

Master of Public Health Program

Student Handbook
2026-2027



BYU MPH

Master of Public Health Program

Student Handbook



2026-2027

Helpful Contact Information

University

422-3035	Counseling and Psychological Services	1500 WSC
422-4091	Graduate Studies	Former President's Home
422-7652	Harold B. Lee Library, Information Desk	3225 HBLL
422-4636	Information/Directory Assistance	
422-4313	Information Center	2300 WSC
422-2695	International Student Services	2500 WSC

Department of Public Health

422-3444	Chair, Josh West	4103B LSB
422-4428	Department Secretary, Tanya Gale	4110 LSB
422-3965	Business Manager, Emily Eyre	4108 LSB
422-3386	Student Secretary	4103 LSB
422-6163	MPH Director, James Johnston	2045 LSB
422-3082	MPH Program Manager, Ruth Priday	3004 LSB
422-5059	MPH Student Lounge	3024 LSB

For additional information and resources, visit the MPH website at <http://mph.byu.edu/> and the Campus Life website at <https://www.byu.edu/campus-life>

Acknowledgements

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Dear MPH Student:

On behalf of the faculty in the Department of Public Health, I welcome you to our Master of Public Health (MPH) program and offer my best wishes for your success. You join a select group of students in pursuit of the MPH degree, the goal of which is to prepare future public health leaders. Over the next two years, we look forward to working closely with you as we strive together to cultivate a Christlike community and inspiring learning environment focused on academic excellence and the discovery of truth with respect to the public health discipline.

This handbook is intended to be a useful guide as you proceed through the program. It has been developed to provide background material about the MPH program and explain various policies, procedures, protocols, forms, and timelines that are important regarding the MPH program. It also addresses a range of frequently asked questions. As such, it should be your primary source for navigating a successful experience toward obtaining an MPH degree.

In addition to this handbook, you should refer to the online BYU Graduate Catalog and the Class Schedule which will give you substantially more information about the university calendar, policies governing academic programs including graduation requirements, degree requirements, and support services available to students including library services. The Class Schedule is particularly useful for planning each semester's schedule and for making sure that specific university deadlines are met. Both the Graduate Catalog and the Class Schedules are available at <https://registrar.byu.edu/academic-tools>.

Again, best wishes in pursuit of your public health career goals. As MPH faculty, we look forward to working with you and helping you find success in the program. Please feel free to contact your faculty mentor or me when assistance is needed.

Sincerely,

A handwritten signature in blue ink, appearing to read 'James Johnston', with a stylized flourish extending from the end.

James Johnston
Director, Master of Public Health Program

MPH Program at Brigham Young University

Brigham Young University's nationally accredited Master of Public Health (MPH) program allows real-life public health issues to be examined globally, promotes high moral ideals, maintains an optimum student-to-faculty ratio, and provides excellent program-level mentored research experiences. The MPH program in community health education was instituted at Brigham Young University (BYU) during fall semester 2002. The MPH program has been accredited since 2005, and in 2024 was awarded the maximum seven-year term through the Council on Education for Public Health (CEPH). Based on these quality standards, the curricula in the MPH program trains students in global and multicultural issues that prepare them to work with diverse populations in domestic and international settings.

Graduate MPH faculty members are recognized scholars who are dedicated to excellence in teaching and professional service around the world. As such, faculty members are involved as public health mentors through research-based projects that include important partnerships with local and national public health agencies, international ministries of health, and various nongovernmental organizations.

Most career opportunities include public health education, epidemiology, health promotion, environmental health, and health administration. Many MPH graduates pursue doctoral studies (MD, PhD, and D.Ph.) at prestigious universities.

Mission Statement

The mission of the BYU MPH program is to develop future public health leaders who drive change that improves the health and well-being of communities, families, and individuals. To this end, the program prepares students to conduct public health surveillance, and to plan, implement, and evaluate public health programs and policies that focus on at-risk populations in both domestic and international settings.

MPH Program Goals

The MPH program aims to attain its mission through coordinated efforts to address five broad goals:

- 1. Student Preparation** - Prepare students to enter the public health workforce with relevant public health and health promotion knowledge, competencies, and skills.
- 2. Quality Student Body** - Select and train a high quality, diverse MPH student body.
- 3. Faculty Expertise and Service** - Ensure that the MPH program faculty demonstrate appropriate faculty expertise through their public health knowledge, academic performance, and public health experience, service, and research interests.
- 4. Advance Public Health Knowledge** - Develop an academic public health program whose faculty conduct and publish peer-reviewed public health research reflecting the mission statement and provide ample opportunity for student participation.
- 5. Quality Curriculum** - Ensure continuous curricular improvement based on internal and external stakeholder's input.

MPH Program Values

The faculty and students share values that reflect the heart of our work together. We seek to be:

- **Population Based** - We value a primary focus on the health of populations, promoting community and family-centered health, using ecological frameworks.
- **Prevention Oriented** - We value health promotion and disease prevention as a key approach to primary prevention.
- **Interdisciplinary Minded** - We value the strength of perspectives and unique contributions found in many disciplines and thereby seek to foster respect and collaboration.
- **Student Centered** - We value students as our primary customer and strive to meet their needs through mentored research, teaching, or service opportunities.
- **Skills Based** - We value student skills development. In particular, we aim to develop students' skills in leadership and in strengthening families and community resilience through public health methods.

Foundational Public Health Knowledge

Students in the MPH program will attain grounding in foundational public health knowledge as measured by the following CEPH learning objectives:

Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the U.S. or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal system, and ecosystem health (e.g., One Health)

Foundational Public Health Competencies

MPH students will demonstrate achievement of the following CEPH competencies:

Evidence-Based Approaches to Public Health

1. Apply epidemiological methods to settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
4. Interpret results of data analysis for public health research, policy, or practice

Public Health & Health Care Systems

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels

Planning & Management to Promote Health

7. Assess population needs, assets, and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs
9. Design a population-based policy, program, project, or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply leadership and/or management principles to address a relevant issue
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative

MPH Program Concentration Competencies/Learning Outcomes

In addition to the CEPH foundational public health competencies listed on page 8, students will attain competency in the following MPH program specific concentration competencies:

MPH Program Concentration Competencies	
Translating Research	1. Translate public health research into policies and programs that improve the health of communities, families, and individuals
Family as a Public Health System	2. Recognize and integrate the family system in public health assessment, intervention, and evaluation
Leadership	3. Demonstrate principles of ethical leadership in public health practice
Program Management	4. Apply project management tools to public health practice and research
Marketing	5. Identify appropriate methods for effectively communicating research and evaluation findings to a variety of stakeholders
	6. Use appropriate media, marketing, and technology to promote key public health issues and drive health behavior change
Knowledge Indicators	1. Explain the importance of resilience and thriving to community, family, and individual health
	2. Explain how faith and science enable effective solutions to public health problems

Program of Study

During this two-year training program, all students in the program take 10 core courses that emphasize skill development and knowledge in key areas of public health including leadership, program management, communication, and data analysis. Working with faculty mentors, students select elective courses (12-credit minimum) tailored to their interests and goals.

Students typically take 12 credits per semester and must complete a **minimum of 48 credits: 30 required credits, 12 elective credits, and 6 credits related to the MPH field experience** (also referred to as the applied practice experience or APE). All requirements for the master's degree, including coursework and the field experience, are designed to be completed within 2 years of admission into the MPH program. Students who need to deviate from the Program of Study timeline must receive prior approval from the MPH director and their designated MPH faculty mentor.

A recognized strength of the program is learning public health by doing public health. All students immerse themselves in applied public health experiences through a field experience, which is typically completed during the spring/summer between the first and second year. During fall semester of their second year, students complete a capstone project where they apply what they have learned in the program to create a tangible written product addressing a public health issue.

Upon admission into the MPH program, each student is assigned a faculty academic mentor and reader. The mentor is responsible for guiding the student's progress through the program. The faculty mentor assists the student in planning a program of study to meet their needs and professional interests. The faculty reader assists the faculty mentor in supporting the student to ensure that the student is on track.

Completing a Program of Study

For first year students, the Program of Study is **due no later than the second week of winter semester**. This includes courses to be taken and the approval of the faculty mentor, faculty reader, and graduate program manager. To submit a Program of Study, you will need to access the Graduate Progress System by logging into <https://gradprogress.sim.byu.edu/>. Click on the 'Program of Study' milestone in the 'My Academic Journey' section. The core course requirements (required courses for the program) will automatically appear in the 'Program Requirements' section. Select your elective courses by clicking the green 'Add New Course' button at the bottom of the page. After you decide on your classes, review them with your faculty mentor and obtain the necessary approvals in the online system. Your faculty mentor, faculty reader, and the graduate program manager must each approve the Program of Study in the online system. A green checkmark will appear in the Program of Study milestone when it is completed and approved.

Note: You must have your faculty mentor and faculty reader established before the system will allow you to send your Program of Study for approval.

Program of Study Changes

Students can make changes to their Program of Study if authorized by the faculty mentor. To make changes to your Program of Study, log into the Graduate Progress System (<https://gradprogress.sim.byu.edu/>), delete the course you would like to change and add the new course. Resend your Program of Study to your faculty mentor, faculty reader and graduate program manager for approval.

Curriculum and Course Descriptions

HLTH 603R: Special Topics in Public Health (1-7 credits)

Seminar class exploring current global health issues. Students seeking special topics credits must identify a faculty member who will work closely with them to design and administer a course of study. Faculty must administer a syllabus that contains an appropriate reading list, identifies a meeting schedule, possesses tangible learning outcomes, and includes assessment standards for grading. If appropriate lead-time is available, students can request that independent studies be given a formal name to better reflect the work completed. Requires at least 1 hour of class-based instruction each week regardless of the enrolled credit. Allows variable credits. T grades are not allowed.

HLTH 610: Foundations of Public Health (3 credits)

Discusses how psychological, social, environmental, cultural, and political structures affect the health of populations. Introduces strategies for improving population health including communication, education, environmental changes, providing health services, mobilizing communities, and utilizing new technologies.

HLTH 611: Quantitative and Qualitative Methods for Public Health I (3 credits)

Learn the fundamental quantitative and qualitative skills to assess community needs, interpret data, and evaluate health programs to make evidence-based decisions and identify the appropriate methods for effectively communicating findings to a variety of audiences.

HLTH 613: Understanding Community, Family, and Individual Health (3 credits)

Application of resilience/family theories to understanding health issues and solutions at the community, family, and individual level. Analyze how faith and science enable effective solutions to public health issues.

HLTH 614: Program Planning, Evaluation, and Management I (3 credits)

Apply theory and quantitative/qualitative research skills to assess community needs and plan interventions that improve the health of communities, families, and individuals. Use project management skills and tools. Communicate findings with key stakeholders.

HLTH 621: Quantitative and Qualitative Methods for Public Health II (3 credits)

Prerequisite: HLTH 611

Learn fundamental quantitative and qualitative skills to assess community needs, interpret data, and evaluate health programs to make evidence-based decisions. Identify appropriate methods for effectively communicating findings to a variety of audiences.

HLTH 622: Foundations of Health Behavior Change and Health Communication (3 credits)

Learn health behavior and communication theories. Using theory-based approach, develop strategies that employ digital and visual information to influence health behaviors. Apply industry-standard software tools to design and execute health marketing and media campaigns.

HLTH 623: Public Health Systems, Policy, and Advocacy (3 credits)

Examine constitutional, regulatory, political, and socio-economic bases for policies that affect health and health services. Study population, community, family, and individual systems that affect health. Apply systems thinking to solutions to improve health.

HLTH 624: Program Planning, Evaluation, and Management II (3 credits)**Prerequisite: HLTH 614**

Apply theory and quantitative/qualitative research skills to develop and carry out an evaluation plan. Apply project management skills and tools to public health evaluation efforts. Communicate findings orally and in writing with key stakeholders.

HLTH 632: Public Health Leadership and Ethics (3 credits)

Learn theories and skills for exercising ethical leadership in teams, organizations, and systems. Explore multiple dimensions of personal development.

HLTH 678R: Public Health Seminar (1 credit)

This seminar helps students develop skills and knowledge relating to public health research and leadership. Students read research papers written by public health faculty and a book on leadership. Students meet weekly in a seminar format to discuss readings and their application to public health.

HLTH 688R: Field Experience (6 credits)**Prerequisites: HLTH 610, HLTH 611, HLTH 613, HLTH 614, HLTH 621, HLTH 622, HLTH 623, and HLTH 624**

Domestic U.S. and international field experience in public health settings that expose students to public health strategies and interventions in multicultural settings.

HLTH 690: Public Health Capstone (3 credits)**Prerequisites: HLTH 621, HLTH 622, and HLTH 624; Strongly recommended: HLTH 623 and HLTH 688R**

Integrative learning experience (ILE) in partnership with a public health organization. Apply foundational public health competencies to produce a research paper, policy brief, grant application, health education curriculum, public health evaluation, or other tangible product.

HLTH 691R: Mentored Research (1-5 credits)

Collaborate with graduate faculty of public health on mentoring grants or other health-related research and initiatives.

HLTH 696R: Independent Studies (1-3 credits)

Students seeking independent study credits must identify a faculty member who will oversee the course and administer the academic work involved. Faculty must administer a syllabus that contains an appropriate reading list, identifies a meeting schedule, possesses tangible learning outcomes, and includes assessment standards for grading. Does not require class-based instruction.

Electives

In addition to the required courses listed on page 14-15, students may select electives from the remaining MPH courses and faculty mentor-approved courses from other departments (see Appendix 1 for elective suggestions). These elective courses are selected to meet or exceed the required minimum of 48 credits. Once students have determined their proposed elective courses, they are required to complete a Program of Study no later than the second week of winter semester during their first year.

Note: Graduate Studies policy states that up to 9 elective credits of 300 and 400 level courses can be applied to the Program of Study. Only one 300 level course may be counted..

Note: Students may count up to 6 total credits (of any combination) of Mentored Research (HLTH 691R) and Public Health Seminar (HLTH 678R) toward the 12-credit elective requirement. No more than 6 credits of HLTH 678R/HLTH 691R will be approved on the Program of Study.

Integrative Learning Experience

MPH students are required to complete an Integrative Learning Experience (ILE) at the end of the program of study during the Public Health capstone course (HLTH 690). The goal is for students to synthesize, integrate, and apply the skills and competencies they have acquired throughout the entire MPH program.

