

# **Master of Public Health Program Kansas State University**

## **GRADUATE HANDBOOK**

**2018-2019**

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**Notice of Updates**

The material in this handbook is provided for informational purposes only and does not constitute a contract. For example, graduate program policies and course offerings are subject to constant review and change without notice. Please refer to the Kansas State University website for new information from the Graduate School ([www.ksu.edu/grad](http://www.ksu.edu/grad)) and the MPH Program ([www.ksu.edu/mphealth](http://www.ksu.edu/mphealth)).

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We have designed this GRADUATE HANDBOOK to assist prospective and current graduate students select an appropriate graduate program and provide information about the degree requirements, research or project activities, and career opportunities available. We appreciate your interest in our program and wish you great success in pursuing a career in public health.

### **ATTENTION**

The most recent version of this document and additional information can be found at:  
[www.k-state.edu/mphealth](http://www.k-state.edu/mphealth)

Students and faculty are expected to follow the policies and procedures of the Graduate School as well as those given in this manual. The most recent edition of the KSU GRADUATE HANDBOOK is available online at [http://www.k-state.edu/grad/graduate\\_handbook/](http://www.k-state.edu/grad/graduate_handbook/). The GRADUATE HANDBOOK contains detailed information on the masters' degree requirements. Graduate School forms, the official calendar, resources available to all graduate students are available online at the above website address

The policies and procedures presented in this MPH GRADUATE HANDBOOK were approved by the members of the MPH Faculty Advisory Council representing each of the areas of emphasis. The information contained in this document is unique to the MPH Program. University-wide policies and procedures are duplicated where special emphasis is necessary.

# Section 1: PROGRAM OVERVIEW

## 1.1 Introduction

The Master of Public Health (MPH) Program is an interdisciplinary program at Kansas State University (K-State), involving faculty from many departments in different colleges. The MPH degree is a 42 semester credit hour program designed to provide graduate-level education for individuals currently employed or anticipating a career in the field of public health. Each student in this program completes 15 or 17 credit hours of the core curriculum, covering courses in each of the five broad aspects of public health:

- Epidemiology
- Environmental Health Sciences
- Biostatistics
- Health Service Administration
- Social and Behavioral Sciences

The remainder of the coursework is in one of the areas of emphasis:

- Food Safety and Biosecurity
- Infectious Diseases and Zoonoses
- Public Health Nutrition
- Public Health Physical Activity

To support workforce development, Kansas State University also offers a Graduate Certificate in Public Health Core Concepts. It is a 15 or 17 credit hour program designed to provide broad-based additional knowledge and skills in public health. Each student in this program completes “core” public health curriculum.

## 1.2 Vision, Mission, Goals and Values of the MPH Program

**The MPH Program Vision:** Be a Leader and Innovator in Public Health.

**The MPH Program Mission:** To provide interdisciplinary education, scholarship and service across public health, affecting human, animal, and community health locally, regionally, and globally. This multi-faceted mission aligns with the three main aspects of Kansas State University’s land grant mission - education, research, and service.

**The MPH Program Goals:** The MPH Program has four overarching goals aligned with the program vision that describe how our mission will be accomplished in education, scholarship, service, and student success.

Instruction: Provide excellent interdisciplinary education to all students in public health.

Scholarship: Conduct and communicate collaborative research and scholarship in public health.

Service: Partner with and support public health practice, to enhance health within Kansas and beyond.

Student Success: Mentor and support public health students in their education and training to build a public health workforce.

**The MPH Program Values:** Kansas State University is a land-grant, public research university committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices K-State's Principles of Community (see <http://www.k-state.edu/about/values/community/> )

As an interdisciplinary graduate program in a land-grant university, the MPH program has teaching, scholarship, and service roles related to public health, and these principles apply to all faculty, staff and students affiliated with the program.

### ***1.3 Council on Education for Public Health (CEPH) Accreditation***

CEPH is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs outside schools of public health. The MPH program was accredited by CEPH effective June 2014 and runs until July 1, 2019.

Accreditation means that K-State's MPH program's quality has been judged to be at an acceptable or higher level by expert professionals in public health with experience in higher education. These experts judged the extent to which:

- Published accreditation standards are being met (and can continue to be met) by the institution or program;
- Elements such as curriculum, evaluation methods, faculty, resources, and admission requirements are suited to overall mission and level of program offerings and objectives;
- Students enrolling, if capable and diligent in their studies, can be expected to fulfill the knowledge and skills requirements for completion of their programs;
- Tests, juries, and other evaluation mechanisms are in place to support learning and ensure that graduation or completion requirements are met.

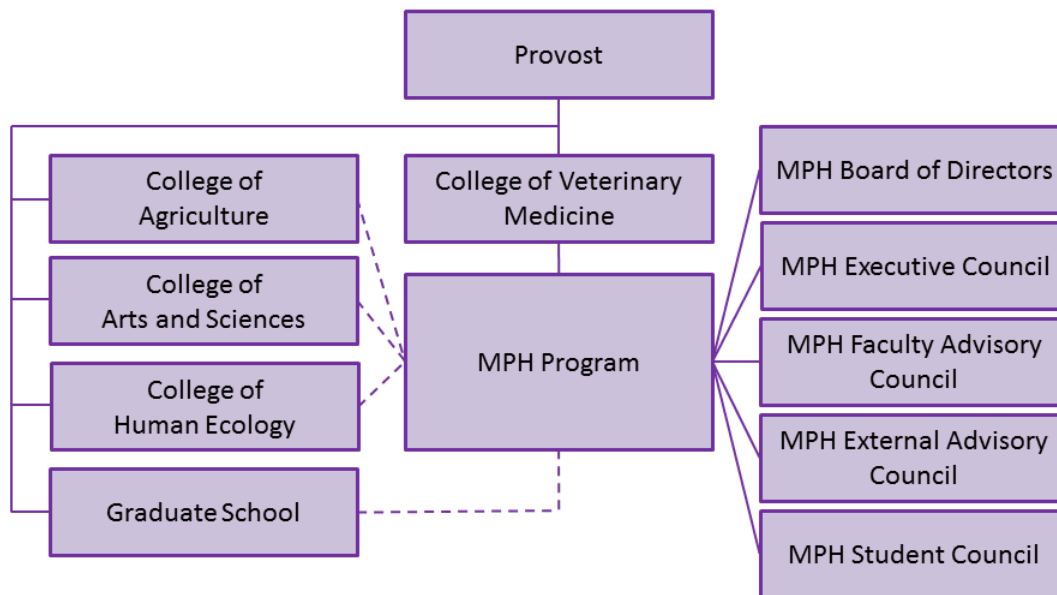


For more information about CEPH and their accreditation standards, please see their website: [www.ceph.org](http://www.ceph.org)



## 1.4 Organization and Governance

The MPH program operates as a graduate program, under the oversight of the Graduate School, within a regionally accredited university. Kansas State University has been accredited since 1916 by the North Central Association of Colleges and Schools of the Higher Learning Commission. As an interdisciplinary graduate program, the MPH program benefits from the contributions of faculty and staff from many different colleges across campus.



### 1.4.1 Academic Home

Currently, the academic home of the Master of Public Health Program is the College of Veterinary Medicine, with the Program Director reporting directly to its Dean. As with other Graduate Programs at Kansas State University, the Dean of the Graduate School has oversight of graduate student admissions and progress as well as course and curriculum issues.

### 1.4.2 MPH Program Director

The Program Director is the administrative head of this interdisciplinary program. In addition to making recommendations on admissions and student outcomes to the Dean of the Graduate School, and coordinating all administrative support for the program, the Program Director is responsible for programmatic oversight of MPH courses, faculty qualifications, and advisory board governance.

### 1.4.3 Board of Directors

The MPH Board of Directors is comprised of participating college deans (Agriculture, Arts & Sciences, Human Ecology, Veterinary Medicine and the Graduate School) and meets at least once a year to reaffirm the institution's commitment to the public health values, mission and competencies.

#### **1.4.4 MPH Executive Council**

The MPH Executive Council is comprised of the department heads or directors with primary faculty and/or instructors of core courses, with deans of partnering colleges as ex-officio members. The Executive Council focuses on strategic planning, faculty assignments, course availability and funding, and the assurance of proper curricular control, to satisfy CEPH accreditation requirements.

#### **1.4.5 MPH Faculty Advisory Council**

The MPH Faculty Advisory Council is comprised of three MPH primary faculty members from each area of emphasis and at least one MPH student representative, along with all additional core course instructors. This council monitors student learning and curricular offerings (e.g., syllabus reviews, outcomes assessment, course evaluations) and works to assure that course content and implementation align with the public health competencies as defined by CEPH and the MPH program faculty. The primary faculty also provide admissions recommendations and identify advisors for applicants to the MPH Program for their specific area of emphasis.

#### **1.4.6 MPH Community Advisory Board**

The MPH Community Advisory Board represents public health practice outside the university and advises the program on linkages between academia and practice, such as necessary competencies and APE opportunities.

### ***1.5 Student Learning Outcomes and Competencies***

The MPH Program is dedicated to assessment of student learning and to appropriate changes in curriculum and courses whenever necessary. At the completion of the degree the student should be able to meet all the Graduate School's Student Learning Outcomes (SLOs), the MPH 12 Public Health Foundational Objectives and 22 Public Health Foundational Competencies, along with the MPH Emphasis Area Competencies. All courses taken for the degree are expected to meet at least one core or emphasis area competency.

#### **1.5.1 Graduate School Student Learning Outcomes**

- Knowledge: Demonstrate [a] thorough understanding and/or competency in a specific area of emphasis, study or profession.
- Skills: Demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to produce scholarly and creative works including but not limited to design, art, performance, [and/or] original research in the form of [a] thesis or dissertation.
- Attitudes and Professional Conduct: Demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to produce scholarly and creative works including but not limited to design, art, performance, [and/or] original research in the form of [a] thesis or dissertation

#### **1.5.2 MPH 12 Public Health Foundational Objectives**

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 US 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
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 health and ecosystem health (e.g., One Health)

### **1.5.3 MPH 22 Public Health Foundational Competencies**

#### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of 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 and 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 societal levels

#### **Planning and 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 or implementation 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 multiple dimensions of 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

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 public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

### **Interprofessional Practice**

21. Perform effectively on interprofessional teams

### **Systems Thinking**

22. Apply systems thinking tools to a public health issue

Note: Each student documents and address how five of the 22 MPH Foundational Competencies were attained and utilized during the APE. *One of the 22 must be #21. Perform effectively on interprofessional teams.* This explanation is placed in the integrated learning experience (ILE) report and presentation. These competencies are acquired from the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

## **1.5.4 MPH Emphasis Area Competencies**

### **1.5.4.1 Food Safety and Biosecurity area competencies**

- **Food safety and biosecurity.** Evaluate solutions appropriate for different food safety, biosecurity, and defense issues in the food production continuum.
- **Threats to the food system.** Examine specific threats to the food system and scientifically identify how each can be prevented, controlled, and/or mitigated in the food production system.
- **Food safety laws and regulations.** Differentiate key US food safety regulatory bodies and their unique legislative authorities, missions, and jurisdictions.
- **Food safety policy and the global food system.** Analyze and distinguish how food safety and governmental biosecurity policies, globalization, and international trade cooperation influence public health.
- **Multidisciplinary leadership.** Contrast the food safety/ biosecurity technical needs of different stakeholders and make judgements as to the appropriate methods of collaboration.

