered include mapping, development of geographical datasets, and data analysis from application of GIS in different disciplines of public health.

Course Competencies/Objectives (*Competency Reference #): 
1. Use informatics methods and resources as strategic tools to promote public health. (E6.6)
2. Use information technology to access, evaluate, and interpret public health data. (E6.7)
3. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (E6.5)
4. Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs. (E6.9)
5. Apply legal and ethical principles to the use of information technology and resources in public health settings. (E6.10)
6. Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data. (E6.4)
7. Describe how societal, organizational, and individual factors influence and are influenced by public health communications. (E6.2)
8. Use informatics and communication methods to advocate community public health programs and policy (E6.8)

*Competency Sources
E - Association of Schools of Public Health (ASPH) Minimum MPH Educational Competencies
P – Council on Linkages between Academia and Public Health Practice Competencies