The cornerstone of the ILE is the professional product. Each student will focus on the creation of a professional product during the capstone course. While the capstone instructor will develop and provide multiple opportunities to complete this requirement, students may propose their own ideas to the capstone instructor. The product can be developed in groups or individually. Each product should serve an external organization.

Examples of quality written products that would satisfy this requirement include the following: research paper, program evaluation report, training manual, or a policy statement. While poster and PowerPoint presentations may be valuable ways to communicate findings to a broad audience, by themselves they do not satisfy accreditation requirements for a quality written product. Each product should pull learning and skills from multiple courses and should demonstrate at least two foundational and at least one concentration competency. All professional products must be completed during the capstone course.

Sequence of Courses

Year 1 - Fall Semester		
HLTH 610	Foundations of Public Health	3
HLTH 611	Quantitative and Qualitative Methods for Public Health I	3
HLTH 613	Understanding Community, Family, and Individual Health	3
HLTH 614	Program Planning, Evaluation, and Management I	3
Year 1 - Winter Semester		
HLTH 621	Quantitative and Qualitative Methods for Public Health II	3
HLTH 622	Foundations of Health Behavior Change and Health Communication	3
HLTH 623	Public Health Systems, Policy, and Advocacy	3
HLTH 624	Program Planning, Evaluation, and Management II	3
Year 1 - Spring and/or Summer Semester(s)		
HLTH 688R	Field Experience (Applied Practice Experience)	6
Year 2 - Fall Semester		
HLTH 632	Public Health Leadership and Ethics	3

HLTH 690	Public Health Capstone (Integrative Learning Experience)	3
Year 2 - Winter Semester		
Electives	Select in consultation with faculty advisor (see Appendix 1)	12
Total Credits		48

Optional Program Certificates

Students have the option to complete one or more program certificates. Students who choose to complete a certificate will gain specialty in one of five areas: community and behavioral health, epidemiology, family health, global health, or healthcare leadership. Certificates are 18 credits (12 elective credits and 6 credits of field work in the area of the certificate). Students receive a certificate from the BYU Department of Public Health. Completion of certificates is **not** noted on academic transcripts. (Visit the MPH website (<https://ph.byu.edu/mph>) for specific certificate requirements and completion forms.)

Certificate	Description
Community & Behavioral Health	The Community and Behavioral Health (CBH) certificate prepares students to be leaders in engaging communities in the public and/or private sphere. Students will take courses that will build their skills relating to program management, evaluation and assessment, and communication using a variety of methodologies.
Epidemiology	Epidemiology is the study of the patterns, causes, and effects of health and disease conditions in defined populations. Epidemiology's main role is preventing the onset and spread of disease by finding the reasons why some groups of people are healthier than others and then removing or controlling these causes. Completion of the epidemiology certificate will prepare students to (1) analyze and interpret data and present results in words, tables, charts, and graphs; (2) design epidemiologic studies and compare and contrast study methodology; and (3) critique studies for their validity and contribution to the discipline.
Family Health	The Family Health certificate prepares students to incorporate families as a pathway to improving population health through programs, policies, and research. Students will be equipped to (1) apply family theories to public health settings; (2) conduct family impact assessments of programs and policies to examine the effects of public health interventions on families; and (3) identify and utilize appropriate and effective methods to engage families in intervention planning, implementation, and evaluation.
Global Health	Global health seeks to improve health and health equity for all people worldwide, not just among individual nations. As such, completion of the Global Health certificate will prepare students to (1) understand important concepts and principles associated with global health; (2) collaborate and partner with global health stakeholders; and (3) address health disparities among underserved and at-risk populations.
Healthcare Leadership	The Healthcare Leadership certificate seeks to prepare students for leadership and management roles in healthcare organizations. As such, completion of this certificate will prepare students to (1) demonstrate an understanding of healthcare organizations and health service delivery; (2) apply financial and business principles to a healthcare environment; (3) evaluate laws and policy regulations associated with administration in healthcare organizations; and (4) exercise leadership within healthcare organizations.

Integrated BS/MPH (4+1) Program

Students admitted to the Integrated BS/MPH program (a.k.a. 4+1) must follow all of the requirements for traditional MPH students as outlined in this handbook. Additionally, the following information is required for 4+1 students.

Formal Application to Grad Studies

During the senior year (1st year in the 4+1 program), 4+1 students must formally apply to the BYU MPH program through BYU Graduate Studies and pay the university application fee. If students are in good standing in the MPH program, they will be automatically admitted. Admitted students must sign and submit the Graduate Studies Form Notice of Integrated or Joint Program Status (GS Form 5) (<https://gradstudies.byu.edu/00000178-f53c-d78e-a379-f5fe1d780000/notification-of-integrated-or-joint-program-status-gs-form-5>) at the time of formal admission into the Integrated BS/MPH program. Students must be admitted as a graduate student at least two semesters prior to graduation.

Tuition

Students accepted into the integrated program will be charged undergraduate tuition during their senior year. Graduate tuition rates apply for the plus one year. Students must pay at least two semesters (or one full-time semester and two full-time terms) of full-time graduate student tuition.

Scholarships

Students can apply for undergraduate scholarships their first year but are not eligible for graduate student scholarships their first year as they are not considered graduate students by the university.

Program of Study

The program of study requirements for the Integrated BS/MPH program are the same as for the traditional MPH program, but the Integrated BS/MPH program allows up to 12 credits to be counted toward both the BS and MPH degrees. These 12 credits must be graduate level courses (e.g., an undergraduate course cannot be substituted in place of a graduate course, but a graduate course can be substituted in place of an undergraduate course). For example, a health promotion student would take HLTH 614 in place of HLTH 494, HLTH 624 in place of HLTH 434, and HLTH 688R in place of HLTH 496R. HLTH 614, HLTH 624, and HLTH 688R would count toward their undergraduate and graduate degree.

By winter semester of the first year in the program, 4+1 students should select their anticipated electives and finalize their program of study. Students meet with their faculty mentor to receive program of study approval and submit the signed Integrated BS/MPH Program of Study Form (<https://ph.byu.edu/00000198-3d5d-d827-adbd-3f5fe09b0000/integrated-program-of-study-form-new>) to the MPH office (mph@byu.edu) by the posted deadline.

By fall semester of the second year in the program (e.g., the +1 year or when 4+1 students are officially in the graduate program), 4+1 students should review their electives on their program of study and formally submit them in the Graduate Progress System. To access the Graduate Progress System and submit a program of study, log into <https://gradprogress.sim.byu.edu>. See page 11 for more information regarding the program of study.

Updated Integrated BS/MPH Grad Plan

Admitted 4+1 students must submit an updated Integrated BS/MPH Grad Plan Approval Form (<https://ph.byu.edu/00000198-3d5c-df56-a5ba-3d5d47ba0000/integrated-grad-plan-approval-form-2026>), listing the approved coursework plan before the start of fall semester of their first year in the integrated program.

Updated grad plans must be emailed to your undergraduate advisor and the MPH program manager, Ruth Priday (mph@byu.edu) for final approval. Permission to add codes will be granted for the first fall semester registration upon completion and approval of the updated grad plan. Grad plans must be followed to ensure both undergraduate and graduate requirements and graduation timelines are being met. If changes are needed, contact your undergraduate advisor and Ruth Priday for approval.

Undergraduate and Graduate Deadlines

All 4+1 students are responsible for meeting individual deadlines set by the undergraduate and graduate programs. *Note: Students must apply for graduation at both the undergraduate and graduate level by the posted deadlines. The bachelor's degree must be received at the same time the MPH degree is received.*

MPH with Dietetic Internship (Nutrition Certificate)

Matriculated Master of Public Health (MPH) students at Brigham Young University who were admitted as an MPH with a Dietetic Internship (DI) are eligible for the Nutrition certificate (<https://ph.byu.edu/00000191-7c1f-da7b-a9b5-7d5f71350000/nutrition-certificate-requirements-new>). The Nutrition certificate prepares students to consider population-level methods to address nutrition and dietetic needs. Students will be equipped to translate the science of nutrition into practical solutions through policy, practice, and research.

Students who complete all outlined requirements of the combined MPH/DI program as indicated in requirements 1-4 below, will receive their MPH degree, MPH Nutrition certificate, and a Commission on Dietetic Registration (CDR) Verification Statement (which indicates eligibility to take the Registered Dietitian Nutritionist (RDN) examination). Students not completing the core dietetic courses or DI supervised practice have the option of completing the MPH without obtaining a CDR Verification Statement (no eligibility to take the RDN exam) if they meet the requirements for the MPH degree.

Overview of the MPH/DI

48 credit hours (27 credits of core MPH courses, 6 credits of field work and supervised practice (1000 hours minimum), 3 credits of MPH capstone, and 12 credits of electives that fit the nutrition certificate requirements) are required to complete the dietetic internship and be granted the MPH.

Verification Statement

To receive the CDR required verification statement (showing eligibility to take the examination for Registered Dietitian Nutritionists), interns must be granted the master's degree and complete all internship supervised practice rotations, graduate courses, and capstone project with performance meeting the levels specified in the Dietetics intern handbook (<https://ndfs.byu.edu/dietetics/current-intern-forms-and-handbook>).

Requirement 1: Core MPH Courses

Complete the following courses (27 credits):

- HLTH 610 Foundations of Public Health in the 21st Century (3 credits)
- HLTH 611 Quantitative and Qualitative Methods for Public Health I (3 credits)
- HLTH 613 Understanding Community, Family, and Individual Health (3 credits)
- HLTH 614 Program Planning, Evaluation, and Management I (3 credits)

- HLTH 621 Quantitative and Qualitative Methods for Public Health II (3 credits)
- HLTH 622 Foundations of Health Behavior Change and Health Communication (3 credits)
- HLTH 623 Public Health Systems, Policy, and Advocacy (3 credits)
- HLTH 624 Program Planning, Evaluation, and Management II (3 credits)
- HLTH 632 Public Health Leadership and Ethics (3 credits)

Requirement 2: Core Dietetics Courses

Complete the following courses (9 credits):

- NDFS 621 Clinical Practice in Dietetics (2 credits)
- NDFS 622 Food Systems Management (2 credits)
- NDFS 636 Managing a Dietetics Career (1 credit)
- NDFS 637 Advanced Management in Dietetics (2 credits)
- NDFS 638 Advanced Clinical Nutrition (2 credits)

Requirement 3: Supervised Practice, Field Work, and Capstone

Complete the following courses (9 credits)

- HLTH 690 Public Health Capstone (3 credits)
- HLTH 688R Field Experience (2 credits)
- NDFS 620R Supervised Practice Experience (4 credits)

Requirement 4: Elective Courses

Complete 3 credits from any approved HLTH, NDFS, or other university department courses. (Refer to the MPH Nutrition certificate for a list of approved electives.)

MPH with Dietetic Internship Suggested Sequence of Courses

Year 1 - Fall Semester		
HLTH 610	Foundations of Public Health	3
HLTH 611	Quantitative and Qualitative Methods for Public Health I	3
HLTH 613	Understanding Community, Family, and Individual Health	3
HLTH 614	Program Planning, Evaluation, and Management I	3
HLTH 632	Public Health Leadership and Ethics	3
Year 1 - Winter Semester		
HLTH 621	Quantitative and Qualitative Methods for Public Health II	3
HLTH 622	Foundations of Health Behavior Change and Health Communication	3

HLTH 623	Public Health Systems, Policy, and Advocacy	3
HLTH 624	Program Planning, Evaluation, and Management II	3
Year 1 - Spring and/or Summer Semester(s)		
NDFS 636	Managing a Dietetics Career**	1
HLTH 688R	Field Experience*	2
Elective	(See MPH Nutrition certificate for a list of approved electives.)	3
Year 2 - Fall Semester		
NDFS 620R	Supervised Practice Experience* & **	2
NDFS 621	Clinical Practice in Dietetics**	2
NDFS 622	Food Systems Management Practice in Dietetics**	2
HLTH 690	Public Health Capstone	3
Year 2 - Winter Semester		
NDFS 620R	Supervised Practice Experience**	2
NDFS 637	Advanced Management in Dietetics**	2
NDFS 638	Advanced Clinical Nutrition**	2
Total Credits		48

*MPH students are required to complete 300 hours of field experience. For students enrolled in the MPH Dietetic Internship program, 128 hours are completed with a community partner identified by the student, and the remaining 172 hours are completed through the supervised practice experience arranged by the Dietetics Graduate Program. All fieldwork **must include a substantive nutrition-related component** appropriate to the student's program objectives and professional development in nutrition and public health. Students must demonstrate achievement of at least three MPH foundational competencies and two additional MPH competencies that are either foundational or concentration-specific. Students must also complete a fieldwork proposal, final report, and all other procedures outlined for the MPH field experience in this handbook. To be eligible to receive the CDR, students must complete 1000 hours of supervised practice.

**NDFS 620R, 621, 622, 636, 637, and 638 must be taken in the semester assigned by the Dietetic Internship Director and may not follow the sample above. Consult with your MPH faculty mentor and the dietetic internship director to assure requirements are met. A minimum of two full-time semesters or terms is required (8.5 credits per semester or 4.5 credits per term).

Field Experience (Applied Practice Experience)

The supervised field experience provides students with a practical public health experience in various domestic or international settings. The field experience allows students to apply knowledge and skills acquired in the classroom in a public health setting. It is intended to provide a supervised application of content and theory basic to public health, including health education. The field experience is available to students who have met the prerequisites and typically begins at the conclusion of a first year MPH student's winter semester. The field experience generally extends through spring and summer terms (May through August) of year one.

Field Experience Prerequisites

Field experience prerequisites include completing all required coursework during year one of fall and winter semester (HLTH 610, HLTH 611, HLTH 613, HLTH 614, HLTH 621, HLTH 622, HLTH 623, and HLTH 624). In addition to curricular requirements, students must select an appropriate field experience site and on-site mentor/preceptor. These tasks are completed under the direction of the MPH faculty mentor. Requirements to enroll in the field experience are filled when a field experience proposal is approved, the Pre-Field Experience Self-Assessment (https://byu.az1.qualtrics.com/jfe/form/SV_74IXunvVszisZE2) is completed, when all university approvals are granted, and enrollment in HLTH 688R is complete.

Planning the Field Experience

The purpose of this 300-hour supervised field experience is to expose students to a broad array of health promotion strategies and interventions. Students are required to work with or reach at-risk populations, as reflected in the MPH Mission Statement.