### **1.5.4.2 Infectious Diseases and Zoonoses area competencies**

- **Pathogens/pathogenic mechanisms.** Evaluate modes of disease causation of infectious agents.
- **Host response to pathogens/immunology.** Investigate the host immune response to infection.
- **Environmental/ecological influences.** Examine the influence of environmental and ecological forces on infectious diseases.
- **Disease surveillance.** Analyze disease risk factors and select appropriate surveillance methods for infectious diseases.
- **Disease vectors.** Investigate the role of vectors, toxic plants and other toxins in infectious diseases.

#### 1.5.4.3 Public Health Nutrition area competencies

- **Information literacy of public health nutrition.** Examine the acquisition of public health nutrition knowledge and skills, and evaluate how to select information efficiently and effectively for public health practice.
- **Compare and relate research into practice.** Examine chronic disease surveillance, policy, program planning and evaluation, and program management.
- **Population-based health administration.** Develop and examine the administration of population-based food, nutrition and health services.
- **Analysis of human nutrition principles.** Examine epidemiological concepts of human nutrition in order to improve population health and reduce disease risk.
- **Analysis of nutrition epidemiology.** Critique nutritional epidemiological research design methods.

#### 1.5.4.4 Public Health Physical Activity area competencies

- **Population health.** Examine and evaluate evidence-based knowledge of the relationship between physical activity and population health.
- **Social, behavioral and environmental influences.** Investigate social, behavioral and environmental factors that contribute to participation in physical activity.
- **Theory application.** Examine and select social and behavioral theories and frameworks for physical activity programs in community settings.
- **Developing and evaluating interventions.** Develop and evaluate physical activity interventions in diverse community settings.
- **Support evidence-based practice.** Support public health officials and other community partners in the promotion of physical activity with evidence-based practices.

At the completion of all degree requirements, MPH students will be expected to meet the following:

- **Integration.** Students will have demonstrate their ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis and/or high quality written document with a community-based field project.

## ***1.6 Benefits of a Graduate Degree in Public Health***

A Master of Public Health (MPH) degree unlocks doors of opportunity in a wide array of employment settings for graduates. These opportunities include, but are not limited to, leadership positions with local, state, and federal health agencies, applied research positions in industry, as well as positions in Extension at land-grant universities. Preparation for a career at an advanced level brings the challenge and excitement of exploring your own ideas and fully utilizing your creativity in scholarly activities. A master's degree will allow you to expand your knowledge of public health in general and specialize in an area of emphasis with the development of skills to analyze population data and address problems that threaten the nation's health.

## ***1.7 Student Participation***

The MPH Program has certain courses and an Applied Practice Experience (APE) requirement as outlined in detail in Section 12 of this HANDBOOK. It is the philosophy and expectation of the faculty that each student will discover that their education is enriched in a number of ways outside the classroom or laboratory. One of the major opportunities available for graduate students is the chance to be mentored by experienced faculty members who can contribute to

their professional development. All MPH students are expected to meet regularly with their major advisor and their supervisory committee after it is formed. Graduate students demonstrate independence, initiative, and motivation in the formation of a thesis proposal, a report topic, or a major APE project. Everyone is encouraged to join a professional organization either in public health or in the area of emphasis, attend professional meetings and on-campus seminars, and publish the results of their scholarly work.

Students in the MPH Program also have the opportunity to participate in university governance and develop leadership skills at the program, department, college, and university level. Graduate students can be elected to serve on standing committees with respective departments or colleges as well as representing graduate students in general on Graduate School committees. The Graduate School sponsors several activities and events each year that are open to all graduate students. A calendar of these opportunities is maintained on the Graduate School website at: [www.k-state.edu/grad](http://www.k-state.edu/grad).

### **1.8 Student Annual Progress Tracking and Reporting Policy**

To assist students in progressing through the program in a timely manner the following tracking of graduate students is performed:

- The MPH Program Office prepares a Student Progress Chart by looking up students in KSIS on or before the 20<sup>th</sup> day of enrollment each fall to determine if the student is enrolled and the number of hours completed. The report is shared with the Graduate Faculty Advisory committee.
- If the student has completed the Program of Study (POS) within the first 12 months of MPH enrollment, the program considers that the student is on target and making adequate progress to complete the program in a timely manner. If the student has not completed the POS within the first 12 months the following communication is generated:
  1. An e-mail to the initial advisor to determine if the student has contacted them and is progressing in the program.
  2. An e-mail and/or phone call from the MPH Program Office to the student to determine the student's status.
  3. The student will be invited to visit with the MPH Director to determine their status and encouraged to make adequate progress.
- If the student has completed the MPH Applied Practice Experience (APE) Form for enrollment in MPH 840 APE within the next 12 months, that is determined as adequate progress in the program. If the student is not ready for completing the APE requirement after 24 months in the program, the following communication is generated:
  1. An e-mail to the initial advisor or major professor (if they have completed the POS) is sent to determine if the student has contacted them and is progressing in the program.
  2. An e-mail and/or phone call from the MPH Program Office to the student to determine the student's status.
  3. The student will be invited to visit with the MPH Director to determine their status and encouraged to make adequate progress.
- If a student is in the program longer than 36 months every effort will be made to help them progress on an individual basis or determine if their status needs to change from an active student to an inactive student.

## SECTION 2: PROGRAM COMPONENTS

### 2.1 The MPH Degree

#### 2.1.2 Total Degree Requirements (minimum of 42 credit hours)

The MPH degree program requires a minimum of 42 credit hours, to include public health core courses, required and elective courses in an area of emphasis, an applied practice experience, and an integrated learning experience report.

#### 2.1.3 The Public Health Core Courses (15 or 17 credit hours)

Each student in the MPH Program must complete these required core courses:

- Biostatistics: **MPH 701** Fundamental Methods of Biostatistics (3 credit hrs)
- Environmental health sciences: **MPH 802** Environmental Health (3 credit hrs)
- Epidemiology: 2 options:
  - a. **MPH 754** Introduction to Epidemiology (3 credit hrs) **OR**
  - b. **MPH 708** Veterinary Epidemiology (2 credit hrs) **and MPH 854** Intermediate Epidemiology (3 credit hrs) (TOTAL of 5 credit hours)
- Health services administration: **MPH 720** Administration of Health Care Organizations (3 credit hrs)
- Social and behavioral sciences: **MPH 818** Social and Behavioral Basis of Public Health (3 credit hrs)
- Applied practice experience: **MPH 840** Public Health Field Experience (6 credit hrs no thesis, or 3 credit hrs with 6 thesis research credits hrs)

#### 2.1.4 Required and Elective Courses in the Area of Emphasis (21-22 credit hours)

Courses in the area of emphasis are determined by the student's program committee from the list of approved courses in the curriculum.

#### 2.1.5 The Applied Practice Experience (6 or 3 credit hours)

The Applied Practice Experience (APE) requirement is 240 hours in a non-academic setting and is typically completed at the end of the coursework so that a student may apply the knowledge gained from graduate courses. In addition, the student must be in good academic standing (i.e., not on probation) as outlined in the Graduate Handbook section F, before they will be allowed participate in the APE.

If a student is completing a thesis the APE requirement is 180 hours in a non-academic setting and may or may not be associated with the thesis topic.

Specific policies and procedures governing the APE are located in Section 12 of this HANDBOOK. Placement and supervision of the APE will be the responsibility of the student in consultation with the major professor. Guidelines for the master's thesis will be determined by the participating department and must meet the standards set by the

Graduate School. Each participating department will determine the format (oral, written, or both) for the final examination of the student.

### **2.1.6 The Integrated Learning Experience**

The Integrated Learning Experience (ILE) requirement is a high quality written document about a project carried out for a non-academic public health entity, plus a public presentation, along with the oral exam. It is completed at the end of all coursework **and** completion of the APE.

If a student is completing a thesis the thesis becomes the ILE. The thesis or ILE is submitted to the graduate committee at least two weeks before the presentation and oral exam.

## **2.2 Graduate Certificate in Public Health Core Concepts**

The Graduate Certificate in Public Health Core Concepts ([http://catalog.k-state.edu/preview\\_program.php?catoid=2&poid=2920&bc=1](http://catalog.k-state.edu/preview_program.php?catoid=2&poid=2920&bc=1)) is designed to give individuals, both working professionals and graduate students on campus with no formal public health education, a strong foundation of knowledge in the five core concept areas of public health:

- biostatistics
- epidemiology
- environmental health sciences
- health services administration
- social and behavioral sciences

It is a 15-credit hour program of study that can be pursued either as a standalone certificate or in connection with another graduate degree.

The courses required for the certificate are the same ones required in the core concept areas for the Master of Public Health (MPH) degree program currently offered at Kansas State University. The courses necessary to complete the Certificate Program are:

1. MPH 701 (3 hrs) Fundamental Methods of Biostatistics
2. MPH 754 (3 hrs) Introduction to Epidemiology
3. MPH 802 (3 hrs) Environmental Health
4. MPH 720 (3 hrs) Administration of Health Care Organizations
5. MPH 818 (3 hrs) Social and Behavioral Bases of Public Health

These five courses (15 hours) provide sufficient breadth for current or future public health professions to attain knowledge and skills in the core public health concepts. The common focus of all public health professionals, whether educated in public health or a related discipline, is on population-level health. The basis of this focus is an ecological model of health which assumes that health and well-being are affected by interaction among the multiple determinants of health.

Students may substitute a combination of MPH 708 (Veterinary Epidemiology, 2 credit hours) AND MPH 854 (Intermediate Epidemiology, 3 credit hours) instead of MPH 754. MPH 708 and MPH 754 cannot both be taken for credit toward the MPH degree.



## **SECTION 3: DEGREE REQUIREMENTS**

### **3.1 Admission Categories**

Available online: <http://www.k-state.edu/grad/graduate-handbook/> See Chapter 1.

### **3.2 Applying for Admission**

Available online: <http://www.k-state.edu/grad/admissions/application-process/>

### **3.3 Applying for Transfer to the MPH Program from Another KSU Graduate Program**

#### **3.3.1 Admission Requirements**

For students already enrolled in a graduate program at K-State, the qualifications for transfer to the MPH Program are the same as those for students who are applying for first time admission to the Graduate School. However, the application procedure is different because the applicant is already a matriculated student.

#### **3.3.2 Application Procedure**

You may or may not have to fill out a Graduate School application. Visit with the MPH Program office because they can facilitate the transfer. At the very least you must obtain: A letter of release from your major professor/advisor (or department graduate coordinator) with a statement of support for transfer to the MPH Program.

### **3.4 Applying for a DVM/MPH Degree**

Information available online: <http://www.k-state.edu/grad/graduate-handbook/chapter2.html>  
See Chapter 2.

### **3.5 Applying for the Graduate Certificate in Public Health Core Concepts**

Information available online: <http://www.k-state.edu/grad/graduate-handbook/chapter4.html> See Chapter 4.

### **3.6 Program Admission Selection Process**

The admission selection process occurs in the CollegeNET online application process. Once the student creates an account and uploads all their materials and the references are received the following occurs:

1. The MPH Program office and Director review the application packet to make sure the minimum requirements are met, all items have been completed and submitted.
2. Based on the stated area of emphasis, the application is assigned (within CollegeNET) to the area of emphasis coordinator for application review and acceptance or non-acceptance and assignment of a temporary major advisor.
3. The MPH Program Director completes the admissions process in CollegeNET so that the file goes into the Graduate School pool for processing.

4. The Graduate School reviews the application, approves or disapproves the recommendation from the Program Director, and notifies the student in writing of the final decision on admission.
5. When the MPH Program office receives notification of acceptance/rejection from the Graduate School, the MPH Program Director notifies the student in writing via an e-mail with a letter attached in .pdf format.

### ***3.7 Requirements for the MPH Degree***

The following conditions must be met in order for a student to be awarded an MPH degree:

1. The student needs to be in good standing.
2. The student's cumulative graduate grade point average must be 3.0 or higher.
3. All requirements of the Graduate School, the student's academic program area, and the student's supervisory committee must be completed.
4. The student must be enrolled for at least 1 credit hour during the semester in which the degree requirements are completed (i.e., thesis defense or presentation of integrated learning experience (ILE) report).

### ***3.8 Requirements for the Graduate Certificate in Public Health Core Concepts***

The following conditions must be met in order for a student to be awarded the Graduate Certificate in Public Health Core Concepts:

1. The student needs to be in good standing.
2. The student's cumulative graduate grade point average must be 3.0 or higher on graduate coursework and on coursework applied to the certificate.
3. The student must meet all the requirements of the Graduate School and the student's certificate program.
4. The student must be enrolled during the semester in which the certificate requirements are completed.

### ***3.8 Graduate Commencement Ceremony***

Graduation ceremonies are held during the last week of the spring and fall semesters. All graduates are encouraged to attend these ceremonies and be recognized. Approval Forms, Graduation Check sheets, Graduation Fees, and Graduation Cards are due throughout the student's final semester. The deadlines are posted and can be checked on the Graduate School website. Failure to submit forms in a timely manner will delay graduation date, posting of the degree, and/or listing in the Graduation Program for the Commencement Ceremony.

## **SECTION 4: SELECTION OF THE MAJOR ADVISOR**

### ***4.1 The Advisor Selection Process***

When a student is being considered for admission, the area of emphasis coordinator identifies a graduate faculty member who is willing to serve as the temporary advisor for Graduate School processing of the application. This same person may continue to serve as the major advisor for the entire program or the student may change prior to the filing of an official Program of Study (POS). Changes in the major advisor after the POS has been filed with the Graduate School requires a form with appropriate signatures. A permanent major advisor should be selected during the second semester (or the completion of 9 hours) in the program so that decisions on the program of study and the selection of the supervisory committee can be made.

### ***4.2 Roles and Responsibilities of the Student***

In the advisor/mentor relationship, the graduate student also has a number of key responsibilities. These include the following:

- Learning and adhering to the Graduate School and MPH Program rules, procedures, and policies applicable to graduate study and scholarly activity.
- Meeting university and program requirements for degree completion.
- Forming a supervisory committee that meets Graduate School requirements as well as requirements that are outlined in the Graduate Student Handbook for the MPH Program.
- Following disciplinary and scholarly codes of ethics in course work, thesis research, and the APE project.
- Practicing uncompromising honesty and integrity according to KSU and federal guidelines in collecting and managing data from human subjects.
- Seeking Institutional Review Board approval for research with human subjects where applicable.
- Keeping the major advisor and supervisory committee apprised on a regular basis of the progress toward completion of the degree requirements, including progress on the thesis research or approval of the APE placement.

### ***4.3 Roles and Responsibilities of the Advisor***

Activities that are the responsibility of the major advisor include the following: Ensuring that graduate students receive information about requirements, policies, and procedures of the MPH degree program.

- Advising graduate students on the selection of courses for the POS and selection of the capstone experience option.
- Advising on the selection of members of the supervisory committee.
- Providing training/supervision in scholarly activities, including selection of a research problem if the thesis option is chosen.
- Encouraging students to stay abreast of the literature and cutting-edge ideas in the area of emphasis.
- Helping students develop professional skills in writing papers, reports, grant proposals, making professional presentations, establishing professional networks, interviewing for positions, and evaluating manuscripts or reports for publication.

## SECTION 5: FORMATION OF THE SUPERVISORY COMMITTEE

### 5.1 Supervisory Committee

Prior to preparation of the POS, the graduate student must form a supervisory committee that includes a major professor and at least two other graduate faculty members. The major professor must be from the student's area of emphasis and a member of the MPH Graduate Faculty. The other two members of the committee must be from the approved list of MPH Graduate Faculty. A non-MPH Graduate Faculty may be a committee member if that faculty member has unique expertise that would be helpful to the student and has pre-approval by the MPH Program Director.

The role of the supervisory committee is to offer advice concerning the POS and approve the original and any subsequent changes in the POS. The supervisory committee also assists in the intellectual and professional development of the student and in evaluation of the student's APE, ILE and research project (if the thesis option is selected). The supervisory committee will participate in the final examination of the student in fulfillment of the degree requirements set by each area of emphasis.

The student is responsible for obtaining the signatures of the supervisory committee members on the POS which meets the requirements of the Graduate School and the MPH Program. The student is also responsible for filing the POS within the time frame specified in the previous section. The major professor serves as the chair of the supervisory committee. After approval, the Dean of the Graduate School will formally appoint the supervisory committee.

### 5.2 Preparing the Program of Study (POS)

Every student in the MPH Program who intends to earn a degree must comply with the Graduate School's requirement to file a POS, which is the formal approved list of the courses the student intends to take to fulfill the requirements of the degree.

The student should prepare the POS in consultation with the major professor and the supervisory committee, all members of which must indicate their approval by signing the POS form provided by the Graduate School. This form can be downloaded in MS-Word or PDF format from <http://www.k-state.edu/grad/academics/forms/>. Guidelines for preparing a POS and a sample of a POS are located in Section 12 of this handbook.

The Director of the MPH Program signs the POS and forwards it to the Dean of the Graduate School, whose approval must be received within the first two semesters of graduate work. ***Do not ask the head of an academic department to approve or sign the POS as only the MPH Program Director is authorized by the Graduate School to do this.***

Subsequent changes in the POS require approval of all members of the supervisory committee, and if changes are made, a Program/Committee Change form) available at [www.k-state.edu/grad/academics/forms/](http://www.k-state.edu/grad/academics/forms/) should be submitted to the Graduate School before graduation. This form can be downloaded from the Graduate School website noted above.

## **SECTION 6: APPLIED PRACTICAL EXPERIENCE AND INTEGRATED LEARNING EXPERIENCE**

### ***6.1 Applied Practical Experience (APE) in Public Health***

All MPH degree candidates are required to complete an APE in public health practice at an off-campus location. The purpose is to provide a bridge between professional academic preparation and public health practice. Knowledge, attitudes, and skills learned in the core and area of emphasis courses are applied in an agency setting under the supervision and guidance of a mentor-preceptor who has public health training and/or experience.

The APE requirement is 240 hours in a non-academic setting and requires delivery of at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.) along with a short discussion of at least five of the 22 Public Health Foundational Competencies and how they were utilized during the APE. It is typically completed at the end of the coursework so that a student may apply the knowledge gained from graduate courses.

In addition, the student must be in good academic standing (i.e., not on probation) as outlined in the Graduate Handbook section F, before they will be allowed participate in the APE.

### ***6.2 Integrated Learning Experience (ILE)***

An ILE requires students to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply theory and principles in a situation that approximates some aspect of profession practice. It is used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies.

The ILE requirement is a high quality written document about a project carried out for a non-academic public health entity, plus a public presentation, along with the oral exam. It is completed at the end of all coursework and completion of the APE. The written report is submitted to the graduate committee at least two weeks before the presentation and oral exam.

All MPH degree students must complete both an APE and ILE, chosen from two main possibilities with the assistance and advice of their major professor, supervisory committee members and the MPH Program director.

The APE and ILE requirements are met with the following (MPH 840):

- The APE (240 hours) requires delivery of at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.) along with a short discussion of at least five of the 22 Public Health Foundational Competencies and how they were utilized during the APE.
- The ILE requires a high quality written document met with the following:
  1. A written document/report of the project carried out in a non-academic setting and oral exam (which includes the oral presentation); **or**
  2. Six credit hours of public health thesis research and three credit hours (180 hours) of APE (MPH 840), as explained above. If completing a thesis, the research should be focused on population-based health questions rather than on basic research in a laboratory. This does not preclude laboratory analyses of data gathered in populations of animals or humans. A thesis completed as partial fulfillment for the

MPH degree must be accepted by the Graduate School, becomes a single-authored publication and contributes to the body of knowledge in public health.

When writing the ILE document or thesis, the student should demonstrate how each of the chosen MPH foundational competencies and emphasis area competencies were used or met. Upon completion of the oral exam and all edits have been made to the ILE document or thesis, the ILE is submitted to the MPH Program office along with all APE portfolio products. The thesis is submitted to K-REx.

If completing a thesis or master's report, the area of research should be focused on population-based health questions rather than basic research in a laboratory. This does not preclude doing laboratory analyses of data gathered in populations of animals or humans. A thesis completed as partial fulfillment for the MPH degree must be accepted by the Graduate School, becomes a single-authored publication and contributes to the body of knowledge in public health.

## **6.4 Examination Regulations and Format**

Each student will present the results of the APE project or thesis in a seminar open to the public. The student is responsible for the following activities in arranging for the final oral examination as outlined by the Graduate School in Chapter 2, section J. Final Examination. (<http://www.k-state.edu/grad/graduate-handbook/chapter2.html#Final%20Exam>). Briefly they are:

- Arrange the date and time with the major professor and members of the supervisory committee.
- Schedule for a suitable room in which to hold the seminar by consulting the person responsible for scheduling rooms in a given building.
- Obtain, complete, and submit an APPROVAL FOR FINAL EXAMINATION FORM from the Graduate School at least two weeks in advance of the seminar date. Supervisory committee signatures on this form indicate that all required materials are in suitable form to be reviewed prior to the oral examination. A faculty member's signature does not imply approval of the content of the written document.
- Deliver a copy of the written document to the members of the supervisory committee at least two weeks prior to the scheduled seminar.
- Arrange for announcements of the seminar and reserve the necessary computer equipment, such as a laptop and a data projector.

For all MPH degree candidates, the following regulations apply:

- Be enrolled in at least one credit hour the semester in which the final oral examination is taken.
- The final oral examination must be taken on the Manhattan campus with exceptions being given by the Dean of the Graduate School. If a member of the committee is participating via distance technology, they must be capable for simultaneous interaction between the student and all members of the supervisory committee.
- Failure in the final examination occurs if two or more members of a three- or four-member committee cast a negative vote. A second examination may be taken no sooner than two months or later than 15 months after the negative ballot is signed, unless an extension of the time limit is given by the Dean of the Graduate School. A third attempt to pass the final examination is not allowed.

## **6.5 *Electronic Submission of Thesis***

All copies of the final thesis or master's report must be submitted to the K-REx electronically. Style templates for the online submission are available online at <http://www.k-state.edu/grad/etdr/create/>. More information on the electronic submission can be found at <http://www.k-state.edu/grad/etdr>.

## **6.6 *Electronic Submission of Integrated Learning Experience Report and Portfolio Products***

A copy of the ILE report and oral presentation slides must be submitted to the MPH Program office along with the portfolio products prepared for the APE for inclusion in the MPH section of K-REx. The MPH section is an e-repository for all MPH reports. (<https://krex.k-state.edu/dspace/community-list>)

Traditional theses (from MPH students doing the “Thesis option”) that are uploaded to K-REx and reside in the “academic departments” can be cross-linked to the MPH repository. For the cross-link to happen the MPH Program office needs to receive the student’s name, title of thesis, and date.