Identifying a Field Experience Site

Students are responsible for identifying a field experience site and securing a position and an appropriate site mentor/preceptor. MPH faculty members often hold connections to various public health agencies around the world. Students are advised to begin investigation of possible sites during their first enrolled semester.

Site selection should be based primarily on declared interests or experience. In addition, the supervised field experience agency should:

- Provide the student with exposure to under-served or at-risk populations.
- Display a genuine interest in mentoring a public health education professional.
- Designate an organizational staff member to serve as the site preceptor/mentor. This person must have a minimum of two years of post-graduate experience.
- Allocate tasks, responsibilities, and projects that expose the students to the breadth of public health education practice, as reflected in at least five MPH foundation and concentration competencies. At least three of the competencies must be foundational competencies.
- Supervise a project in which the student can develop depth, expertise, and achievement in a particular area of public health and complete defined learning objectives, outcome objectives, and deliverables (see pages 8-10).

Approval must be granted by the university's Experiential Learning & Internship Office to verify that the field experience site meets all specified requirements (see the *University Approval and Tracking of Supervised Field Experience* section on page 23).

Effective Field Experience Preceptors

Preceptors or field experience mentors are professionals who use public health education skills and perspectives to supervise, mentor, and evaluate a MPH field experience student. They have the primary responsibility for helping students experience the relationship between academic training and professional practice. Some preceptors are able to provide financial remuneration to field experience students, however most cannot. Preceptors are well-suited to assist you with the training, practice, and competence needed to enter the public health profession. Effective BYU-affiliated preceptors should exhibit the following general characteristics:

- Demonstrate interpersonal skills, which include friendliness toward, respect for, and confidence in students.
- Serve as an appropriate resource person by explaining problems or concepts and the reasoning behind their actions, providing guidance, and being available to students.
- Provide evaluation of students' knowledge, skills, and performance, and identify what students can do to improve.
- Explore potential career paths and opportunities for student development.
- Exhibit a practice scope that addresses at least three of the six MPH program concentration competencies.

Process for Field Experience Approval and Completion

Online Pre-Field Experience Orientation

During the first or second semester of a student's first year in the program, students will be emailed orientation materials from the graduate program manager regarding the student field experience. The materials will include an introduction to using IRAMS (Internship Registration and Management System) (<https://experience.byu.edu/students>), assignments required for the student field experience (proposal, field experience progress reports, photos, and the final written report), grading, standards of personal conduct, contact between the student and their faculty mentor and reader, the Internship Agreement (<https://experience.byu.edu/0000017d-0668-d9b4-a3fd-a6fc11050001/internship-agreement>), and procedures for unanticipated termination of the field experience. Students will receive the HLTH 688R syllabus and grading rubric at this time.

Faculty Mentor Meeting

Students should meet with their faculty mentor by September of year one to discuss or present ideas for the supervised field experience.

Proposal Submission

A detailed proposal following the guidelines in the field work syllabus should be written and submitted to the faculty mentor and faculty reader (see *Field Experience Proposal and Final Report* section). Often the faculty mentor will request that the proposal be sent only to them first. After revisions have been

made, the faculty mentor must also review and approve the proposal. It is typical that the student will need to make at least one round of revisions on the proposal, and often multiple rounds are necessary. Students should give both the faculty mentor and reader two weeks to review their proposal and provide edits. The faculty mentor and reader collectively make a decision regarding the proposal approval.

Proposal Approval

Although a proposal approval meeting is advised and preferred, it is possible for the faculty mentor and reader to approve field sites and field experience proposals through electronic communication.

Following the proposal approval, students must submit a signed faculty mentor and reader approval form (Field Experience Proposal Approval Form - <https://ph.byu.edu/00000198-3d9e-d2de-ad9f-bd9f75dc0000/field-experience-proposal-approval-form>).

This form must be submitted along with an electronic copy of the final field experience proposal to the MPH program manager (mph@byu.edu) before registration for HLTH 688R can be approved.

Additional university approvals are necessary in order to initiate the supervised field experience. Complete the university approval requirement prior to beginning field experience work. Field experience hours may **not** be counted until registration for HLTH 688R is complete (see *University Approval and Tracking of Supervised Field Experience* section).

Pre-Field Experience Self-Assessment

As a part of the MPH program assessment system, students are required to complete two concentration competency assessments. The Pre-Field Experience Self-Assessment (https://byu.az1.qualtrics.com/jfe/form/SV_74IXunvVszisZE2) must be completed before starting the field experience. An honest, introspective view is encouraged as you rate your perceived level of competence. The Post-Field Experience Self and Agency assessment must be completed upon completion of the field experience.

Field Experience Initiated and Completed

Students must regularly report on their progress in meeting field experience requirements. At a minimum, students must contact their faculty mentor after the completion of each 100 hours. Students must submit a field experience log (<https://ph.byu.edu/00000198-3d9d-df56-a5ba-3d9d7ea90000/mph-field-experience-log>) documenting hours and tasks completed during each 100 hours. The final tracking for all hours should be included in the field experience final written report.

Post-Field Experience Self and Agency Assessment

In preparation for submitting your final field experience written report and after your 300 hours of field work have been completed, students must complete the Post-Field Experience Self and Agency Assessment (https://byu.az1.qualtrics.com/jfe/form/SV_0iHWq0MPqTwQHmW). An honest, introspective view is encouraged as you rate your perceived level of competence.

Final Field Experience Written Report Preparation

Once the supervised field experience is complete, students are expected to complete a written supervised field experience report which contains a full accounting of the work accomplished with the preceptor and includes submitting tangible evidence of work (see *Field Experience Proposal and Final Report* section).

Final Field Experience Written Report Submission

The final field experience written report should be submitted to the faculty mentor and faculty reader at least three weeks prior to graduation deadlines (see MPH program manager or visit <https://ph.byu.edu/mph/graduation> for specific graduation deadlines).

Final Field Experience Review and Decision

The faculty mentor and reader will review the final field experience written report and decide as to whether it is complete. Once complete, students must electronically submit the final written report along with the Final Field Experience Report Approval Form (<https://ph.byu.edu/00000198-3d9f-df72-a5be-fd9f31490000/final-field-experience-written-report-approval-form>) to the MPH program manager (mph@byu.edu).

Student Receives Grade

Students receive a Pass/Fail grade upon completion of the report. A passing score is B quality (83%) work or better on the assignments and field work performance. The faculty mentor and reader determine whether the student's work merits a passing grade. To pass, all criteria for each assignment must be met and the student must accumulate at least 83 points between the proposal, progress reports, and final report (Proposal - 30 points, Field Experience Progress Reports - 10 points, Final Field Experience Report - 60 points). Additionally, the faculty mentor and reader review the feedback about the student's performance in the field from the organization offering the field work experience to ensure that the student completed their field work as agreed upon in their proposal.

At the conclusion of the student completing 300 hours of field work, the organization providing the field work experience provides feedback to the MPH program manager about the student's performance in the field. The MPH program manager provides the student's preceptor with the form to be completed. In the event that the student's preceptor reports the student's work as unsatisfactory, this may affect the final grade. The MPH director, faculty mentor, and student will meet together to discuss the results.

Field Site Approval

Negotiations of field experience expectations for an approved site involve the student, the student's MPH faculty mentor, and the site preceptor. An approved proposal represents a partnership between you, your field experience preceptor, the Department of Public Health, and various administrative Brigham Young University offices including the Experiential Learning & Internships Office and the David M. Kennedy Center. Students must receive university approval from these offices prior to beginning the supervised field experience.

University Approval and Tracking of Supervised Field Experience

Once the supervised field experience has been approved by the faculty mentor and MPH office and before leaving campus to initiate work, students are responsible to complete all necessary paperwork. The approval process varies depending on whether the experience is domestic or international.

Domestic Field Experience

To begin this process of university approval for a domestic supervised field experience, complete the Internship Registration and Management System Application (IRAMS) on the Experiential Learning & Internships homepage (<https://experience.byu.edu/>) by selecting "Academic Internships > Complete Your Application". Click on the "Internship Application" icon. Once the application has been approved by the program internship coordinator and by the Experiential Learning & Internships Office, students will be able to register for internship credits.

Domestic field experience sites require that the experience provider complete the Internship Agreement (<https://ph.byu.edu/0000017f-e1d8-d4e2-af7f-e5f98a000001/internship-agreement-pdf>) if the university does not already have a signed agreement on file. The MPH program manager can help with this process if an Internship Agreement is needed.

International Field Experience

To begin this process of university approval for an international supervised field experience, students must initiate approval through the David M. Kennedy Center for International Studies using the Individual Internship Proposal (<https://experience.byu.edu/international-internships>). *This proposal must be turned into Christopher Quinlan, International Internships Coordinator, in 204F HRCB a minimum of three months prior to departure.*

Students must also apply for an international supervised field experience by applying online at <https://kennedy.byu.edu/isp-apply> **a minimum of three months prior to departure**. The application will require a \$25 fee along with other supporting documents.

Individual interns are approved for international travel by the university through the International Study Programs (ISP) office, David M. Kennedy Center for International Studies. All approved students are required to take a preparation seminar through ISP. Students must seek approval to travel and be appropriately registered for academic credit through the David M. Kennedy Center for International Studies (see Policy 5.3 on page 55). This university policy is centered on promoting safety, maintaining lines of communication, providing liability coverage, and promoting consistent academic rigor.

Field Experience Enrollment

Students are required to enroll in HLTH 688R for 6 credits (minimum). Each registered credit hour equals 50 clock hours and will yield a field experience that meets the 300-hour minimum requirement.

Enrollment for spring or summer terms is most common. Enrollment must precede the initiation of work and occurs differently depending on whether students are completing a domestic or international supervised field experience. Click here for registration dates and deadlines:

<https://experience.byu.edu/after-the-add-drop-deadline>.

*Note: Field experience hours may **not** be counted until registration for HLTH 688R is approved and completed.*

Domestic

Students must go through AIM to successfully add the required HLTH 688R course by selecting the "Internship Application" link found in the section labeled "Headers" under the description of the course. This process will link students to the IRAMS discussed above in the *Domestic Field Experience* section. After all the information is filled out in IRAMS, an email will be sent to the program internship coordinator for approval. Once approved by the coordinator, the Experiential Learning & Internships Office will approve or deny the internship. An email will notify you of their decision. Only after all approvals can students add the internship course through AIM.

International

Following the approval of Individual Internship Proposal and completion of the ISP, the International Study Programs Office will enroll students in HLTH 688R. For more information, please see <https://experience.byu.edu/international-internships> or contact Christopher Quinlan, International Coordinator, in 204F HRCB.

Field Experience Reporting

There are two types of reports required: first, MPH students must regularly report on progress in meeting field experience requirements. At a minimum, students must submit a field experience log (<https://ph.byu.edu/00000198-3d9d-df56-a5ba-3d9d7ea90000/mph-field-experience-log>) to their faculty mentor after each 100 hours of field experience. The progress report should include a documentation of hours and tasks completed during those hours. The report can be completed in an Excel spreadsheet. Second, once the supervised field experience is complete, MPH students are expected to complete a written supervised field experience report. The report will contain a full accounting of the work accomplished with the preceptor and includes submitting tangible evidence of work and a connection to at least five competencies, at least three of which should be foundational competencies (the other two can be concentration competencies or foundational competencies). See pages 8-10 for a full listing.

Field Experience Proposal and Written Report

Given the faculty mentor-approved supervised field experience proposal, the field experience will be primarily supervised by the student's preceptor and faculty mentor. A copy of the approved supervised field experience proposal must be submitted electronically in PDF format to the MPH office (mph@byu.edu) along with the Field Experience Proposal Approval Form. (<https://ph.byu.edu/00000198-3d9e-d2de-ad9f-bd9f75dc0000/field-experience-proposal-approval-form>). Once the supervised field experience has been completed, a report is written and given to the MPH faculty mentor and reader. After appropriate revisions to the report have been made, a copy of the final written field experience report must be submitted electronically in PDF format to the MPH office (mph@byu.edu) along with the Final Field Experience Report Approval Form.

(<https://ph.byu.edu/00000198-3d9f-df72-a5be-fd9f31490000/final-field-experience-written-report-approval-form>).

Proposal Format

The field experience proposal should have a title page, table of contents, be double spaced, use 12-point font, and have one-inch margins. The proposal should be consistent in the use of a particular writing style (e.g., APA, AMA, MLA). The title page should include: 1) a title of the field experience that includes the name of the agency, 2) student name, and 3) academic term(s)/semester during which the field experience was completed. Include page numbers centered at the bottom of each page. Exclude the page number on the title page.

The written proposal used to approve a field experience will form the basis for the final written field experience report. As such, a well-founded and polished proposal is expected.

The 6-9 page proposal should include a heading for each of the following:

- **Abstract (150 words)**
 - Include the agency you are proposing to do your field work with, the population you will serve, your primary responsibilities, major activities, and main tangible products (list at least two).
- **Mentor-Mentee Relationship and Agency Background (suggested length 1 page)**
 - Explain the mentorship plan between the mentor and mentee (1 paragraph) such as how the mentor and mentee will interact (e.g., frequency of meetings, how the mentor will support student learning) and mentor qualifications. Summarize information about the agency obtained from the agency preceptor and other appropriate agency sources (1-2 paragraphs).

• **Program Focus and Population Served (suggested length 1 page)**

- Describe the focus of the program(s) you will work under and the population(s) you will serve through your field experience.
 - Program mission, aims, goals, or objectives
 - Population demographics
 - Population health needs and priorities
 - Political, cultural, and economic contexts of the population

• **Literature Review (suggested length 2 pages)**

- Summarize the current literature relevant to your field experience. This may include descriptive epidemiology of the health or disease indicators that are the focus of the program, analytic epidemiologic evidence supporting the program focus and relevance, theory-based justifications for the program, and evaluations of the outcomes of similar programs in other populations.

• **Field Experience Objectives, Activities, and Deliverables (suggested length 2-4 pages)**

- Describe the key activities and deliverables that you will be involved in as part of your field experience. Some of your deliverables must be tangible products such as curriculum materials, an evaluation report, digital products like social media posts, policy brief, data analysis code and report, or lesson plans.
- *Note: You must have at least two tangible products in your final report.*
- Using Table 1 on page 27, list the objectives for each activity. Typically, there are at least six objectives (e.g., two or three objectives per activity). Each objective should be one, concise sentence that is Specific, Measurable, Attainable, Relevant, and Time-Bound. There will typically be multiple objectives for each goal statement. Below are examples of objective statements:
 - Ex. 1: By July 1, 2027, interview at least 10 XYZ natives about their culture and traditions
 - Ex. 2: By August 1, 2027, create a written program plan with assessment results and intervention strategies for adolescent marijuana use in the XYZ region.
 - Ex. 3: By June 15, 2027, develop a survey and an interview guide to assess XYZ region community perceptions and attitudes about opioid abuse.
 - Ex. 4: By July 15, 2027, perform a descriptive data analysis using data from the opioid abuse survey in XYZ community.
 - Ex. 5: By June 1, 2027, identify at least two quantitative or qualitative data collection methods to assess violence and abuse needs of XYZ County residents.
- As you consider your goals and objectives, remember that you will need to demonstrate competence in at least five foundational and concentration competencies (see pages 8-10). You will describe how your field experience helps enhance your proficiency in these competencies later in the proposal.
- *Note: All tables and figures should be titled and referenced in the narrative of the field experience proposal.*

• **Alignment with MPH Foundational or Concentration Competencies (suggested length ≤ 1 page)**

- Complete Table 2 on page 27 to describe how the proposed field experience will enhance your competence in at least five MPH foundational and concentration competencies. You must write out the full competency as found on pages 8-10 in the first column. Explain whether it is a foundational or concentration competency in the second column. At least three of the competencies must be foundational competencies. Briefly describe how you will meet the competency in your field experience in the third column. For successful completion of your field experience, you will need to provide at least two tangible products in your e-portfolio that demonstrate that you have met these competencies.

Table 1: Description of Field Experience Objectives

Field Experience Objectives	
Objective	Tangible Product (if applicable)
Activity 1: [state activity]	
Objective 1:	
Objective 2:	
Objective 3: (add or delete lines for the number of objectives per activity)	
Activity 2: [state activity]	
Objective 1:	
Objective 2:	
Objective 3: (add or delete lines for the number of objectives per activity)	
[As needed, add additional activities and lines for objectives]	

Table 2: Description of Foundational and Concentration Competencies

Foundational and Concentration Competencies		
Competency (please list the full competency)	Foundational or Concentration?	How the Competency Will Be Met
(Add additional rows as needed)		

Note: It is common for activities to change due to unforeseen circumstances during the field experience. If you need to revise your objectives, key activities, and/or competencies, e-mail your faculty mentor and reader. While activities and competencies may change, you must meet at least three foundational competencies and two competencies that are foundational or concentration. It is important to alert your faculty committee as these changes are occurring (rather than after the field work has been completed) as changes can at times affect whether the field experience meets requirements. Good communication with your faculty committee can help identify any problems and help students complete the field experience requirement in a timely manner.

• **References**

- Please choose a consistent style for your references. APA and MLA are commonly used referencing formats in public health.

Written Report Format

The final written report should have a title page, table of contents, be double spaced, use 12-point font, and have one-inch margins. The final written report should be consistent in the use of a particular writing style (e.g., APA, AMA, MLA). The title page should include 1) a title of the field experience that includes the name of the agency, 2) student name, and 3) academic term(s)/semester during which the field experience was completed. Include page numbers centered at the bottom of each page. Exclude the page number on the title page.

The 8-12 page final report should include a heading for each of the following:

• **Agency Background (suggested length 1 page)**

- This section of the report may be drawn from the proposal and may be updated based on your enhanced understanding of the agency, program focus, and population served.

• **Literature Review (suggested length 2-3 pages)**

- This section of the report may be drawn from the proposal and may be updated to include new literature published after the proposal was written.

• **Field Experience Objectives and Activities (suggested length 2-3 pages)**

- Complete Table 3 on page 29 (in lieu of using the table, you may do this in paragraph format; be sure to include all requested information). List each objective from your proposal (or updated with approval from the faculty mentor if changes were made). State whether they were met, partially met, or not met. In the description column, describe the activities that led to meeting the objectives. If any proposed objectives were not met, then explain why.
- Describe the roles and responsibilities you had during the field experience, noting whether the actual activities were the same as or different than those described in the proposal.

• **Outcomes or Tangible Products (suggested length 2 pages)**

- In 2-4 paragraphs, describe the deliverables (including tangible products) that emerged from the field experience. The description should provide an adequate amount of information that a reader could understand the purpose and impact of your completed work. Using Table 4 on page 30, explain how the deliverables provide evidence that at least five MPH foundational and concentration competencies have been met. It is expected that at least two of these deliverables is a tangible product (e.g., report, presentation, statistical analysis code, scientific paper, policy memo,

communication materials, and so forth). Documentation of all tangible products should appear in the appendix and in your e-portfolio.

- **Self-Assessment of Professional Growth, Skills, and Competence (suggested length ≤1 page)**
 - Summarize the overall impact of the field experience on your professional growth, skills, and competence. This may include the most important lessons you learned, potential applications of your field experience to your future practice in public health, or other information you feel would be of value to yourself and your faculty mentor and reader in evaluating your field experience. You might also explain if you would recommend this agency to future MPH students.
- **References**
 - Please choose a consistent style for your references. APA and MLA are commonly used referencing formats in public health.
- **Appendices (length will vary)**
 - Field experience deliverables (if the deliverables are documents)
 - Field experience progress reports
 - Internship Agreement for Domestic Internships (see page 21)
 - Other appendices as appropriate for your field experience
 - Photos of your experience (minimum of five)
 - E-portfolio link

Reminder: Complete the Post-Field Experience Self and Agency Assessment (assessment must be completed and recorded through Qualtrics and does not need to be included in the final written report appendix) (https://byu.az1.qualtrics.com/jfe/form/SV_0iHWq0MPqTwQHMW).

Table 3: Description and Completion of Field Experience Objectives

Field Experience Objectives		
Objective	Met, Partially Met, or Not Met?	Description
(Add additional rows as needed)		

Table 4: Description of Foundational and Concentration Competencies and Deliverables

Foundational and Concentration Competencies and Deliverables		
Competency (list the full competency and state whether it was foundational or concentration)	Deliverable (at least two deliverables must be tangible products)	Description of How Competency Was Met
(Add/delete rows as needed)		

Note: All tables and figures should be titled and referenced in the narrative of the final written report.

Waiver of the Field Experience

All students must complete the field experience for academic credit. However, up to 100 hours (2 credits) of the field experience may be waived if all of the following criteria are met: 1) three or more years of continuous, full-time employment within the last five years in a public health setting performing health education duties consistent with those identified in A Competency-Based Framework for Graduate-Level Health Educators; 2) approval from the faculty mentor and MPH director; and 3) approval from university petitions committee.

Retroactive Credit for the Field Experience

The university does not grant retroactive credit for the field experience. This includes granting credit for past experiences or any experience that has already been completed or started without appropriate registration. The university requires students to apply and register for an internship prior to the start of the internship and within university registration deadlines.

Recommended Timeline for Field Experience

Recommended Timeline for Field Experience	
Meet with faculty mentor to discuss field experience ideas and interests	September - December (1st year)
Begin looking for field experience opportunities	November - February (1st year)
Begin draft of field experience proposal	February (1st year)
Finalize and submit field experience proposal to faculty mentor and reader	March 31st (1st year)
Complete field experience approval forms, IRAMS, HLTH 688R registration, and Pre-Field Experience Self-Assessment	April 15th (1st year)
Earn 300 field experience hours and submit progress reports to faculty mentor every 100 hours	Spring/Summer between 1st and 2nd year
Complete Post-Field Experience Self and Agency Assessment	Within 2 weeks of completing field experience (2nd year)
Complete Final Field Experience Report and Approval Form	Within one semester of completing field experience (December 15th of 2nd year)

Field Experience FAQs

How do I write appropriate objectives for my field experience proposal?

Objectives should be developed in partnership with your field experience preceptor and approved by your faculty mentor. Objectives reflect what needs to be learned in order to complete the field experience deliverables. Guidelines for writing each objective include meeting the following criteria:

- Specify a single key result (student learning for field experience) to be accomplished (what/how much)
- Specify a target date for its accomplishment (when)
- Specify only the "what" and "when"; avoid venturing into the "why" and "how"
- Measurable
- Understandable
- Realistic according to resources available
- Consistent with agency and organizational policies and practices

Will I be paid for the field experience?

In select circumstances, you may receive some financial compensation. However, reimbursement agreements must be made directly between you and your field experience provider. The department will not negotiate payment for you.

How many clock hours do I have to complete for the supervised field experience?

You are required to work 50 clock hours for each credit hour for which you are registered (6), for a total of 300 hours. The length (in weeks or months) of your field experience may vary according to the arrangements made by you, your faculty mentor, and the field experience agency. You may sign up for credit hours for 688R in one semester/term or spread credit hours over two semesters/terms (i.e., three hours one term and three the next).

What should I consider when selecting a field experience?

In addition to program requirements for the field experience, it is important to consider other factors such as:

- What new skills do I want to develop during the field experience?
- Is the field experience agency located in a site where I can stay with family or friends to minimize costs?
- Is the environment of the field experience site safe? Is travel to the site safe?
- Does the field experience agency represent a setting in which I would eventually like to be employed?
- Is the field experience agency located in a community that is large enough to provide networking opportunities?
- Is the field experience agency located in a site in which I would eventually like to live?

How should I contact agencies about field experiences?

First, brainstorm a list of agencies that would provide suitable experiences. Next, find the name and contact information of a program manager or director. Call or email this person and set up an appointment to either call or meet with him/her to discuss potential field experiences. Before meeting with this person, do some background research to learn more about the agency, what they do, who they serve, etc. During the meeting, be able to articulate what you want to learn in your field experience, your skills, how you can contribute to the agency, and what responsibilities may result in deliverables that are linked to program learning outcomes. Ask if you should do preliminary preparation for your work. Bring a current resume. If distance prohibits an in-person visit, arrange to discuss these same issues via telephone. Treat this meeting like a job interview. Start exploring options for your field experience by the middle of your first semester.

Do I pay tuition for credits associated with the field experience?

You are required to pay all tuition and fees assessed by the university, as this is an academic requirement. Tuition for all six credits should be settled in the semester or term in which you initiate or intend to complete the bulk of your 300 clock hours. In addition to the tuition charges, you are expected to bear the cost of transportation to the field experience site and any materials required by the field experience agency.

What is my obligation to BYU and the field experience agency?

While completing the field experience, you represent BYU and the field experience agency. Your conduct and performance are critical to BYU's MPH program and continued relationship with the field

experience agency. Remember, employment may be established through the field experience. Treat your mentor and field experience opportunity as though your professional future depends on it.

What level of professional conduct is expected during the field experience?

During the field experience, you will be expected to abide by the BYU Honor Code. All standards applicable to resident students at BYU are expected of you during your entire duration as a student whether on or off campus. As a matter of personal commitment, students, staff, and faculty of Brigham Young University seek to demonstrate in daily living those moral virtues encompassed in the Gospel of Jesus Christ, and will be honest, live a chaste and virtuous life, obey the law, use clean language, respect others, and abstain from alcoholic beverages, tobacco, tea, coffee, and drug abuse. Dress appropriately for your field experience. You are representing both your field experience agency and the university. You are projecting your image to potential employers. Be professional in all behavior.

What happens if there needs to be a change in my field experience?

MPH students are expected to accept field experience positions with a seriousness of purpose and to perform their work accurately and responsibly. If the student's work performance does not meet the established reasonable standards, the field experience provider is not obligated to continue the student's field experience. In the event that a problem or circumstance arises wherein it appears a student may be terminated, the field experience provider must inform the student's faculty mentor immediately. The situation should be explained, and every attempt should be made to rectify the situation. If an acceptable solution cannot be reached, the student may be discharged from the position. Discharge may be for one of several nondiscriminatory reasons such as unsatisfactory performance, incompetence, irregular attendance, inability to perform expected tasks, habitual tardiness, unsatisfactory attitude, improper behavior, etc.

The circumstance that led to a student being discharged should be carefully documented and reviewed by both the field experience supervisor and faculty mentor. As a safeguard for all parties, the case should be referred to the MPH director, and if deemed appropriate, legal counsel. Should you find yourself terminated without ample warning, you should immediately contact your faculty mentor with a full explanation of 1) your city and state location, 2) the name of the agency with whom you are involved, 3) your immediate field experience supervisor's name, 4) the office and home telephone numbers of your supervisor, and 5) a full explanation of the possible reasons for the impending or immediate termination.

What is a "T" grade?

A "T" grade is given to a student whose work obligations for their field experience or independent study course extend beyond the semester in which they are registered. A "T" grade designates there is a plan to complete the coursework in the next semester. T grades are permissible only for the following courses: HLTH 696R, HLTH 688R, HLTH 698R.

What are the ethics of professionalism within public health?

The MPH program follows the American Public Health Association's Public Health Code of Ethical Practice, which can be found at:

https://www.apha.org/-/media/Files/PDF/membergroups/Ethics/ethics_brochure.ashx

E-Portfolio

Students are required to develop and maintain an e-portfolio throughout their MPH program. The e-portfolio serves as a tool for students to showcase their knowledge, skills, and competencies attained throughout the MPH program. The e-portfolio will be developed across multiple courses and activities. This e-portfolio will belong to the student after graduation and may be useful in applying for jobs and internships. Each student will have the option of personalizing this e-portfolio to their individual needs, but at a minimum the e-portfolio must contain the following:

- Personal Information including:
 - Photo
 - Personal statement
- Professional Profile:
 - CV/resume
 - Links to LinkedIn, Handshake, etc.
- Tangible Products:
 - At least two Field Experience (Applied Practice Experience) products
 - Final Field Experience Written Report (see pages 25-30 for requirements)
 - Integrated Learning Experience Product (from capstone course - HLTH 690)
 - Other written products (could include writing samples, mentored research papers and presentations, policy memos, other applied classroom products)

Courses for Completion and Assessment of E-Portfolio

- HLTH 610 (to be assessed by HLTH 610 instructor):
 - Personal Information
 - Professional profile (CV/resume and links to LinkedIn, Handshake, etc.)
- HLTH 688R (to be assessed by faculty mentor and reader):
 - Field Experience Written Report
 - Field Experience Product
- HLTH 690 (to be assessed by HLTH 690 instructor):
 - Update of About Me
 - Update of Professional Profile (CV/resume and links to LinkedIn, Handshake, etc.)
 - Integrated Learning Experience (ILE) product

Note: other courses might also require upload of course materials into the e-Portfolio for assessment purposes.