## **SECTION 7: PROGRAM POLICIES--ACADEMIC PERFORMANCE**

### **7.1 Course Load**

The usual course load for a graduate student who is not receiving an assistantship is 9 graduate credit hours. The maximum course load for graduate students is 16 credit hours. Minimum and maximum course loads for students on graduate assistantships may be found in the [http://www.k-state.edu/grad/graduate\\_handbook/](http://www.k-state.edu/grad/graduate_handbook/) Chapter 1.FE. Graduate Assistants.

International students on F-1 and J-1 Visas must adhere to the U.S. Citizenship and Immigration Services (USCIS) regulations throughout their MPH coursework. USCIS regulations require that students be enrolled in a full course of study each semester. Enrollment in summer classes is not required unless the initial entry document (I-20 or DS-2019) indicates the student is beginning the program summer semester. When that occurs, they must be enrolled during the first summer semester.

Please note: USCIS regulations place limitations on the number of distance courses (online) that can be taken toward a full course of study. Information about this is available in the document, *Basic Immigration Information*. For more information and specific questions, contact the [International Student and Scholar Services](#) on campus.

### **7.2 Enrollment Process**

For course offerings, times, and location as well as additional enrollment information, such as tuition, fees, and payment schedules refer to the online Catalogs and courses (<http://courses.k-state.edu/courses/>). Enrollment can be completed via the KSU electronic system known as **KSIS**.

### **7.3 Grade Requirements**

Available online: <https://www.k-state.edu/grad/graduate-handbook/chapter2.html#Grade%20Requirements>

### **7.4 Courses Applied Toward Two Degrees**

#### **7.4.1 Graduate Credit**

- a. No graduate student may use credit from the same course in meeting the requirements for both an undergraduate and a graduate degree, except as described in the concurrent B.S./master/ graduate certificate programs approved by Graduate Council.
- b. Students who take two master's degrees may apply up to six hours of graduate credit from the first degree to the program of the second.
- c. Students who wish to earn a master's degree after earning a doctorate may apply a maximum of 10 credit hours of doctoral work from the first degree toward the master's degree.

#### **7.4.2 Credit from a College of Veterinary Medicine**

A maximum of 12 graduate credit hours or the equivalent may be granted to graduates of colleges that are accredited by the American Veterinary Medical Association (AVMA) Council on Education (COE) accreditation process for Colleges of Veterinary Medicine curriculum.



### 7.4.3 BS/MPH Degree

The BS/MPH degree option was approved by the university in the Spring of 2010. With the permission of the undergraduate advisor, students in the following majors are eligible to apply for the BS/MPH option:

- |                                      |                |                       |
|--------------------------------------|----------------|-----------------------|
| •Animal Sciences & Industry          | •Dietetics     | •Athletic Training    |
| •Food Science & Industry             | •Kinesiology   | •Nutritional Sciences |
| •Nutrition & Kinesiology dual degree | •Life Sciences | •Psychology           |
| •Biochemistry                        | •Microbiology  | •Nutrition and Health |
| •Biology                             |                |                       |

This option allows for up to 9 credit hours to be applied to both the BS and the MPH degree. In order to apply credits from the undergraduate major to the MPH degree requirements, the student must:

- Apply and meet the normal admission requirements listed on the MPH website (<http://www.k-state.edu/mphealth/about/bs.html>) and required for application to the Graduate School, including a 3.0 GPA in last 60 hours of course work.
- Meet the requirements required for the desired MPH emphasis area, i.e., have the prerequisites completed.
- If accepted, the student is provisionally admitted into the MPH Program and allowed to take graduate courses. The agreed upon courses (up to 9 hours) must be taken for graduate credit in courses numbered in the 600 and 700 sequences.
- Note that the student must be accepted before completing requirements for a BS degree
- Application for the BS/MPH option is generally made at the end of the junior year or early in the senior year.
- Enroll and complete the appropriate courses agreed upon by the undergraduate department and the MPH emphasis area with a grade of B or better for graduate credit.

Upon completion of the bachelor's degree, the student is then fully admitted to the Graduate School and the MPH program.

### 7.5 Transfer of Credit

See Graduate School requirements: <https://www.k-state.edu/grad/graduate-handbook/chapter2.html#Admission%20and%20General%20Requirements>

### 7.6 Grade Requirements

Students must maintain a cumulative GPA of 3.0 to stay in good standing in the program. A student must receive a grade of "C" or higher in order to receive graduate credit for a course.

### 7.7 Dismissal and Reinstatement

See Graduate School procedure: <https://www.k-state.edu/grad/graduate-handbook/chapter2.html#Dismissal%20and%20Reinstatement>

### 7.8 Change of Emphasis

Students wanting to change areas of emphasis within the MPH degree program should consult with the Director of the MPH Program as well as with the primary faculty of the department

responsible for the area of emphasis. Both emphasis areas involved must agree to the emphasis area change. If the POS has been submitted and approved by the Graduate School, a Program/Committee Change Form will need to be processed through the Graduate School.

## **7.9 *Withdrawal from Classes***

If it is necessary to withdraw from all courses during a semester, notify the Director of the MPH Program. The Director will then contact the Graduate School to process a Notice of Withdrawal. If the Notice of Withdrawal is not filed with the Office of Admissions and Records, the student's name may not be removed from the class roll. This will result in the reporting of failing grades for each of the courses in which the student was enrolled.

## **7.10 *Student Records***

The MPH Program office maintains a complete file of academic records for each student. Only items useful for preparing historical accounts will be kept in permanent archives. Each student has the right to inspect any of their own records, with the exception of confidential letters of recommendation, including official transcripts and any reports or evaluations of academic performance. Students on graduate assistantships have separate personnel files kept by the personnel representative in the department of employment.

A typical inventory of the record file consists of the following items:

- Application documents, including official transcripts, standardized test scores, financial affidavits for international students, the statement of objectives for graduate study, and letters of reference
- Unofficial transcripts of all work completed at KSU
- A signed copy of the Program of Study
- Memos and letters prepared on behalf of the student
- Other forms filed by the student, major advisor, or program director
- Notes of meetings with the student
- A signed copy of the APE Form and APE surveys (student and preceptor).
- Contact information for the student after graduation

## **SECTION 8: PROGRAM POLICIES--INTEGRITY AND SAFETY IN RESEARCH AND SCHOLARLY ACTIVITIES**

### ***8.1 The KSU Honor and Integrity System***

Graduate students are expected to abide by the KSU Honor Pledge System that states: *“On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.”*

The KSU Honor System presumes that all work, submitted as part of academic requirements, is the product of the student submitting it unless credit is given with proper citations, or as prescribed by the course instructor or major professor. More detailed information about the policy can be found on the Honor System web page at: <http://www.ksu.edu/honor>.

Several important principles of integrity in the conduct of research and scholarly activities are defined and supported by the faculty, staff, and students. The highest standards of professional integrity in research and scholarship are expected from everyone and the primary responsibility for adherence to these standards lies with the individual.

It is also the role of advisors, mentors, and the academic community at large to foster an environment that actively discourages improper practices and conduct. Further support of a creative work environment is based on a commitment to the values of respect, equality, and dignity for everyone regardless of personal differences.

### ***8.3 Misconduct in Research and Scholarly Activities***

The definition of misconduct in research and scholarly activities includes making up data or information and recording or reporting them (fabrication); manipulating research materials, equipment or processes, or changing or omitting data in a manner that the results are not accurately represented in the final report (falsification); and claiming or citing another person's work without giving appropriate credit (plagiarism). Misconduct may also occur with non-compliance to government regulations. Retaliation against a person who reports a violation of research or academic integrity is also considered a breach of conduct. Inadvertent, unintentional or honest errors in data collection or reporting as well as differences in opinion regarding the review or evaluation of data do not constitute misconduct.

### ***8.4 Research Compliance***

The University Research Compliance Office provides oversight of research with human subjects and animals, and monitors the protocols involving use of hazardous or potentially hazardous materials, including agents of biological origin, in research and teaching activities. The KSU Institutional Biosafety Committee (IBC) is responsible for oversight of all activities by faculty and students that involve research with microorganisms, recombinant DNA, or toxins of biological origin. In addition the Confidential/Sensitive Research Committee (CSRC) formulates and implements university wide policies regarding activities that involve collection of information that may be judged to be restricted, inadvisable, illegal, or contraindicated.

Committee members, operating procedures, and the application for such research may be found at the URCO website <http://www.k-state.edu/research/comply>.

## SECTION 9: STUDENT CONDUCT AND CONFLICT RESOLUTION

### **9.1 Graduate Student Rights and Responsibilities**

Available online at: <http://www.k-state.edu/grad/graduate-handbook/appendixa.html>

### **9.2 Graduate Student Grievance Procedures**

The **Graduate Handbook** contains general rules and procedures governing graduate education developed by the Graduate Council and is available online: <http://www.k-state.edu/grad/graduate-handbook/appendixa.html>

### **9.3 Public Health Code of Ethics**

Almost all organizations ascribe to a code of ethics dealing with their unique situations and industry. The Center for Disease Control and Prevention (CDC) defines public health ethics as: “a systematic process to clarify, prioritize and justify possible courses of public health action based on ethical principles, values and beliefs of stakeholders, and scientific and other information.”

The CDC’s Public Health Ethics are available online at: <https://www.cdc.gov/grants/applying/>

The American Public Health Association also has many Public Health Ethics available online: <https://www.apha.org/apha-communities/member-sections/ethics/resources>

## **SECTION 10: EMPLOYMENT-RELATED POLICIES**

### **10.1 Overview**

The MPH Program does not have any research or teaching assistantships to offer because of the interdisciplinary structure. Individual faculty and departments participating in the program have these opportunities for which MPH students may be eligible. An applicant interested in obtaining an assistantship should contact the Graduate Program Coordinator in the department responsible for the area of emphasis in the MPH Program. Application deadlines vary by department.

### **10.2 Outside Work for Pay**

An assistantship offered by an academic unit represents an obligation for the student to perform various duties of benefit to the unit as well as the student in return for the economic aid. It is assumed and expected that the responsibilities of the assistantship along with the usual course load for a graduate student would amount to a full work load. Thus, employment outside the university is discouraged. A discussion with the assistantship supervisor about how the obligations will be met should occur before taking outside work for pay.

A student on a 0.4 time appointment must be enrolled for a minimum of six (6) and not more than 12 graduate credit hours per semester. Individual departments may have a higher minimum requirement for the regular academic year. During the summer session, a student must be enrolled in a minimum of three (3) graduate credit hours while on an assistantship appointment. Only the Dean of the Graduate School in extenuating circumstances may grant exceptions to the enrollment requirements.

### **10.3 Use of University Facilities and Supplies**

Use of campus facilities and supplies by graduate students is usually determined at the department level. Most departments provide some services for all graduate students while enrolled in courses on campus, but office space and computer support is generally available only for students on graduate teaching or research assistantships.

The Graduate School has space, located on the third floor of Eisenhower Hall for use by any graduate student on campus <http://www.k-state.edu/grad/students/graduatestudentlife/thirdfloor/graduatestudentspace.html> .