For instructions on how to create an e-Portfolio, please click the e-Portfolio How-to Guide (<https://ph.byu.edu/00000182-1361-d7ab-a5ea-9f636a7a0001/mpH-eportfolio-how-to-pdf>) or choose your own preferred platform.

MPH Student and Faculty Timeline

Fall Semester (Year 1)	
August	• Complete MPH prep work (recommended) • Read MPH student handbook • Attend MPH orientation meeting
September	• Meet with your faculty mentor ◦ Complete the “MPH Program Onboarding Checklist” and submit to the MPH office. ◦ Share your career goals, current areas of public health interest, initial ideas for the MPH field experience, elective coursework, and the possibility of earning an optional certificate. ◦ Brain storm ideas and discuss possible resources to fulfill the field experience and ask for help in acquiring additional resources. ◦ Consult with your faculty mentor about potential international field experiences or those related to the Federal Government that require an application process with associated deadlines. ◦ Review the Program of Study and field experience requirements. ◦ Complete the Program of Study with both required and elective classes.
November	• Discuss field experience ideas/interest with faculty mentor.
December	• Submit the Program of Study after obtaining faculty mentor approval.
Winter Semester (Year 1)	
January	• Interact with your faculty mentor to discuss field experience ideas. • Meet with your faculty mentor for biannual student review as initiated by the graduate program manager.
February	• Draft a field experience proposal. Meet with faculty mentor to discuss the proposal process.
March	• Upon approval of your field experience proposal, obtain signatures for the Field Experience Proposal Approval Form from your faculty mentor and reader. Submit the completed form and an electronic copy of the final proposal to the MPH program manager (mph@byu.edu) for requirement clearance. • Complete university forms to initiate field experience. Keep your faculty mentor informed on progress related to the field experience.
April	• Complete the Pre-Field Experience Self-Assessment • Initiate field experience

Spring/Summer Terms (Year 1)

May - August

- Communicate (in person, by telephone, or by email) with your faculty mentor at the completion of each 100-hour segment of the field experience. Discuss progress toward completing the objectives and tangible products. Complete the Post-Field Experience Self and Agency Assessment within 2 weeks of field experience completion.
- Complete all requirements related to the field experience.
- Alert the program manager of your field experience hour completion so the Post-Field Experience Preceptor Assessment can be sent to your preceptor.

Fall/Winter Semester (Year 2)

September - April

- Meet with your faculty mentor to ensure you are on track to complete all coursework as listed on the Program of Study.
- Meet with your faculty mentor for biannual student review as initiated by the graduate program manager.
- Apply for December or April graduation. The Office of Graduate Studies, the college, and the program will try to keep you informed of critical dates, but students are to assume the major responsibility for meeting graduate school deadlines for graduation.
- Provide an electronic copy of the Final Field Experience Report along with the signed Final Field Experience Approval Form to the MPH office (mph@byu.edu) for requirement clearance. A copy should be provided to the faculty mentor as well. Approval for graduation will not be granted until this is completed. *Note: the report should be completed within one semester of completing the field work.*
- If an optional MPH certificate was completed, submit the Certificate Completion Form to the MPH program manager in 4103 LSB or mph@byu.edu.
- Complete the department exit survey prior to graduation. The assessment will be emailed prior to graduation. Approval for graduation will not be granted until this is completed.
- Submit the Approval of Completion Form to the MPH program manager in 4103 LSB or mph@byu.edu. This is the clearance for graduation, and must be completed prior to the university-scheduled deadline.

Congratulations!

Integrated BS/MPH (4+1) Student and Faculty Timeline

Winter Semester (Junior Year)	
February	Submit the Integrated BS/MPH Department Application.
Fall Semester (Year 1/Senior Year)	
July	Submit an Updated Integrated BS/MPH Grad Plan to your undergraduate academic advisor and the MPH program manager (mph@byu.edu) for final approval. Add codes for MPH course registration will be given upon completion and approval.
August	- Read MPH student handbook. - Attend MPH orientation meeting.
September	- Meet with your faculty mentor. - Complete the "MPH Program Onboarding Checklist" and submit to the MPH office. - Share your career goals, current areas of public health interest, initial ideas for the MPH field experience, elective coursework, and the possibility of earning an optional certificate. - Brain storm ideas and discuss possible resources to fulfill the field experience and ask for help in acquiring additional resources. - Consult with your faculty mentor about potential international field experiences or those related to the Federal Government that require an application process with associated deadlines. - Review the Program of Study and field experience requirements. - Complete the Program of Study with both required and elective classes.
November	Discuss field experience ideas/interest with faculty mentor.
Winter Semester (Year 1/Senior Year)	
January	- Submit the BS/MPH Integrated Program of Study Form by the deadline. - Interact with your faculty mentor to discuss field experience ideas. - Meet with your faculty mentor for biannual student review as initiated by the graduate program manager. - Formally apply to the BYU MPH program by the February 1st deadline through Graduate Studies.
February	Draft a field experience proposal. Meet with faculty mentor to discuss the proposal process.
March	Upon approval of your field experience proposal, obtain signatures for the Field Experience Proposal Approval Form from your faculty mentor and reader. Submit the completed form and an electronic copy of the final proposal to the MPH program manager (mph@byu.edu) for requirement clearance.

	• Complete university forms to initiate field experience. Keep your faculty mentor informed on progress related to the field experience.
April	• Complete the Pre-Field Experience Self-Assessment. • Initiate field experience. • Submit the Graduate Studies Form Notice of Integrated or Joint Program Status (GS Form 5) at the time of formal admission stating Fall semester 2025 as your official start date.
Spring/Summer Terms (Year 1)	
May - August	• Communicate (in person, by telephone, or by email) with your faculty mentor at the completion of each 100-hour segment of the field experience. Discuss progress toward completing the objectives and tangible products. Complete the Post-Field Experience Self and Agency Assessment within 2 weeks of field experience completion. • Complete all requirements related to the field experience. • Alert the program manager of your field experience hour completion so the Post-Field Experience Preceptor Assessment can be sent to your preceptor.
Fall/Winter Semester (Year 2)	
September	• Meet with your faculty mentor to ensure you are on track to complete all coursework. Submit the Program of Study after obtaining faculty mentor approval. See the Suggested Sequence of Courses table in the Program of Study section to help plan your curriculum. To complete the form online, go to https://gradprogress.sim.byu.edu/ and follow the instructions on page 11. • Meet with your faculty mentor for biannual student review as initiated by the graduate program manager.
October - April	• Complete all remaining undergraduate coursework. • Apply for December or April graduation. The Office of Graduate Studies, the college, and the program will try to keep you informed of critical dates, but students are to assume the major responsibility for meeting BOTH undergraduate and graduate school deadlines for graduation. • Provide an electronic copy of the Final Field Experience Report along with the signed Final Field Experience Approval Form to the MPH office (mph@byu.edu) for requirement clearance. A copy should be provided to the faculty mentor as well. Approval for graduation will not be granted until this is completed. Note: the report should be completed within one semester of completing field work. • If an optional MPH certificate was completed, submit the Certificate Completion Form to the MPH program manager in 4103 LSB or mph@byu.edu.

- Complete the department exit survey prior to graduation. The assessment will be emailed prior to graduation. Approval for graduation will not be granted until this is completed.
- Submit the Approval of Completion Form to the MPH program manager in 4103 LSB or mph@byu.edu. This is the clearance for graduation, and must be completed prior to the university-scheduled deadline.

Congratulations!!

Forms, Assessments, and Deadlines

BYU requires a series of procedures that help students obtain appropriate clearance to progress in the MPH program. These procedures are met through approval granted by the MPH faculty mentor or BYU administrators given the following forms. Students hold primary responsibility and faculty mentors hold secondary accountability to assure that appropriate department and university forms are complete.

Forms can be found on the MPH website: <https://ph.byu.edu/mph>. It is recommended that each student and their faculty mentor regularly review upcoming forms and requirements. They are listed in the general order most students may need them in the following table:

Forms, Assessments, and Deadlines		
Form	Description	Deadline
Program of Study Forms		
Program of Study	Coursework and faculty mentor and reader approval	2nd week of winter semester (1st year) - for traditional students 2nd week of winter semester (2nd year) - for 4+1 students
Program of Study (4+1 Students)	Coursework and faculty mentor and reader approval	2nd week of winter semester (1st year)
Program of Study Change	Approval to change coursework	No specific deadline
Field Experience Forms		
Field Experience Proposal Approval	Used for faculty mentor and reader approval for field experience proposal	Before HLTH 688R registration
Field Experience Log	Used to log field experience hours for the required progress reports submitted to your faculty mentor	To be completed after each 100 hours of supervised field experience
Final Field Experience Report Approval	Faculty mentor and reader approval for the Final Field Experience Report	See MPH Graduation Deadlines table on page 42 for specific deadlines. <i>Note: the report should be completed within one semester of completing the field experience</i>

Domestic Field Experience Forms		
Internship Registration and Management Systems (IRAMS)	Student internship application for department and university approval. Needed for HLTH 688R registration approval.	Deadline varies. Must be submitted and approved before HLTH 688R registration is allowed and field experience begins
Internship Agreement	Legal agreement that protects the Field Experience Provider, the University, and the student intern	Must be completed before beginning field experience and before registration for HLTH 688R will be approved - if no internship agreement has been completed previously
International Field Experience Forms (Submitted to the Kennedy Center (422-8241))		
Individual Internship Proposal	Used for international internship approval through the Kennedy Center	Same as ISP Application deadline
ISP Application	Used for international internship approval through the Kennedy Center	July 1 for Fall Semester departure November 1 for Winter Semester departure March 1 for Spring Term departure May 1 for Summer Term departure
Once these forms are completed, students will be able to participate in the required Pre-Departure Seminars conducted at the Kennedy Center. Following Kennedy Center Pre-Departure Seminars, students will be instructed how to complete the third form when they arrive in the foreign country.		
Learning Outcomes Assessments		
Pre-Field Experience Self-Assessment	Pre-Field Experience MPH Learning Outcome assessment through Qualtrics	Must be completed before leaving for the field experience
Post-Field Experience Self and Agency Assessment	Post-Field Experience MPH Learning Outcome assessment through Qualtrics	Must be completed within 2 weeks of completing field experience
Post-Field Experience Preceptor Assessment	Completed by preceptor	Will be emailed by graduate program manager to preceptor following the completion of the field experience
Department Exit Survey (Final Self-Assessment)	Final MPH Learning Outcome and program assessment through Qualtrics	Must be completed prior to graduation
Graduation Forms		
Application for Graduation	Requirements for applying for graduation can be found at https://gradstudies.byu.edu/page/graduation	Varies according to graduation. See MPH Graduation Deadlines table on page 42 or visit the Office of Graduate Studies for specific deadlines

Approval of Completion	Approval of Completion Form	Program requirement checklist for graduation clearance. Approved by faculty mentor, faculty reader, and MPH program manager	Must be completed for graduation clearance by posted MPH graduation deadline. See MPH Graduation Deadline tables on page 42 for specific deadlines.
Other Forms			
Institutional Review Board (IRB) Form	https://irb.byu.edu	Human subjects' approval must be completed for most circumstances if students are completing mentored research projects	Deadlines vary
MPH Certificates (optional)	MPH Certificate	Faculty mentor, certificate lead, and program manager approval for specified MPH certificate	See MPH Graduation Deadlines table on page 42 for specific deadlines
Contact the MPH Program manager (mph@byu.edu) or 3004 LSB for additional assistance.			
<i>Note: Students are responsible for initiating and submitting the proper forms and assessments by the given deadlines.</i>			

Learning Outcomes Assessment

As with other accredited public health programs, BYU students must demonstrate their competence in key learning outcomes (see MPH Program Concentration Competencies/Learning Outcomes table on page 10). As such, meeting these outcomes requires a periodic opportunity to document experiences gained with each of the five learning outcomes throughout the entire two-year program. Learning outcomes assessment involves: 1) course assessments, 2) students' self-assessments, and 3) field experience agency assessments. Student self-assessments are an important aspect of the overall MPH program assessment system.

Student Self-Assessments

Students will complete three self-assessments. These assessments include:

- Pre-Field Experience Self-Assessment (https://byu.az1.qualtrics.com/jfe/form/SV_74IXunvVszisZE2)
- Post-Field Experience Self and Agency Assessment (https://byu.az1.qualtrics.com/jfe/form/SV_0iHWq0MPqTwQHWW)
- Final Self-Assessment/Department Exit Survey (complete prior to graduation)

At the conclusion of the MPH program, students will complete the Department Exit Survey, which includes a final self-assessment of the six MPH learning outcomes. This assessment allows students to evaluate the competencies they have attained, identify areas of significant growth, and reflect on their experiences in both the classroom and the field. Completion of all MPH learning outcomes self-assessments is a graduation requirement for all students in the MPH program.

Students should be prepared to successfully defend their assessment of learning outcomes by connecting field experience learning outcomes to the relevant ones from the program's six learning outcomes.

MPH Graduation Deadlines

Graduation Deadlines for MPH Students 2026-2027				
Dec 2026	Apr 2027	Jun 2027		
Oct 14	Jan 22	Mar 12*		Last day to apply for graduation online in AIM.
				*This date applies to all students who plan to graduate in June or August but who want to walk in the April graduation ceremonies.
		May 3**		**Last day for MPH students to apply for graduation online in AIM for June or August and receive a diploma but <u>NOT</u> walk in the April graduation ceremonies.
Oct 28	Jan 29	Mar 17*		Last day for departments to accept a student's graduation application in AIM (GRADQ, GRADAPP, and ADV01) to walk in April graduation ceremonies.
		May 14**		**Last day for departments to accept graduation applications in AIM for a June or August diploma.
Nov 25	Mar 29	May 25		Last day to submit the Final Fieldwork Report electronically to faculty mentor and reader. Ample time should be allowed in case a written response to the committee's decision is necessary.
Dec 16	Apr 19	June 15		Last day to submit the Final Fieldwork Report electronically and the Approval of Completion form to the MPH program manager.
Dec 16	Apr 19	June 15		Other items that must be completed by final deadline include: • E-portfolio • Complete Exit Survey (will be emailed by the department) • Remove personal items from MPH lounge
None	Apr 22	None		Graduation - University Commencement
None	Apr 22-23	None		Graduation - College Convocations
Note: Students who miss the graduation deadlines for any given semester must register for at least 2 hours or the equivalent minimum registration fee and will graduate the following semester. All graduation applications are submitted online. Graduate Studies final approval deadline is one week after the department deadline. **All graduates are invited to participate in the April University Commencement exercises.				

Expectations of MPH Students and Faculty

What Graduate MPH Faculty Expect from MPH Students:

- Students communicate regularly and are visible and accessible to their committee.
- Students ask for help when needed!
- Students arrange a minimum of 1-2 visits with their faculty mentor each semester while enrolled at the university.
- Students are responsible for knowing university and program deadlines.
- Students submit material to their faculty mentor using established deadlines and program standards and with sufficient time for faculty to provide a quality review.
- Students understand and follow the procedures of the MPH program, including those listed in the current student handbook.
- Students are honest in giving and receiving feedback and share thoughts as they arise.
- Students live by the honor code, on and off campus.

What MPH Students Can Expect from Graduate MPH Faculty:

- Faculty members communicate regularly and are visible and accessible to MPH students, especially for advising and instructional needs.
- Faculty members are available outside of class during reasonable periods of time and maintain appropriate office hours.
- Students can expect their faculty mentor to provide adequate guidance for academic, field experience, and career-planning needs. However, students generally initiate these discussions.
- The faculty will not share student work without first getting their permission.
- Faculty members provide prompt, honest, and respectful feedback to students and respond appropriately to their emails.
- Faculty members regularly seek opportunities for similarly interested students to become involved in mentored research or service activities.
- The faculty work to maintain current MPH accreditation through the Council on Education for Public Health.
- Faculty members understand and communicate the rules, policies, and procedures of the MPH program, including those listed in the current student handbook.

MPH Graduate Student Biannual Reviews

Each graduate MPH student will undergo a biannual academic progress assessment (first month of fall and winter semesters). Each student is rated according to satisfactory, marginal, or unsatisfactory progress according to the stated criteria. The review enables the faculty to acknowledge student accomplishments and to identify potential problems before they become serious. Given university guidelines, students who receive two successive marginal or unsatisfactory ratings will be terminated from the program at the conclusion of the semester. An appeals process is available through the Office of Graduate Studies, using their designated form.

The primary purpose of each review is to provide students with feedback on their academic and professional preparation and growth. Student performance is evaluated by their faculty mentor and involves the program director, and graduate faculty as needed. The student's progress will be measured according to the individual program of study (courses taken, current registration, courses needed, course grades, program GPA, time limits, etc.). Additionally, students will be evaluated according to their

progress in proposing and completing field work, completing written exams, and assistantship performance in terms of reliability, preparedness, and ethical behavior. The MPH program manager retains the graduate student academic progress reports.

Students receive satisfactory evaluations when they are making sufficient progress in their program. When student progress is evaluated as marginal, the faculty mentor has concerns about the progress of the student. When student progress is evaluated as unsatisfactory, this means that the faculty mentor has very serious concerns about a student's progress. If it is not improved quickly, the student will be terminated from the program and become ineligible for financial aid. If marginal or unsatisfactory progress is noted, the student will be informed in writing what they need to do, when it needs to be accomplished, and whom to contact for help in order to demonstrate satisfactory progress. In this case, the student should meet with the faculty mentor and develop plans to produce satisfactory progress. A student has the right to petition the process but is only able to do so within two weeks from the date the progress report is distributed.

Exceptions to biannual reviews apply for 1) fall semester reviews for first-year students, and 2) second-year students whose faculty mentor certifies that all degree requirements are completed by the end of fall semester.

Scheduling Student Reviews

The graduate program manager will initiate the biannual review process by emailing the student and faculty mentor. This email will alert the student and faculty mentor of the review due date and will include the Student Progress Report and Student Review Form. **It is the graduate student's responsibility to schedule and ensure that an evaluation takes place.** The Student Review Form must be completed and signed by both the faculty mentor and the student and returned to the MPH program manager by the assigned due date. The university will terminate any student who does not complete two evaluations per academic year.

Criteria for Graduate Student Reviews

Satisfactory Progress includes the following minimum criteria as appropriate for years in program:

- Meet with the faculty mentor at minimum once per semester.
- Complete and follow the approved Program of Study. Update Program of Study as needed and discuss MPH certificate options, if desired.
- Propose field experience and schedule a proposal meeting by the end of winter semester during the first year. Occasionally a student may need to adjust the timeline of the field experience due to other obligations during spring/summer of the first year. To maintain satisfactory progress in these rare circumstances, students must determine an alternative schedule with their faculty mentor. The field experience should be completed before August of their second year. *Communication with faculty mentor is key.*
- Pass individual courses with a grade of at least a C- and maintain a 3.0 GPA.
- Complete coursework on a timetable consistent with the Program of Study.

- Complete field experience report and other deliverables on a timetable consistent with the Program of Study.
- Start an e-portfolio during the first year and maintain the e-portfolio throughout the program.
- Complete graduation requirements by the end of the second year. Include the completion of the Department Exit Survey, Field Experience Report, Post-Field Experience Self-Assessment, and all other reports and deliverables.

Marginal Progress designations may be given to students to whom one or more of the following criteria apply:

- Any of the satisfactory criteria are in question.
- Being unreliable, unprepared, or unethical in assistantship assignments.
- Failure to comply with the BYU Honor Code or Dress and Grooming Standards.

Unsatisfactory Progress designations may be given to students to whom one or more of the following criteria apply:

- Failure to complete two or more of the satisfactory criteria in a single semester.
- Failure to remediate a marginal ranking in a successive review.
- Consistently being unreliable, unprepared, or unethical in assistantship assignments.
- Academic dishonesty and consistent failure to comply with the BYU Honor Code or Dress and Grooming Standards.

Frequently Asked Questions

What is the expectation for maintaining ecclesiastical endorsements?

Students who are members of The Church of Jesus Christ of Latter-Day Saints are to be endorsed by the bishop of the ward (1) in which they live and (2) that holds their current Church membership record. Students who are not members of The Church of Jesus Christ of Latter-Day Saints are to be endorsed by (1) the local ecclesiastical leader if the student is an active member of the congregation, (2) the bishop of the LDS ward in which they currently reside, or (3) the non-denominational BYU chaplain. (Please call the Honor Code Office at 801-422-2847 for information regarding the BYU chaplain.)

What is the relationship between the Program of Study and Progress Report?

The progress report compares the students' approved Program of Study with the courses they have actually taken. It summarizes your progress in your program: classes completed, current registration, classes still needed, and current grade point average. In addition, the progress report alerts the student and faculty mentor to possible problems with academic status, GPA, prerequisites needed, minimum registration requirements, time limits, and so forth. The progress report is available on AIM through MyBYU.

What type of departmental financial assistance is available for MPH students?

The Department of Public Health offers periodic tuition and partial-tuition scholarships. Research assistantships are also available on a limited basis. Students bear the responsibility for all costs related to the field experience. However, with careful planning and foresight, scholarships and other financial opportunities are often available to support student travel and public health work.

Where can I get financial aid (non-departmental) as a graduate student?

Besides the Financial Aid Office website (<https://financialaid.byu.edu>), Graduate Studies offers some scholarships.

Must I pay tuition in the semester or term I am registered to graduate?

*Students must be registered for a **minimum of 2 credit hours** of a graduate-level course in the semester/term in which they graduate.* (Spring term graduation requires 1 credit of graduate-level registration.) If a student does not complete all degree requirements in the semester she or he applied for graduation, the student must re-register and complete another application for graduation for the term in which he or she expects to receive the degree. Before the degree can be posted, "I" or "T" grades in classes required for graduation must be changed.

When are graduation convocations conducted?

There are four graduations per year. These graduations are in December, April, June, and August. However, the university holds one commencement ceremony per year, in late April. College convocations occur on the day following the university commencement event. Diplomas are mailed to graduates.

Where are the designated study areas for MPH students?

MPH students have access to the MPH student lounge in 3024 LSB. This room houses 3 computer stations, 1 printer, a refrigerator, microwave, sink, couch, tables and chairs, and a white board. This well-equipped room exists to benefit MPH students and is designed for MPH students only. Please respect other students while using this space. In addition to this excellent facility, private study rooms are available in the Harold B. Lee Library.

What computer lab facilities are available for MPH students?

The Department of Public Health is housed in the Life Sciences Building. Students have access to a nearby open computer lab that houses computers loaded with a range of software programs. Also available to MPH students is the 3 million-volume Harold B. Lee Library, which provides seating to 4,000 students, including workstations for graduate students. Most key public health journals are already available at the Lee Library. The Health Research and Technology Lab (2037 LSB) is also available for mentored research or other projects related to the field experience.

How is my faculty mentor selected, and what is her/his general function?

Efforts are made to match students with faculty whose interests are similar. The process of faculty mentor assignment is initiated before New Student Orientation. Advising students is one of the ways that faculty members serve the department, and the responsibility for advising is shared by all. This academic mentor will help guide your work throughout your BYU graduate experience. Your mentor is your first point of contact with the faculty, but students are encouraged to reach out and form relationships with other faculty members as interests evolve.

How often should MPH students meet with their faculty mentor?

Once you are assigned a mentor, you should be proactive in contacting him or her at minimum once each semester. One of these meetings should involve registering for coursework in each upcoming semester. Most other meetings will involve planning and completing requirements for the field experience. Students should also rely on their mentors to discuss general progress and develop post-graduation plans.

Where can I find deadlines for registration, scholarships, and graduation?

All registration and application deadlines are on the Office of Graduate Studies "Graduate Studies Calendar". These and other deadlines are posted outside the Department of Public Health office (4103 LSB) and on the MPH website (<https://mph.byu.edu>). As a courtesy, the MPH program manager and the MPH director will periodically provide reminders of deadlines and other important matters. Frequently checking your email inbox is an important routine. It is the student's responsibility to be aware of these deadlines and accept the penalty for missed deadlines.

Who can serve on the MPH Student Council?

Students interested in serving on committees with student representation or who want to be active in any of the student government associations should contact the MPH director or the current elected student council representatives. Additionally, a university-level student council, Graduate Student Society (GSS), is organized through the Office of Graduate Studies. We encourage all students seeking to make a difference or wishing to obtain experience to contact the MPH director.

What are the benefits of serving on the MPH Student Council?

Involvement in matters of governance can be enlightening and instructive for students preparing for careers in academia. Immediate rewards come to the student involved in governance matters because of the opportunity to provide student input and to network with students across the college and the university. The student council plays a critical role in student governance by providing guidance in department policy, department decision-making, and departmental committee involvement.

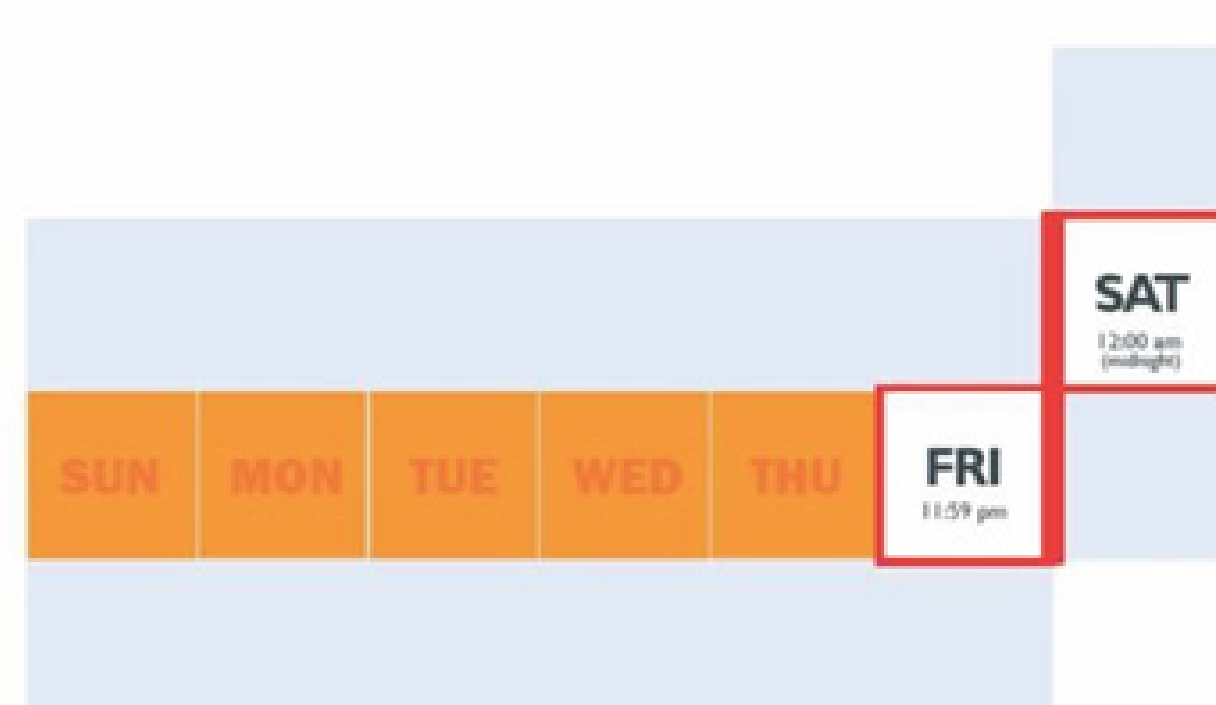
How many hours can I work as a student?

BYU graduate student employees may **either** work up to 20 hours per week during fall/winter semesters and up to 40 hours per week during spring/summer semesters **OR** work 27 hours per week year-round. Students may not mix and match these options. Students must pick one or the other.

How many hours can I work as an international student?

International students should follow the guidelines for the official BYU Work Week. International students are permitted to work 19 hours and 50 minutes from the beginning of Saturday at 12:00am (midnight) until Friday at 11:59pm. Students who fail to comply risk termination and/or deportation.

BYU Work Week



What do I need in order to be hired on campus?

If you have never worked on campus before, you will need to:

- Have your supervisor submit a hiring request form to the BYU Public Health office.
- Check workday.byu.edu for assigned tasks and specific instructions regarding your hiring process.
- Graduate students must be enrolled in at least 2 credit hours during fall and winter semesters in order to be employed by BYU. International students must be enrolled in 9 credits during fall and winter semesters in order to be employed by BYU.
- Visit: <https://hrs.byu.edu/who-can-work-on-campus> for current regulations for student eligibility to work on campus.