### **10.4 Graduate Student Tuition and Fees**

For current information regarding graduate tuition and fees associated with enrolling in coursework for the MPH degree consult the appropriate site identified on the Graduate School homepage at <http://ksu.edu/grad>

### **10.5 Health Insurance for Graduate Students**

Information concerning GRA/GRA/GA health insurance is available on the Graduate School website: <http://www.k-state.edu/grad/admissions/application-process/insurance.html>

## **SECTION 11: K-STATE AND COMMUNITY RESOURCES**

### **11.1 University**

Kansas State University, founded in February 1863, is the first land-grant institution of higher education established under the Morrill Act signed into law by President Abraham Lincoln. Over its history K-State has become recognized internationally as a comprehensive student-friendly research-intensive university. It offers outstanding academic programs, research experiences and training for developing scholars, an enriching intellectual and cultural atmosphere for learning, and exciting sports events. For more information visit: <https://www.k-state.edu/about/stats-strengths/>

### **11.2 Graduate School**

The Graduate School is the administrative unit charged with oversight and coordination of all graduate programs at Kansas State University. The Graduate School operates under the leadership of Dean Dr. Carol Shanklin.

Kansas State University offers extensive resources for graduate study and research experience from a variety of funding sources, including federal, state, corporate, and private agencies. A descriptive listing of resources may be found on the Graduate School's website: <https://www.k-state.edu/grad/students/> Additionally, a different listing can be viewed at the Research and Sponsored Programs website <http://www.ksu.edu/research/>.

### **11.3 The Manhattan community**

The 668-acre campus of Kansas State University is located in the town of Manhattan, Kansas, in the heart of the picturesque Flint Hills region of the state. The Flint Hills are recognized for large areas of land that has never been cultivated and still contains one of the last large preserves of native tall grass prairie in the United States. Manhattan is home to about 49,000 permanent residents who are proud of their official nickname "The Little Apple" established in 1977. Access to Manhattan is via Highway 177 about 8 miles north of Interstate 70. Even though Manhattan is nestled in a rural setting, it has numerous shopping and entertainment opportunities.

## SECTION 12: APPENDIX

### 12.1 MPH Program Graduate Faculty

<b>Adams, A. Paige</b>	(Assistant Research Professor) BS 1990, DVM 1993, Texas A&M University; PhD 2004, Cornell University. (Graduate Faculty: Olathe School of Applies and Interdisciplinary Studies)
<b>Besenyi, Gina</b>	(Assistant Professor) BS 2003, MPH 2011, Kansas State University; PhD 2015, University of South Carolina. (Graduate Faculty Department: Kinesiology)
<b>Cernicchiaro, Natalia</b>	(Assistant Professor of Diagnostic Medicine and Pathobiology) BS 1994 and DVM 2003, University of Uruguay; MS 2006, University of Minnesota; PhD 2010, University of Guelph. (Graduate Faculty Department: Diagnostic Medicine and Pathobiology)
<b>Chengappa, M.M.</b>	(Head and Professor of Diagnostic Medicine/Pathobiology) BVSc 1970, MS 1973 University of Agricultural Science, India; PhD 1981, Michigan State University; Diplomate 1981, American College of Veterinary Microbiology. (Graduate Faculty Department: Pathobiology)
<b>Cohnstaedt, Lee W.</b>	(Research Entomologist, USDA, Agricultural Research Service) BA 2001, Clarks Honor College; PhD 2008, Yale University (Graduate Faculty Department: Entomology)
<b>Davis, A. Sally</b>	(Assistant Professor of Diagnostic Medicine/Pathobiology) BA 1992, Dartmouth College; DVM 2007, PhD 2014 North Carolina State University. (Graduate Faculty Department: Pathobiology)
<b>Dritz, Steve</b>	(Professor of Diagnostic Medicine and Pathobiology) BS 1986, South Dakota State University; DVM 1990, University of Minnesota; PhD 1995, Kansas State University. (Graduate Faculty Department: Pathobiology)
<b>Fleming, Sherry</b>	(Associate Professor of Biology) BS 1989, MS 1991, Kansas State University; PhD 1998 University of Colorado Health Sciences Center. (Graduate Faculty Department: Division of Biology)
<b>Ganta, Roman R.</b>	(Professor of Diagnostic Medicine/Pathobiology, Biochemistry, Entomology) BS 1978, MS 1980 Andhra University, India; PhD, All India Institute of Medical Sciences, New Delhi. (Graduate Faculty Department: Pathobiology)
<b>Gragg, Sara</b>	(Assistant Professor of Food Science) BS 2006, University of Nebraska at Lincoln; MS 2008, PhD 2012, Texas Tech University. (Graduate Faculty: Olathe School of Applies and Interdisciplinary Studies)

<b>Hanson, Jennifer A.</b>	(Assistant Professor of Hospitality Management and Dietetics) BS 1989, University of Minnesota; MS 2000, University of Nevada, Reno; PhD 2011, Kansas State University. (Graduate Faculty Department: Hospitality Management and Dietetics)
<b>Haub, Mark D.</b>	(Professor of Food, Nutrition, Dietetics and Health, Gerontology) BA 1992, Fort Hays State University; MS 1996, PhD 1998, University of Kansas. (Graduate Faculty Department: Food, Nutrition, Dietetics and Health)
<b>Heier Stamm, Jessica</b>	(Assistant Professor of Industrial and Manufacturing Systems Engineering) BS 2004, Kansas State University; PhD 2010, Georgia Institute of Technology. (Graduate Faculty Department: Industrial and Manufacturing Systems Engineering)
<b>Heinrich, Katie</b>	(Associate Professor of Kinesiology) BS 1999, Graceland University; MA 2001, Ph.D. 2004, University of Missouri-Kansas City. (Graduate Faculty Department: Kinesiology)
<b>Hsu, Wei Wen</b>	(Assistant Professor of Statistics) BB 1998, Tamkang University; MBA 2000, National Taipei University; PhD 2011 Michigan State University. (Graduate Faculty Department: Statistics)
<b>Jaberi-Douraki, Majid</b>	(Assistant Professor of Mathematics and the Institute of Computational Comparative Medicine) BS 2002, University of Isfahan, Iran; MS 2004, Amirkabir University of Technology, Iran; PhD 2009, University of Laval, Canada. (Graduate Faculty Department: Mathematics)
<b>Johannes, Elaine</b>	(Associate Professor and Extension Specialist in the School of Family Studies and Human Services) BS 1979, MS 1982, PhD 2003, Kansas State University. (Graduate Faculty Status: School of Family Studies and Human Services)
<b>Kastner, Justin</b>	(Associate Professor of Diagnostic Medicine and Pathobiology) BS 1998 Kansas State University; MSc 2000 London South Bank University, United Kingdom; PhD 2003 University of Guelph, Canada. (Graduate Faculty Department: Pathobiology)
<b>Kidd, Tanda</b>	(Associate Professor of Food, Nutrition, Dietetics and Health; Extension Specialist) BS 1997, MS 2002, PhD 2005, Kansas State University. (Graduate Faculty Department: Food, Nutrition, Dietetics and Health)
<b>KuKanich, Katherine</b>	(Associate Professor of Clinical Sciences) BS 1998, University of Notre Dame; DVM 2002 University of Minnesota; PhD 2008 University of Tennessee. (Graduate Faculty Department: Clinical Sciences)



<b>Larson, Robert</b>	(Professor of Clinical Sciences; Coleman Chair) BS 1985, DVM 1987, PhD 1992, Kansas State University. (Graduate Faculty Department: Clinical Sciences)
<b>Lin, Zhoumeng</b>	(Assistant Professor of Anatomy and Physiology) BMed 2009, Southern Medical University, Guangzhou, China; PhD 2013, The University of Georgia. (Graduate Faculty Department: Anatomy and Physiology)
<b>Lindshield, Brian</b>	(Associate Professor of Food, Nutrition, Dietetics and Health) BS 2003, Kansas State University; PhD 2008, University of Illinois at Urbana. (Graduate Faculty Department: Food, Nutrition, Dietetics and Health)
<b>Londono-Renteria, Berlin</b>	(Assistant Professor of Entomology) BS 1997, MS 2003, Universidad de Antioquia (Columbia); PhD 2009, Tulane University. (Graduate Faculty Department: Entomology)
<b>Lowery, Ellen</b>	(Professor of Practice) BS 1984, DVM 1988, PhD 1994, Kansas State University; MBA 2012, University of Kansas. (Graduate Faculty Department: Pathobiology)
<b>Mailey, Emily</b>	(Assistant Professor of Kinesiology) BA 2005, St. Olaf College; MS 2007, Ball State University; PhD 2012, University of Illinois at Urbana. (Graduate Faculty Department: Kinesiology)
<b>McElroy, Mary</b>	(Professor of Kinesiology; Ancillary, Human Nutrition; Women's Studies) BA 1974, Queens College, New York; MA 1975, Ohio State University; PhD 1978, University of Maryland. (Graduate Faculty Department: Kinesiology)
<b>Montelone, Beth A.</b>	(Associate Dean of Arts and Sciences and Professor of Biology) BS 1976, Rensselaer Polytechnic Institute; MS 1978, PhD 1982, University of Rochester. (Graduate Faculty Department: Biology)
<b>Moore, Susan</b>	(Clinical Assistant Professor, Director, Rabies Lab) BS 1981, MS 2005, PhD 2015, Kansas State University. (Graduate Faculty Department: Pathobiology)
<b>Mosier, Derek A.</b>	(Professor of Diagnostic Medicine/Pathobiology) DVM 1978, Kansas State University; PhD 1985, Oklahoma State University; Diplomate 1986, American College of Veterinary Pathologist. (Graduate Faculty Department: Pathobiology)
<b>Mulcahy, Ellyn</b>	(Associate Professor of Diagnostic Medicine/Pathobiology) MPH 2006, University of Kansas Medical Center; PhD 2002, Creighton University; BS 1996, University College Cork, Ireland. (Graduate Faculty Department: Pathobiology)

<b>Muturi, Nancy</b>	(Associate Professor and Director of Graduate Studies and Research, A.Q. Miller School of Journalism and Mass Communications) BA 1989, MA 1994, University of Nairobi; MA 1996, PhD 2002, University of Iowa. (Graduate Faculty Department: Journalism and Mass Communications)
<b>Nagaraja, T.G.</b>	(Professor of Diagnostic Medicine/Pathobiology) BVSc.1970 University of Agricultural Sciences, Bangalore, India; MVSc. University of Agricultural Sciences, Bangalore, India; PhD 1979 Kansas State University. (Graduate Faculty Department: Pathobiology)
<b>Nayduch, Dana</b>	(Research Molecular Biologist, USDA, Agricultural Research Service) BS Rutgers University; PhD 2008, Clemson University (Graduate Faculty Department: Entomology)
<b>Nguyen, Annelise</b>	(Associate Professor of Diagnostic Medicine/Pathobiology) BS 1996, Ph.D. 2001, Texas A&M University; Postdoc 2001-2004, MBA 2007, Kansas State University. (Graduate Faculty Department: Pathobiology)
<b>Nutsch, Abbey</b>	(Assistant Professor of Animal Sciences and Food Science Institute) BS 1994, Ph.D. 1998 Kansas State University. (Graduate Faculty Department: Animal Sciences and Industry)
<b>Nwadike, Londa</b>	(Assistant Professor and Extension Food Specialist, Olathe Campus) BS 2000, South Dakota State University, MS Kansas State University, Ph.D., University of Iowa. (Graduate Faculty Department: Food Science)
<b>Phebus, Randall K.</b>	(Professor of Animal Sciences and Industry; Food Science) BS 1985, MS 1988, PhD 1992, University of Tennessee. (Graduate Faculty Department: Animal Sciences and Industry)
<b>Pohlman, Lisa</b>	(Associate Professor of Diagnostic Medicine/Pathobiology) BS 1999, DVM 2001, University of Guelph. (Graduate Faculty Department: Diagnostic Medicine/Pathobiology)
<b>Procter, Sandra</b>	(Assistant Professor of Food, Nutrition, Dietetics and Health; Maternal and Child Nutrition) BS 1977, MS 1991, PhD 2006, Kansas State University. (Graduate Faculty Department: Food, Nutrition, Dietetics and Health)
<b>Raghavan, Ram</b>	(Research Assistant Professor of Diagnostic Medicine/Pathobiology and Kansas State Veterinary Diagnostic Laboratory) BS 1998, College of Agriculture, Pune, India; PG Diploma 1999, The University of Queensland, Australia; MS 2005, PhD 2001, Kansas State University. (Graduate Faculty Department: Pathobiology)