How soon can I start working?

As soon as you are officially hired. You will know you are officially hired when you receive an email from the Public Health office authorizing you to begin work. DO NOT start work, including planning meetings with the professor who has offered to hire you, until you receive this email. There is a \$100 fee when one starts work before an active I-9 form is on file with the university and all approvals have been formalized.

What are the policies for seeking a leave of absence?

A leave of absence will be awarded to a current student once they have filled out the proper forms available on the BYU Graduate Office website (see <https://gradstudies.byu.edu/academics/leave-of-absence>). An appropriate amount of time will be given until students are due to return and finish the program.

Can I be considered a full-time student if enrolled in fewer than 8.5 credit hours per semester (or 4.5 credit hours per term)?

Yes, if approval is granted. As per the Graduate Studies Office, to be eligible for verification as a full-time graduate student, you must do **ALL** of the following:

- Be contributing 40 or more hours per week in pursuit of your degree
- Be showing satisfactory progress
- Have completed all the required coursework for your degree
- Be currently working on your thesis, dissertation, project, or internship
- Be enrolled in at least two approved credit hours per semester or one credit hour per term

OR

- The department must have limited your enrollment to less than full-time because of a required TA/RA assignment. (You must be enrolled in a minimum of 6 credit hours from your program of study while fulfilling your TA/RA assignment.)

You are **NOT** eligible to petition for full-time status if you:

- Are employed full-time
- Are newly admitted (unless your department limits your enrollment)

- Are requesting certification for future semesters for which registration is not yet possible
- Do not have an approved faculty committee and program of study

OR

- Are an international student on an F-1 or J-1 VISA and do not have the approval of the International Student Services Office

Graduate students must be considered full-time status in order to avoid repayment of student loans.

Requests for this exception are made using the Petition for Graduate Full-Time Status form (ADV Form 2a - see <https://gradstudies.byu.edu/academics/forms>).

Is there a time limit to complete the program?

All requirements for the Master's degree, including coursework and the field work experience, must be completed within 2 years of admission into the MPH program. Prior approval from the MPH director and designated faculty advisor is required for additional time. Maximum allowable time to graduation is 5 years.

Department of Public Health Faculty



John D. Beard, Ph.D., Associate Professor
422-7491 | 2046 LSB

Education: Ph.D., University of North Carolina Chapel Hill, 2015; MPH, Brigham Young University, 2010; BS, Brigham Young University, 2008

Research Interests: Environmental health, occupational health, epidemiology, neurological diseases, mental health

Robbie Chaney, Ph.D., Associate Professor
422-0658 | 2047 LSB

Education: Ph.D., University of Cincinnati, 2014; MS, University of Cincinnati, 2012; MS, West Virginia University, 2010; BS, Washington State University, 2008

MPH Course: HTLH 611 Quantitative & Qualitative Methods I

Research Interests: Health geography, urban health, GIS mapping, urban bicyclist safety, drug use, translational research, social determinants of health



Ali Crandall, Ph.D., MPH, Associate Professor
422-6163 | 2049 LSB

Family Health Certificate Lead

Education: Ph.D., Johns Hopkins University, 2014; MPH, Loma Linda University, 2003; BS, Brigham Young University, 2000

MPH Courses: HLTH 613 Understanding Community, Family, & Individual Health

Research Interests: Family health, intersection of cognition (executive functioning) with family and child health, at-risk communities

Benjamin T. Crookston, Ph.D., Professor

422-3143 | 5011 LSB

Education: Ph.D., University of Utah, 2009; MPH, Brigham Young University, 2006; BS, Brigham Young University, 2003

MPH Course: HLTH 610 Foundations of Public Health

Research Interests: Maternal and child health in developing countries, early childhood development, malaria, HIV/AIDS, child malnutrition, neonatal health, microcredit and health



Jeff Glenn, DrPH., MPA, Assistant Professor

422-9754 | 2032 LSB

Healthcare Leadership Certificate Lead

Education: DrPH., Harvard University, 2018; MPA, University of Southern California, 2010; BA, Brigham Young University, 2008

MPH Course: HLTH 632 Public Health Leadership and Ethics

Research Interests: Systems thinking for public health, health systems strengthening, health policy, global health

P. Cougar Hall, Ph.D., Professor

422-5656 | 2140 LSB

Education: Ph.D., University of Utah, 2008; MS, University of Utah, 2003; BS, Brigham Young University, 1998

Research Interests: Social norm approaches in school health education, student-teacher quality indicators, media literacy in school health education



Sarah Hall, Ph.D., MPH, Associate Professor

422-3858 | 2137 LSB

Education: Ph.D., Arizona State University, 2015; MPA, Brigham Young University, 2008; BA, Brigham Young University, 2006

MPH Course: HLTH 622 Foundations of Health Behavior Change & Health Communication

Research Interests: Access to quality medical care for Deaf patients, childhood sexual abuse prevention, relationship between depression and spirituality

Carl L. Hanson, Ph.D., MCHES, Professor

422-9103 | 2139 LSB

Education: Ph.D., Southern Illinois University, 1994; MS, Brigham Young University, 1991; BS, Brigham Young University, 1991

MPH Course: HLTH 614 Program Planning, Evaluation, and Management

Research Interests: Health communication and social media, family health, adolescent health





James D. Johnston, Ph.D., Professor
MPH Director

422-4226 | 2045 LSB

Education: Ph.D., University of Utah, 2010; MSPH, University of Utah, 2000; BS, Weber State University, 1998

MPH Course: HLTH 690 Public Health Capstone

Research Interests: Children's environmental health, infectious disease transmission and prevention, occupational safety and health

Brianna M. Magnusson, Ph.D., Professor
422-3083 | 2050 LSB

Education: Ph.D., Virginia Commonwealth University, 2011; MPH, Virginia Commonwealth University, 2005; BS, Brigham Young University, 2002

Research Interests: Reproductive epidemiology, unintended pregnancy, contraceptive use, social and environmental factors affecting sexual and reproductive health



Nana Mensah, Ph.D., MPH, Assistant Professor
422-5569 | 2138 LSB

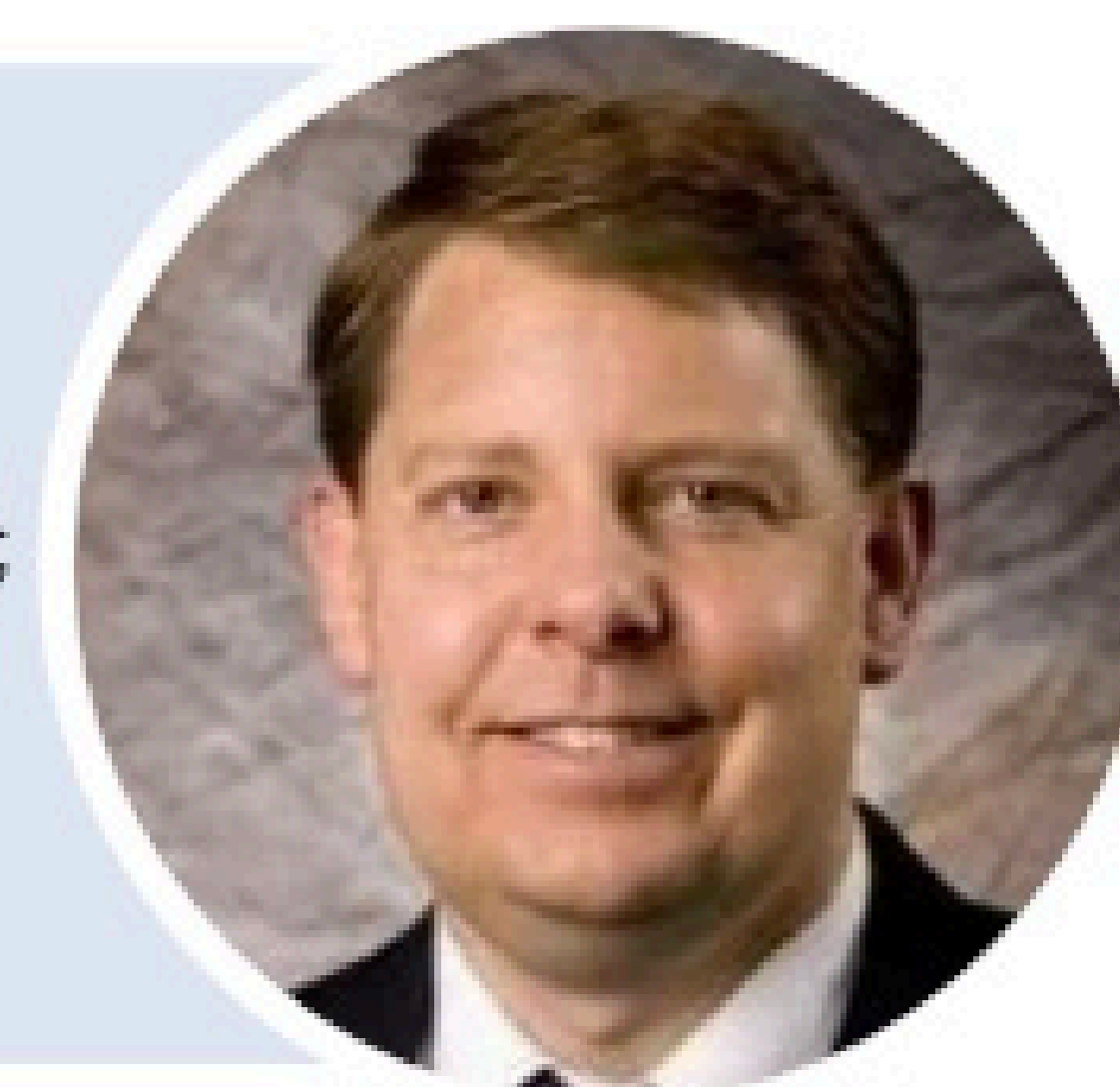
Education: Ph.D., University of Utah, 2021; MPH, Brigham Young University, 2017; Brigham Young University Hawaii, 2012

Research Interests: Adverse perinatal outcomes, perinatal epidemiology, healthcare utilization patterns during pregnancy, impact of prenatal substance exposure on infant health

Ray M. Merrill, Ph.D., MPH, Professor
422-9788 | 2063 LSB

Education: Ph.D., Arizona State University, 1994; MPH, Harvard University, 1995; MS, Brigham Young University, 1989; BA, Brigham Young University, 1986

Research Interests: Cancer epidemiology, impact of advances in cancer treatment and screening tests, impact of various biases on cancer statistics



Erik Nelson, Ph.D., MPH, Associate Professor
422-7178 | 2148 LSB

Education: Ph.D., University of Minnesota, 2014; MPH, University of Minnesota, 2010; BS, Brigham Young University, 2008

MPH Course: HLTH 624 Program Planning, Evaluation, & Management II

Research Interests: Health disparities, sexual health, screening, cancer prevention, environmental lead exposure, social epidemiology

M. Lelinneth L.B. Novilla, M.D., MPH, Associate Professor**422-9356 | 2064 LSB****Education:** M.D., University of the City of Manila, 1990; MPH, University of Utah, 1999; BS, University of the Philippines, 1985**Research Interests:** The family as a sustaining framework in health promotion and disease prevention, the social determinants and economics of family, mother, and child health and their policy implications; chronic diseases and health systems strengthening, adolescent health risk behaviors**Alisha Redelfs, DrPH., MPA, Assistant Professor****422-6442 | 2136 LSB*****Community & Behavioral Health Certificate Lead*****Education:** DrPH., University of Texas-Health Science Center at Houston, 2013; MPH, Brigham Young University, 2010; BS, Rocky Mountain College, 2003**MPH Course:** HLTH 624 Program Planning, Evaluation, & Management II**Research Interests:** Application of devices for the improvement and enhancement of community interventions, data visualization, behavioral theory, LatinX health disparities, physical activity and sedentary behavior, prevention and treatment of obesity**Chantel D. Sloan, Ph.D., Associate Professor****422-3959 | 2048 LSB****Education:** Ph.D., Dartmouth College, 2009; BS, Brigham Young University, 2004**Research Interests:** Medical geography, respiratory syncytial virus, asthma and cancer epidemiology, air pollution**Lori Spruance, Ph.D., Associate Professor****422-0281 | 2149 LSB****Education:** Ph.D., Tulane University School of Public Health and Tropical Medicine, 2015; MEd, University of Nevada, Las Vegas, 2010; BS, Utah State University, 2008**MPH Course:** HLTH 623 Health Systems, Policy & Advocacy**Research Interests:** Childhood obesity prevention, National School Breakfast Program**Evan L. Thacker, Ph.D., Associate Professor****422-2214 | 2051 LSB*****Epidemiology Certificate Lead*****Education:** Ph.D., University of Washington, 2011; SM, Harvard School of Public Health, 2005; BS, Brigham Young University, 2003**MPH Course:** HLTH 621 Quantitative and Qualitative Methods for Public Health II**Research Interests:** Health of older adults, neurological health, cognitive function, cardiovascular health



Steven M. Thygerson, Ph.D., MSPH, CIH, Professor
422-1891 | 2031 LSB

Global Health Certificate Lead

Education: Ph.D., Colorado State University, 2006; MSPH, University of Utah, 2001; BS, Brigham Young University, 1998

Research Interests: Occupational health and safety, injury prevention

Joshua H. West, Ph.D., MPH, Professor
Department Chair
422-3444 | 4103 LSB

Education: Ph.D., University of California, San Diego, 2008; MPH, San Diego State University, 2005; BA, Utah State University, 2003

Research Interests: Application of theory-driven interventions to improve parenting practices and decrease adolescent drug use



MPH Policies and Procedures

1.0 Development of Policies and Procedures

All policies and procedures, or subsequent modifications, pertaining to the Master of Public Health (MPH) program will be approved by majority vote among the faculty according to parliamentary procedure (Robert's Rules of Order).

Effective September 2002

2.0 MPH Mission Statement

The mission of the BYU MPH program is to develop future public health leaders who drive change that improves the health and well-being of communities, families, and individuals. To this end, the program prepares students to conduct public health surveillance, and to plan, implement, and evaluate public health programs and policies that focus on at-risk populations in both domestic and international settings.

Effective September 2002; Revised September 2019

3.0 Admission Requirements

Students applying to the MPH program must meet basic requirements established by the Office of Graduate Studies: 1) submit a complete application before the deadline; 2) agree to live BYU's standards of personal conduct as stated in the Honor Code; 3) complete an Ecclesiastical Endorsement; 4) earn a bachelor's or higher-level degree from an accredited U.S. university or the equivalent from a university outside the United States; 5) earn a 3.0 cumulative grade-point average; and 5) submit proof of English proficiency (non-native English speakers only), or if a previous degree was not earned from an English-speaking university.

In addition to the university requirements, applicants must provide a 1) statement of professional intent; 2) provide two letters of recommendation; 3) upload a current resume; 4) submit a non-refundable \$400 seat deposit to confirm intent to enroll; and 5) have access to a quality personal laptop throughout the program. For specific details on the department application requirements, please visit the Prospective Students tab on the MPH website (<https://ph.byu.edu/mph/admission-requirements-application>).

Effective September 2002; Revised August 2014; Revised May 2024

3.1 Admission Deadline

All admission requirements must be submitted to the Office of Graduate Studies on or before February 1. Applicants who fail to submit a complete application as per instructions in Policy 3.0 will not be considered for admission to the MPH program for the subsequent academic year.

Effective September 2002

4.0 Statement on Belonging

We are united by our common primary identity as children of God (Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (BYU Mission Statement). We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (Mosiah 18:21) where:

- *All relationships reflect devout love of God and a loving, genuine concern for the welfare of our neighbor (BYU Mission Statement);*
- *We value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts each member of the community and the richness and strength they bring to our community (1 Corinthians 12:12-27);*
- *Our interactions create and support an environment of belonging (Ephesians 2:19); and*
- *The full realization of each students' divine potential is our central focus (BYU Mission Statement).*

Effective August 2021

5.0 Faculty Mentor and Reader

A graduate faculty mentor and reader will be established for each student by the MPH director before the first semester of year one. Assignments will be made after graduate faculty and students adequately discuss career goals of students and mutual interests related to public health practice and research. No graduate faculty member will be required to advise more than two students from a specific cohort or four students at any point in time. Based on interest and availability, faculty members may elect to participate more fully. The role of faculty mentor may or may not correspond to responsibilities related to research or teaching assistantships received by students. Students are required to complete the online Program of Study for Graduate Students approval form that includes signatures of the faculty mentor and the MPH director. This form must be submitted to the MPH program manager in the College of Life Sciences no later than the second week of the second semester.

Effective October 2002; Revised August 2022

5.1 Biannual Student Reviews

Each graduate MPH student will undergo a biannual academic progress assessment (first month of fall and winter semesters). Each student is rated according to satisfactory, marginal, or unsatisfactory progress according to the stated criteria. The review enables the faculty to acknowledge student accomplishments and to identify potential problems before they become serious. Given university guidelines, students who receive two successive marginal or unsatisfactory ratings will be terminated from the program at the conclusion of the semester. An appeals process is available through the Office of Graduate Studies, using their designated form.

Approved December 2006; Effective January 2007

6.0 MPH Field Experience Proposal

Formal MPH faculty mentor approval must be granted prior to initiating field experience. Proposal document requirements for the field experience are outlined in the Field Experience section of the MPH Student Handbook. These guidelines direct the student and MPH faculty mentor in producing acceptable field experience proposals. The approval process requires a proposal meeting.

Effective March 2003; Revised August 2014

6.1 Waiver of the Field Experience

All students must complete the field experience for academic credit. However, up to 100 hours (2 credits) of the field experience may be waived if all of the following criteria are met:

- Three or more years of continuous, full-time employment within the last five years in a public health setting performing health education duties consistent with those identified in *A Competency-Based Framework for Graduate-Level Health Educators*
- Approval from the faculty mentor and MPH director
- Approval from university petitions committee is received

Effective January 2003; Revised August 2009

6.2 Retroactive Credit for Field Experience

The university does not grant retroactive credit for the field experience. This includes granting credit for past experiences or any experience that has already been completed or started without appropriate registration. The university requires students to apply and register for an internship prior to the start of the internship and within university registration deadlines.

Effective August 2009

6.3 International Travel and International Study

All international travel completed while recognized as a BYU student or BYU faculty must be to U.S. State Department-approved countries (<http://travel.state.gov/>). For additional information regarding approved travel, visit <http://travelsmart.byu.edu>. Upon arrival to approved international settings, students and faculty should report their stay at the U.S. embassy. Faculty wishing to lead one or more students in academic-based work outside the United States must also seek approval through the David M. Kennedy Center for International Studies using the New Program Proposal application. In order to receive academic credit, all students traveling outside the United States must seek approval to travel and be

appropriately registered for academic credit through the David M. Kennedy Center for International Studies. Signing student waiver forms, updating immigrations, obtaining recommended physician check-ups, and all other forms and procedures are the responsibility of students before departure. Finally, students and faculty should travel together and not separate from one another. Exceptions to staying together as a group or traveling together must be approved by the Kennedy Center and a waiver form filed before taking such action.

Effective September 2006; Revised September 2007

7.0 Credit Requirements

Students must complete a minimum of 48 credits in the MPH program: 30 required credits; 12 elective credits (minimum); and 6 credits related to the MPH Field Experience.

Effective September 2003; Revised April 2003; Revised November 2003; Revised March 2022

7.1 Acceptance of Undergraduate Credit

Based on approval of the student's committee, up to six 300-400 level undergraduate course credits not associated with the student's undergraduate training may be applied to the MPH program (*university policy - up to 9 credits of 300-400 level courses, excluding religion courses and education courses numbered 514R*). Only one 300 level course may be counted.

Effective March 2003

7.2 Approval of Transfer Credit

As per the Graduate Catalog, credit taken at other accredited universities in the U.S. and Canada may, with faculty mentor and MPH director approval, count toward the MPH degree if the following conditions are met: it is clearly a graduate level course; a grade of B or better was received (pass/fail, home study or correspondence courses are not transferable); credit has not already been applied to another degree (no credits accrued as an undergraduate student will be accepted for MPH credit); and the course does not exceed a time limit of five years. As per university policy, transfer credit must be approved during the student's first semester of study at BYU and transfer credits may not exceed 25% of total MPH credits. The Office of Graduate Studies must grant final approval of transfer credits. Transfer credits for international courses must be challenged by examination or given special approval from the Office of Graduate Studies.

Effective November 2003

8.0 Academic Performance

Students must maintain a GPA of 3.0 throughout the MPH program. Students with a GPA lower than 3.0 will be placed on academic probation. The student will then have either one semester or 12 credits to raise the GPA to 3.0. Students on academic probation failing to raise their cumulative GPA to at least 3.0 within this time frame will be dismissed. Students receiving a D or F in any course will be required to retake the course. Students receiving a total or combination of two Ds or Fs will be dismissed.

Effective January 2003; Revised November 2003

9.0 Full-Time Versus Part-Time Status of Students

To complete the MPH program within two years, students must register for 12 credits of required classes during fall and winter semesters of their first year. Students will not be admitted into the program on a part-time basis (less than 8.5 credits per semester). Certain circumstances (i.e., personal or family illness, pregnancy, etc.) may allow students to continue in the program on a part-time basis. However, a part-time student must resume a full-time load within a reasonable time frame as determined by the student and his/her faculty mentors and MPH director.

Effective January 2003; Revised March 2003

10.0 Time Limit to Complete the MPH Program

The MPH program is designed to be completed in two years. However, as per the Graduate Catalog, all students must complete the MPH program within five years of the first semester of enrollment in the program. Students requiring more than 2 years must receive approval from the MPH director and faculty mentor. Matriculation in a program may be terminated at any time for failure to make satisfactory progress toward the degree.

Effective November 2003

11.0 Financial Assistance

Tuition (scholarship) assistance may be awarded based on availability of funding on a semester-by-semester basis and will not necessarily extend throughout an academic year or the student's MPH program. Visit <https://ph.byu.edu/mph/tuition-funding-opportunities> for available funding opportunities. Scholarships are contingent upon good academic standing and satisfactory bi-annual reviews in the MPH program.

Effective November 2003

12.0 Research or Teaching Assistantships

Research or teaching assistantships may be offered on a semester-by-semester basis during fall and winter semesters only. These assistantships will be offered at the beginning of the academic year based on availability of funding, faculty needs, and student interest. Withdrawal of assistantships may occur at will if students fail to perform to faculty expectations.

Effective November 2003

13.0 Health Research and Technology Lab

Student use of the Health Research and Technology Lab (2037 LSB) is limited to research or teaching assistance performed under the supervision of a graduate faculty member. Students may not use this facility for MPH-related work or for personal reasons.

Effective November 2003

14.0 Student Academic Grievances

The university has an established procedure for handling graduate student academic grievances:

Graduate Student Academic Grievance Policy:

The following procedures will assist graduate students and faculty in the resolution of grievances. A grievance related to restrictions limiting participation in university academic programs must be initiated within 30 days of the decision in question. All other grievances must be initiated by the graduate student no later than 120 days from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.

The graduate student should initially address the grievance to the faculty member involved for review and resolution. If, for any reason, the faculty member is unavailable, or the student believes the matter will not be fairly dealt with or will create the possibility of retribution, the student may direct the grievance to the department chair within 30 days. If there is no department chair, the grievance shall be directed to the graduate coordinator or other person designated by the dean of the college to consider such matters (any such person is hereinafter referred to as the department chair). The faculty

member or department chair shall have the right to consult others regarding the matter as reasonably necessary and with due regard for the graduate student's right to privacy under the Family Educational Rights and Privacy Act.

If the grievance is originated with the faculty member, and it is not resolved satisfactorily, the student may submit a written request for review to the department chair. Decisions of the department chair, including matters originated with the department chair, shall be given in writing to both the student and the faculty member within 30 days of the student's written request for review. If no further request for review is taken, as described in the following paragraph, the decision of the department chair will be implemented.

If the matter is not resolved to the student's satisfaction by the department chair, the student may submit a written request for review to the dean of the college or school. The written request for review should contain an outline of the grievance, explaining its disposition, and setting forth facts supporting the student's request. The request for review must be made within 30 days of the date of the written disposition by the department chair. The college dean will conduct a review and will communicate his/her decision in writing to the student and to the department chair within 30 days of the receipt of the graduate student's request for review.

If the matter is not resolved to the student's satisfaction by the college dean, and it involves terminating the graduate student from the graduate program, the student may submit a written request for review addressed to the Dean of Graduate Studies and sent to the dean's assistant. The request for review must be made within 30 days of the date of the written disposition by the college dean.

The written request for review should contain an outline of the grievance, the processes that have been followed in an effort to resolve the grievance and its disposition, as well as setting forth the specific basis for the request to overturn the college dean's termination decision.

Effective November 2005 (Office of Graduate Studies)

15.0 Independent Study and Special Topics Courses

Students seeking independent study credits (HLTH 696R) or special topics (special reading) credits (HLTH 603R) must identify a faculty member who will oversee the course and administer the academic work involved. In compliance with the Office of Graduate Study's guidelines, faculty may willingly consent to oversee a course for one or more students but must administer a syllabus that contains an appropriate reading list, identifies a meeting schedule, possesses tangible learning outcomes, and includes assessment standards for grading. HLTH 696R allows variable credits and T grades and does not require class-based instruction. HLTH 603R requires at least 1 hour of class-based instruction each week regardless of the enrolled credit. HLTH 603R also allows variable credits but T grades are not allowed.

Effective September 2006

Appendix 1: Common Elective Options

Course #	Course Name (Credit)
ACC 545	International Accounting (3)
COMMS 351	Media and Their Audience (3) (instructor approval required)
COMMS 382	Issues in Global Communication (3) (instructor approval required)
COMMS 416	Media Advocacy and Social Change (3) (instructor approval required)
COMMS 480	Media Ethics and Moral Reasoning (3) (instructor approval required)
COMMS 602	Child Social/Emotional Assessment & Intervention (4)
COMMS 607	International Media and Communications (3)
CPSE 602	Child Social/Emotional Assessment and Intervention (4)
EDLF 614	Education of Diverse Populations (3)
GEOG 503	Geographic Information Systems (4)
HLTH 413	Refugee and Migrant Health (3)
HLTH 425	Working with Vulnerable and Diverse Populations (3)
HLTH 431	Health Communication & Advocacy (3)
HLTH 434	Advanced Evaluation Methods (3)
HLTH 440	Introduction to Statistical Computing in Epidemiology (SAS) (3)
HLTH 449	Epidemiologic Study Design and Analysis (3)
HLTH 480	International Health (3)

HLTH 482	Medical Geography (3)
HLTH 495	Health Science Capstone: Integrating Public Health and Primary Care (3)
HLTH 603R	Special Topics in Public Health (1-7)
HLTH 691R	Mentored Research (1-5)
HLTH 696R	Independent Studies (1-3)
LAW 624	Environmental Law (3)
LAW 707	Health Law and Policy (2)
MFHD 542	Work and Family (3)
MFHD 605	Structural Equation Modeling in Social Sciences (3)
MFHD 645	Religion and Family (3)
MFT 649	Addictions and Violence in Marriage and Family Therapy (3)
MPA 588	Healthcare Industry Dynamics (3) (also listed as ACC 588, IS 588, MBA 588, MSB 588)
MPA 608	Project Management (1.5)
MPA 612	Economic Decision Making for Managers (3)
MPA 621	Public and Nonprofit Budgeting (3)
MPA 623	Nonprofit Structure and Tax (3)
MPA 624	Nonprofit Finance (1.5)
MPA 626	Public Financial Resource Management (3)
MPA 631	Public Program Evaluation (3)

MPA 640	Human Resource Management (3)
MPA 650	Nonprofit Organization Management (3)
MPA 662	Communication in Public Administration (3)
MSB 589R	Healthcare Leadership Lecture Series (1)
MSB 682	Healthcare Delivery Management (3)
MSB 683	Healthcare Law and Regulations (3)
MSB 685R	Healthcare Industry Research (3)
MSB 686	Healthcare Finance (3)
NDFS 634	Nutrition Education (2)
PSYCH 502	Data Analysis in Psychological Research 2 (3)
SOC W 620	Human Behavior and Social Environment (3)
SOC W 675	Substance Use Disorders (2)
SOC W 680R	Inter-Family Dynamics (3)
STAT 330	Statistical Modeling 2 (3)
STAT 381	Statistical Computing (3)
STAT 435	Nonparametric Statistical Methods (3)
STAT 469	Analysis of Correlated Data (3)
STAT 538	Survival Analysis (3)