<b>Reif, Kathryn</b>	(Assistant Professor of Diagnostic Medicine/Pathobiology) BA 2004, Ohio Wesleyan University; M.S.PH 2005, Tulane University; PhD 2009, Louisiana State University. (Graduate Faculty Department: Pathobiology)
<b>Renberg, Walter</b>	(Professor of Clinical Sciences) BS 1988, DVM 1992, Oklahoma State University; MS 1997 Virginia Polytechnic Institute and State University. (Graduate Faculty Department: Clinical Sciences)
<b>Renter, David G.</b>	(Professor of Diagnostic Medicine/Pathobiology) BS 1994, University of Nebraska-Kearney; DVM 1998, PhD 2002, Kansas State University. (Graduate Faculty Department: Pathobiology)
<b>Rosenkranz, Richard</b>	(Associate Professor in Food, Nutrition, Dietetics and Health) BA 1993, University of Kansas; MA 1996, University of North Dakota; MS 2001, PhD 2008, Kansas State University. (Graduate Faculty Department: Food, Nutrition, Dietetics and Health)
<b>Rosenkranz, Sara</b>	(Assistant Professor in Food, Nutrition, Dietetics and Health) BA 1993, University of Kansas; MS 2001, PhD 2010, Kansas State University. (Graduate Faculty Department: Food, Nutrition, Dietetics and Health)
<b>Sanderson, Michael W.</b>	(Professor of Diagnostic Medicine/Pathobiology) BS 1985, DVM 1998, Colorado State University; MS VS 1995, Washington State University. (Graduate Faculty Department: Pathobiology)
<b>Syme, Maggie</b>	(Assistant Professor in the Center on Aging) BA 2002, Whitworth College; MA 2004, Gonzaga University; MPH 2012, San Diego State University; PhD 2009, University of Kansas. (Graduate Faculty Department: Family Studies and Human Services)
<b>Trinetta, Valentina</b>	(Assistant Professor of Animal Sciences and Food Science Institute) BS 2005, University of Pisa, Italy; MS 2006, University of Naples, Italy; Ph.D. 2009 University of Milan, Italy. (Graduate Faculty Department: Animal Sciences and Industry)
<b>Vanlandingham, Dana</b>	(Research Assistant Professor of Diagnostic Medicine and Pathobiology) BS 1993, MS 1999 Colorado State University; PhD 2006 Liverpool School of Tropical Medicine, UK. (Graduate Faculty Department: Pathobiology)
<b>Volkova, Victoriya</b>	(Assistant Professor of Diagnostic Medicine and Pathobiology) DVM 1996, Kharkov Zooveterinary Institute, Ukraine; Ph.D. 2007, Mississippi State University. (Graduate Faculty Department: Pathobiology)
<b>Wang, Weiqun (George)</b>	(Professor of Food, Nutrition, Dietetics and Health) BS 1983, PhD 1990 Nanjing University; Post-doc 1992, University of Hawaii. (Graduate Faculty Department: Food, Nutrition, Dietetics and Health)

- Wiles, Bradford** (Assistant Professor and Extension Specialist in the School of Family Studies and Human Services) BS 1997, Indiana University; MS 2008, PhD 2013, Virginia Polytechnic Institute and State University. (Graduate Faculty Department: School of Family Studies and Human Services)
- Yelland, Erin** (Assistant Professor and Extension Specialist in the School of Family Studies and Human Services) BS 2010, Purdue University; MS 2012, PhD 2015, University of Kentucky. (Graduate Faculty Department: School of Family Studies and Human Services.
- Zurek, Ludek** (Professor of Medical and Veterinary Entomology) BS, MS 1987, Mendel Agricultural University, Czechoslovakia; PhD 1998, University of Alberta, Canada. (Graduate Faculty Department: Entomology)

## 12.2 Public Health Core Courses, Foundational Objectives, and Foundational Competencies

### 12.2 1 Public Health Core Courses Required for Each MPH and Certificate Student

Area	Required Course
<b>Biostatistics</b>	MPH 701 – Fundamental Methods of Biostatistics (3 hrs)
<b>Environmental Health</b>	MPH 802 – Environmental Health (3 hrs)
<b>Epidemiology</b>	MPH 754 – Introduction to Epidemiology (3 hrs) <b>OR</b> MPH 708 – Veterinary Epidemiology (2 hrs) <b>AND</b> MPH 854 – Intermediate Epidemiology (3 hrs)
<b>Health Services Administration</b>	MPH 720 – Administration of Health Care Organizations (3 hrs)
<b>Social and Behavioral Sciences</b>	MPH 818 – Social and Behavioral Bases of Public Health
<b>Applied Practice Experience</b>	MPH 840 – Public Health Field Experience (6 hrs no thesis) (3 hrs with 6 thesis research hrs)

#### Required course for Biostatistics

MPH 701	Fundamental Methods of Biostatistics (3 hrs) Offered: Fall and Spring <i>Description: A course emphasizing concepts and practice of statistical data analysis for the health sciences. Basic techniques of descriptive and inferential statistical methods applied to health related surveys and designed experiments. Populations and samples, parameters and statistics; sampling distributions for hypothesis testing and confidence intervals for means and proportions involving one sample, paired samples and multiple independent samples; odds ratios, risk ratios, simple linear regression. Use of statistical software to facilitate the collection, manipulation, analysis and interpretation of health related data.</i>
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#### Required course for Environmental Health

MPH 802	Environmental Health (3 hrs) Offered: Spring <i>Description: This course provides a broad overview of some of the most important and current challenges to human health from the environment as well as teaching the basic concepts and skills to assess, control, and prevent these challenges in environmental health.</i>
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#### Required course for Epidemiology

MPH 754	Introduction to Epidemiology (3 hrs) Offered: Spring <i>Description: The purpose of this course is to introduce students to the basic principles and methods of epidemiology in order to recognize and understand how disease affects populations (and the associated implications for individuals). This course will prepare students to use epidemiologic methods to solve current and future challenges to diagnose, treat, prevent, and control disease during their professional training and throughout their career.</i>
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#### OR the following two courses may be taken in place of MPH 754

Both Courses	MPH 708 Veterinary Epidemiology (2 hrs) Offered: Spring <i>Description: Introduction to the principles and methods of veterinary epidemiology: emphasizing how diseases affect populations (and associated implications for individuals), and application to disease diagnosis, treatment, prevention, and control.</i>
	MPH 854 Intermediate Epidemiology (3 hrs) Offered: Spring <i>Description: Epidemiologic principles of disease with a focus on measures of disease occurrence, association and impact, determinants of disease diagnostic test evaluation, study design and critical literature evaluation.</i>

Required course for Health Services Administration	
MPH 720	<p>Administration of Health Care Organizations (3 hrs) Offered: Spring and Summer</p> <p><i>Description: Comprehensive review of current health care institutions and their response to the economic, social/ethical, political/legal, technological, and ecological environments.</i></p>
Required course for Social and Behavioral Sciences	
MPH 818	<p>Social and Behavioral Bases of Public Health (3 hrs) Offered: Spring</p> <p><i>Description: The role of behavioral, social, psychological, economic, environmental, and social structural factors in both the occurrence of health problems in groups and populations, and in the development of the risk factors that contribute to these problems. Principles of health behavior change and the application of these principles to a variety of health issues as well as an emphasis on how social structural factors impact health are examined to better understand health behavior and health inequities in contemporary society.</i></p>
Required Public Health Practice	
MPH 840	<p>Non-thesis Option: 6 hrs requirement (240 hrs) Applied Practice Experience and Integrated Learning Experience or Thesis Option: 3 hrs requirement (180 hrs) with APE Report Offered: Fall, Spring and Summer</p> <p><i>Description: All MPH degree candidates are required to complete an <b>Applied Practice Experience (APE)</b> at an off-campus, non-academic, public health practice organization. Typically the APE is completed at the end of the coursework for the MPH so that the student may apply the knowledge gained from their graduate courses. The purposes of the APE are to:</i></p> <ul style="list-style-type: none"> <li>• Provide a bridge between professional academic preparation and public health practice;</li> <li>• Allow the student to apply the knowledge, attitudes, and skills learned in the core public health courses and the area of emphasis courses in an agency setting under the supervision and guidance of a mentor-preceptor who has significant public health training and/or experience.</li> </ul> <p><b>The Integrated Learning Experience (ILE)</b> requirement is a high quality written document about a project carried out for a non-academic public health entity, plus a public presentation, along with the oral exam. It is completed at the end of all coursework <b>and</b> completion of the APE.</p> <p><b>Before enrollment in MPH 840 the following must be met:</b></p> <ul style="list-style-type: none"> <li>• A completed and signed Program of Study.</li> <li>• A completed and signed APE form.</li> <li>• Attendance at the MPH 840 Presentation and Report meeting(s) before or during the semester in which the APE is completed.</li> </ul> <p><b>To receive credit for MPH 840 the following must be met:</b></p> <ul style="list-style-type: none"> <li>• Each student should document and address how five of the 22 MPH Foundational Competencies were attained and utilized during the APE and provide at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.). The portfolio products should address the selected competencies. One product does not have to satisfy all chosen competencies, but all products together must satisfy all five competencies.</li> <li>• One of chosen competencies must be #21. Perform effectively on interprofessional teams.</li> <li>• Evaluations: The student must ensure two surveys are completed, one by the MPH student and one by the APE mentor/preceptor.</li> <li>• APE Report: The report documents the portfolio products prepared during the APE along with a short discussion of how competencies were utilized. The products need to address at least one or more of the chosen Foundational Competencies.</li> <li>• ILE Report: The ILE requires a high quality written document about project(s) carried out in a non-academic setting and oral exam (which includes the oral presentation). A thesis completed as partial fulfillment for the MPH degree becomes the ILE report.</li> </ul>

- *ILE Report required documentation of competencies:*
  - ***Student Attainment of MPH Foundational Competencies:*** *Each student should document and address the appropriate MPH Foundational Competencies for their project(s). Explain how they were attained and utilized during the culminating experience. This explanation should be in the ILE written and oral presentation.*
  - ***Student Attainment of MPH Emphasis Area Competencies:*** *Each student also must document and address how all of their specific emphasis area competencies were attained and utilized during the culminating experience. Each emphasis area has five competencies that should be addressed. This explanation should be in the ILE report and oral presentation.*

For a complete listing of classes check the current online course catalog at:  
<http://courses.k-state.edu/>

On-line course available in a distance format through K-State's Global Campus at 785-532-5566 for enrollment information or go to the website at: <http://global.k-state.edu/>

## 12.2 2 Public Health Foundational Objectives

		Objective Taught In				
	12 Public Health Foundational Objectives	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
1	Explain public health history, philosophy and values		x	x		x
2	Identify the core functions of public health and the 10 Essential Services		x			
3	Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	x	x	x		
4	List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program		x	x		
5	Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	x	x	x		
6	Explain the critical importance of evidence in advancing public health knowledge	x	x	x		
7	Explain effects of environmental factors on a population's health	x			x	
8	Explain biological and genetic factors that affect a population's health			x	x	
9	Explain behavioral and psychological factors that affect a population's health	x	x			x
10	Explain the social, political and economic determinants of health and how they contribute to population health and health inequities		x			x
11	Explain how globalization affects global burdens of disease			x	x	
12	Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)				x	x



## 12.2 3 Public Health Foundational Competencies

	22 Public Health Foundational Competencies	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
	<b>Evidence-based Approaches to Public Health</b>					
1	Apply epidemiological methods to the breadth of settings and situations in public health practice	x		x		
2	Select quantitative and qualitative data collection methods appropriate for a given public health context	x	x	x		
3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4	Interpret results of data analysis for public health research, policy or practice	x		x		
	<b>Public Health and Health Care Systems</b>					
5	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		x			
6	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					x
	<b>Planning and Management to Promote Health</b>					
7	Assess population needs, assets and capacities that affect communities' health		x		x	
8	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					x
9	Design a population-based policy, program, project or intervention			x		
10	Explain basic principles and tools of budget and resource management		x	x		
11	Select methods to evaluate public health programs	x	x	x		
	<b>Policy in Public Health</b>					
12	Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		x	x	x	
13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		x		x	x
14	Advocate for political, social or economic policies and programs that will improve health in diverse populations		x			x
15	Evaluate policies for their impact on public health and health equity		x		x	

	<b>22 Public Health Foundational Competencies</b>	<b>MPH 701</b>	<b>MPH 720</b>	<b>MPH 754</b>	<b>MPH 802</b>	<b>MPH 818</b>
	<b>Leadership</b>					
16	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		x			x
17	Apply negotiation and mediation skills to address organizational or community challenges		x			
	<b>Communication</b>					
18	Select communication strategies for different audiences and sectors	DMP 815 or FNDH 880 or KIN 796				
19	Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815 or FNDH 880 or KIN 796				
20	Describe the importance of cultural competence in communicating public health content		x			x
	<b>Interprofessional Practice</b>					
21	Perform effectively on interprofessional teams		x			x
	<b>Systems Thinking</b>					
22	Apply systems thinking tools to a public health issue			x	x	

Note: Each student should document and address how five of the 22 MPH Foundational Competencies were attained and utilized during the applied practice experience (APE) and provide at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.). The portfolio products should address the selected competencies. One product does not have to satisfy all five of your chosen competencies, but all of the products together must satisfy all five competencies.

*One of chosen competencies must be #21. Perform effectively on interprofessional teams.*

The explanation about the chosen competencies should also be in the integrated learning experience (ILE) report and presentation. These competencies are acquired from the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

## 12.4 Food Safety and Biosecurity Emphasis Competencies and Courses

### 12.4.1 Food Safety and Biosecurity emphasis area competencies

<b>FSB Emphasis Area Competency</b>		<b>Description of Competency</b>	<b>Required Course</b>
1	<b>Food safety and biosecurity</b>	Evaluate solutions appropriate for different food safety, biosecurity, and defense issues in the food production continuum.	FDSCI 730 and FDSCI 731
2	<b>Threats to the food system</b>	Examine specific threats to the food system and scientifically investigate how each can be prevented, controlled, and/or mitigated in the food production system.	FDSCI 730 and FDSCI 731
3	<b>Food safety laws and regulations</b>	Differentiate key U.S food safety regulatory bodies and their unique legislative authorities, missions, and jurisdictions.	DMP 816
4	<b>Food safety policy and the global food system</b>	Analyze and distinguish how food safety and governmental biosecurity policies, globalization, and international trade cooperation influence public health.	DMP 888
5	<b>Multidisciplinary leadership</b>	Contrast the food safety/ biosecurity technical needs of different stakeholders and make judgements as to the appropriate methods of collaboration.	DMP 815

In addition to the core courses (15 or 17 hours) and APE (6 hours) or thesis research and APE (9 hours), students must complete credit hours from the Food Safety and Biosecurity emphasis area as outlined below to fulfill the 42 credit hour requirement for the MPH degree.

Substitutions may be approved by the major professor, supervisory committee, and the MPH Program director.

**Prerequisite courses.** Students without an undergraduate degree in food science or closely related field may be required to complete undergraduate prerequisite courses before being allowed to take emphasis area courses. Prerequisite courses may include: biochemistry; organic chemistry; an introductory course in microbiology; a course in botany, zoology, or biology; mathematics courses (college algebra, calculus, and statistics); and a course in physics.

### 12.4.2 Required and Elective Courses

Requirements and Credit Hours Needed		Select from these Courses	
Required courses	10 hours	DMP 815	Multidisciplinary Thought & Presentation (3 hrs)
		DMP 816	Trade & Agricultural Health (2 hrs) (online)
		DMP 888	Globalization, Cooperation, and the Food Trade (1 hr) (online)
		FDSCI 730	Multidisciplinary Overview of Food Safety and Security (2 hrs)
		FDSCI 731	Food Protection and Defense – Essential Concepts (2 hrs)
Elective courses	11 Hours	AAI 801	Interdisciplinary Process (online Manhattan; face-to-face Olathe) (3 hrs)
		DMP 710	Introduction to One Health (2 hrs) (online)
		DMP 806	Environmental Toxicology (2 hrs)
		DMP 844	Global Health Issues (3 hrs) (online + May Intersession)
		DMP 855	Disease Detection, Surveillance, and Risk Assessment (3 hrs)
		DMP 880	Problems in Pathobiology
		FDSCI 600	Microbiology of Food (2 hrs) (online version of FDSCI 607)
		FDSCI 601	Food Microbiology Lab (2 hrs)
		FDSCI 690	Principles of HACCP and HARPC (3 hrs) (online + in class)
		FDSCI 695	Quality Assurance of Food Products (3 hrs) (online + in class)
		FDSCI 750	Food Toxicants (2 hrs) (online)
		FDSCI 751	Food Laws and the Regulatory Process (2 hrs)
		FDSCI 753	Risk Assessment for Food, Ag & Vet Med (3 hrs)
		FDSCI 791	Advanced Applications of HACCP Principles (3 hrs) (odd years)
		FDSCI 820	Advanced Food Microbiology & Biotechnology (2 hrs) (online summer odd yrs)
		MC 750	Strategic Health Communication (3 hrs) (alternate years)
		MC 760	Communication and Risk (3 hrs) (alternate years)
		STAT 705	Regression and Analysis of Variance (3 hrs) (in class)

*Plus any graduate course approved by the graduate committee and the program director.*

### 12.4.3 Applied Practice Experience or APE and Master's Thesis

Students will complete 6 credit hours appropriate for either an applied practice experience or MS thesis and 3 credit hours for the APE.

- MPH 840 Public Health Field Experience (3-6)
- FDSCI 899 Master's Research/Thesis (6)

## 12.5 Infectious Diseases and Zoonoses Emphasis Competencies and Courses

### 12.5.1 Infectious Diseases and Zoonoses emphasis area competencies

<b>IDZ Emphasis Area Competency</b>	<b>Description of Competency</b>	<b>Required Course</b>
<b>Pathogens/pathogenic mechanisms</b>	Evaluate modes of disease causation of infectious agents.	BIOL 530 <b>OR</b> DMP 812
<b>Host response to pathogens/immunology</b>	Investigate the host immune response to infection.	BIOL 670 <b>OR</b> DMP 705
<b>Environmental/ecological influences</b>	Examine the influence of environmental and ecological forces on infectious diseases.	DMP 710
<b>Disease surveillance</b>	Analyze disease risk factors and select appropriate surveillance.	DMP 710
<b>Disease vectors</b>	Investigate the role of vectors, toxic plants and other toxins in infectious diseases.	DMP 710

In addition to the core courses (15 or 17 hours) and APE (6 hours) or thesis research and APE (9 hours), students must complete credit hours from the Infectious Diseases and Zoonoses emphasis area as outlined below to fulfill the 42 credit hour requirement for the MPH degree. Substitutions may be approved by the major professor, supervisory committee, and the MPH Program director.

Note: Up to 12 credit hours may be applied to the MPH degree requirements for current KSU-CVM students and graduates of colleges with an AVMA Council on Education accredited College of Veterinary Medicine curriculum. The elective credits hours may be transferred from public health and infectious disease related courses taken during the veterinary curriculum. Transferrable elective credit hours will be determined by the student's supervisory committee on a case-by-case basis.

### 12.5.2 Required and Elective Courses

**Prerequisite courses:** Some courses listed may require prerequisites before being allowed to enroll in the course.

Requirements and Credit Hours			
Required courses 12 hours	BIOL 530 DMP 812	Pathogenic Microbiology (3 hrs) <b>OR</b> Veterinary Bacteriology and Mycology (4 hrs)	
	BIOL 670 DMP 705	Immunology 4 hrs) <b>OR</b> Principles of Veterinary Immunology (3 hrs)	
	DMP 710	Introduction to One Health (2 hrs)	
	DMP 815	Multidisciplinary Thought and Presentation (3 hrs)	
Elective Courses 9 hours			
AAI 801	Interdisciplinary Process (3 hrs)	DMP 854	Intermediate Epidemiology (3 hrs)
ASI 540	Principles of Animal Disease Control (3 hrs)	DMP 855	Disease Detection, Surveillance and Risk Assessment (3 hrs)
BIOL 529	Fundamentals of Ecology (3 hrs)	DMP 860	Pathogenic Mechanisms (3 hrs) (alternate years)

BIOL 545	Human Parasitology( 3 hrs)	DMP 871	Molecular Diagnostics of Infectious Diseases (3 hrs)
BIOL 546	Human Parasitology Lab (1 hrs)	DMP 880	Problems in Pathobiology (1-6 hrs)
BIOL 604	Biology of Fungi (3 hrs)	DMP 888	Globalization, Cooperation & the Food Trade (1 hrs) (online)
BIOL 671	Immunology Lab (2 hrs)	DMP 954	Advanced Epidemiology (4 hrs)
BIOL 675	Genetics of Microorganisms (3 hrs)	ENTOM 849	Biology of Disease Vectors (3 hrs)
BIOL 687	Microbial Ecology (3 hrs)	FDSCI 690	Principles of HACCP (2 hrs) (online)
BIOL 730	General Virology (3 hrs)	FDSCI 730	Overview of Food Safety and Security (2 hrs)
DMP 718	Veterinary Parasitology (4 hrs) (DVM only)	FDSCI 731	Food Protection and Defense - Essential Concepts (2 hrs) (online)
DMP 753	Veterinary Public Health (2 hrs) (DVM only)	GEOG 508	Geographic Information Systems I (4 hrs)
DMP 770	Emerging Diseases (3 hrs) (intersession)	GEOG 608	Geographic Information Systems II (3 hrs) (prerequisite GEOG 508)
DMP 801	Toxicology (2 hrs)	MC 750	Strategic Health Communication (alternate years) (3 hrs)
DMP 806	Environmental Toxicology (2 hrs)	MC 760	Communication and Risk (3 hrs) (alternate years)
DMP 816	Trade & Agricultural Health (2 hrs) (online)	STAT 705	Regression and Analysis of Variance (3 hrs)
DMP 822	Veterinary Virology (3)	STAT 716	Non-parametric Statistics (3 hrs)
DMP 830	Quantitative Analysis (3)	STAT 717	Categorical Data Analysis (3 hrs)
DMP 844	Global Health Issues (3 hrs) (online)	STAT 720	Design of Experiments (3 hrs)
DMP 850	Domestic Animal Immunology (3 hrs)	STAT 730	Multivariate Statistics Methods (3 hrs)
<i>Plus any graduate course approved by the graduate committee and the program director.</i>			

### 12.5.3 Applied Practice Experience or APE and master's thesis

Students will complete 6 credit hours appropriate for either an applied practice experience or MS thesis and 3 credit hours for the APE.

- MPH 840: Public Health Field Experience (3-6)
- DMP 899: MS Research (Pathobiology) (6)

## 12.6 Public Health Nutrition area of emphasis competencies and courses

### 12.6.1 Public Health Nutrition emphasis area competencies

<b>PHN Emphasis Area Competency</b>		<b>Description of Competency</b>	<b>Required Course</b>
1	<b>Information literacy of public health nutrition</b>	Examine the acquisition of public health nutrition knowledge and skills, and evaluate how to select information efficiently and effectively for public health practice.	FNDH 820 and FNDH 844
2	<b>Compare and relate research into practice</b>	Examine chronic disease surveillance, policy, program planning and evaluation, and program management.	FNDH 600 and FNDH 820
3	<b>Population-based health administration</b>	Develop and examine the administration of population-based food, nutrition and health services.	FNDH 600
4	<b>Analysis of human nutrition principles</b>	Examine epidemiological concepts of human nutrition in order to improve population health and reduce disease risk.	FNDH 600
5	<b>Analysis of nutrition epidemiology</b>	Critique nutritional epidemiological research design methods.	FNDH 844

In addition to the core courses (15 or 17 hours) and APE (6 hours) or thesis research and APE (9 hours), students must complete credit hours from the Public Health Nutrition emphasis area as outlined below to fulfill the 42 credit hour requirement for the MPH degree. Substitutions may be approved by the major professor, supervisory committee, and the MPH Program director.

**Prerequisite courses.** Students without an undergraduate degree in nutrition or dietetics or graduate work in nutrition need an understanding of human nutrition similar to that which is taught in: FNDH 400 Human Nutrition and FNDH 450 Nutritional Assessment. These courses or the equivalent must be completed before the student is approved for full admission status in the program.

### 12.6.2 Required and elective courses

Requirements and Credit Hours			
Required courses 10 hours	FNDH 600	Public Health Nutrition (3 hrs) (may substitute elective if already taken)	
	FNDH 844	Nutritional Epidemiology (3 hrs)	
	FNDH 820	Functional Foods for Chronic Disease Prevention (3 hrs)	
	FNDH 880	Graduate Seminar in Human Nutrition (1 hr)	
Elective Courses 11 hours			
AAI 801	Interdisciplinary Process (online Manhattan; face-to-face Olathe) (3 hrs)	FSHS 714	Program Design, Evaluation, and Implementation (3 hrs)
FNDH 620	Nutrient Metabolism (3 hrs)	KIN 610	Program Planning and Evaluation (3 hrs)

FNDH 631	Clinical Nutrition I (3 hrs)	KIN 805	Physical Activity and Human Behavior (3 hrs)
FNDH 632	Clinical Nutrition II (3 hrs)	MC 750	Strategic Health Communication (3 hrs) (alt years)
FNDH 635	Nutrition and Exercise (3 hrs)	MC 760	Communication and Risk (3 hrs) (alternate years)
FNDH 700	Global Health and Nutrition (3 hrs)	PSYCH 518	Introduction to Health Psychology (3 hrs)
FNDH 718	Physical Health and Aging (3 hrs)	SOCIO 541	Wealth, Power and Privilege (3 hrs)
FNDH 726	Nutrition and Wellness (3 hrs)	SOCIO 570	Race and Ethnic Relations in the USA (3 hrs)
FNDH 735	Advanced Energy Balance (3 hrs)	STAT 705	Regression and Analysis of Variance (3 hrs)
FNDH 780	Problems in Nutrition (variable)	STAT 710	Sample Survey Methods (3 hrs)
FNDH 782	Topics in Human Nutrition (3 hrs)	STAT 713	Applied Linear Stat Models (3 hrs) (same as STAT 705 only more mathematical)
FNDH 800	Nutrition Education and Communication (3 hrs)	STAT 716	Non-parametric Statistics (3 hrs)
FNDH 810	Advanced Macronutrient Metabolism (5 hrs)	STAT 717	Categorical Data Analysis (3 hrs)
FNDH 812	Advanced Micronutrient Metabolism (3 hrs)	STAT 720	Design Experiments (3 hrs)
FNDH 841	Consumer Response Evaluation (3 hrs)	STAT 725	Intro to SAS Computing (1 hr)
FNDH 862	Maternal and Child Nutrition (3 hrs) (GP Prog	STAT 730	Multivariate Statistical Methods (3 hrs)
FNDH 891	Environmental Scanning and Analysis of Current Issues in Dietetics (3 hrs)	<i>Plus any graduate course approved by the graduate committee and the program director.</i>	

### 12.5.3 Applied Practice Experience or APE and master's thesis

Students will complete 6 credit hours appropriate for either an applied practice experience or MS thesis and 3 credit hours for the APE.

- MPH 840 Public Health Field Experience (3-6)
- HN 899 Master's Thesis (6)



## 12.7 Public Health Physical Activity Emphasis Competencies and Courses

### 12.7.1 Public Health Physical Activity emphasis area competencies

<b>PHPA Emphasis Area Competency</b>	<b>Description of Competency</b>	<b>Required Course</b>
<b>Population health</b>	Examine and evaluate evidence-based knowledge of the relationship between physical activity and population health.	KIN 612
<b>Social, behavioral and environmental influences</b>	Investigate social, behavioral and environmental factors that contribute to participation in physical activity.	KIN 610 and KIN 805
<b>Theory application</b>	Examine and select social and behavioral theories and frameworks for physical activity programs in community settings.	KIN 610 and KIN 805
<b>Creating and evaluating interventions</b>	Develop and evaluate physical activity interventions in diverse community settings.	KIN 610 and KIN 805
<b>Support evidence-based practice</b>	Support public health officials and other community partners in the promotion of physical activity with evidence-based practices.	KIN 612

In addition to the core courses (15 or 17 hours) and APE (6 hours) or thesis research and APE (9 hours), students must complete credit hours from the Public Health Nutrition emphasis area as outlined below to fulfill the 42 credit hour requirement for the MPH degree. Substitutions may be approved by the major professor, supervisory committee, and the MPH Program director.

### 12.7.2 Required and Elective Courses

Requirements and Credit Hours			
Required courses 10 hours	KIN 610	Program Planning and Evaluation (3 hrs)	
	KIN 612	Policy, Built Environment and Physical Activity (3 hrs)	
	KIN 796	Graduate Seminar in Kinesiology (1 hr)	
	KIN 805	Physical Activity and Human Behavior (3 hrs)	
Elective Courses 11 hours			
AAI 801	Interdisciplinary Process (online Manhattan; face-to-face Olathe) (3 hrs)	KIN 852	Topics in the Behavioral Basis of Kinesiology (1-3 hrs) (Students without undergraduate class in behavior science will be required to take this class.)
FNDH 600	Public Health Nutrition (3 hrs)	KIN 896	Independent Study (instructor permission) (1-3 hrs)
FNDH 844	Nutritional Epidemiology (3 hrs)	MC 750	Strategic Health Communication (3 hrs)
KIN 600	Interpersonal Aspects of Physical Activity (3 hrs)	SOCIO 541	Wealth, Power and Privilege (3 hrs)
KIN 602	Social Structural Determinants of Physical Activity (3 hrs)	SOCIO 545	Sociology of Women (3 hrs)

KIN 606	Topics in the Behavioral Basis of Kinesiology (1-3 hrs)	SOCIO 570	Race and Ethnic Relations in the United States (3 hrs)
KIN 614	Physical Activity Behavior Settings: Youth Sport to Senior Centers (3 hrs)	STAT 705	Regression and Analysis of Variance (3 hrs)
KIN 625	Exercise Testing and Prescription (3 hrs)	STAT 710	Sample Survey Methods (3 hrs)
KIN 635	Nutrition and Exercise (3 hrs)	STAT 716	Non-parametric Statistics (3 hrs)
KIN 655	Individual Physical Activity Promotion (3 hrs)	STAT 717	Categorical Data Analysis (3 hrs)
KIN 797	Topics: Public Health Physical Activity Behavior (1-4 hrs)	STAT 720	Design of Experiments (3 hrs)
KIN 815	Research Methods in Kinesiology (3 hrs)	STAT 725	Intro to SAS Computing (1 hr)
KIN 851	Topics in the Physiological Basis of Kinesiology (1-3 hrs) (Students without undergraduate class in physiology will be required to take this class.)	STAT 730	Multivariate Statistics Methods (3 hrs)

*Plus any graduate course approved by the graduate committee and the program director.*

### **12.5.3 Applied Practice Experience or APE and master's thesis**

Students will complete 6 credit hours appropriate for either an applied practice experience or MS thesis and 3 credit hours for the APE.

- MPH 840 Public Health Field Experience (3-6)
- KIN 899 Master's Thesis (6)

## **12.8 Guidelines for Preparing a Program of Study**

Every master's student must file a POS with the Graduate School. This program is a formal list of courses the student intends to complete to fulfill the requirements of the degree and should consist solely of courses directly related to the MPH degree. Full-time students must file their programs before the end of their second semester of graduate study, and part-time students must do so upon the completion of 9 credit hours.

The official *GRADUATE HANDBOOK* prepared by the Graduate School contains additional information about programs of study and other requirements for graduate study. The handbook is available online: <http://www.k-state.edu/grad/graduate-handbook/chapter2.html>

All forms requested by the Graduate School are available at: <http://www.k-state.edu/grad/academics/forms/>

When a program of study cannot be approved, either because it violates Graduate School guidelines or because a student has not satisfied certain prerequisites, both the student and the committee are confronted by delays and extra work. In an effort to avoid such problems, the list below contains some of the more common reasons programs are returned:

- A course listed may not have been taken for graduate credit; it may have an incomplete or a grade below a C; it is more than six years old.
- There are too many credit hours of problems, readings, or independent study courses listed. The MPH Program may include only 3 credits of such courses.
- The program includes deficiency courses.
- Courses listed do not match those appearing on the student's transcript. Course numbers, course titles, and credit hours should appear exactly as they appear on the transcript.
- All signatures of the student, supervisory committee, or the Director of the MPH Program have not been obtained; or a supervisory committee member has not been appointed to Graduate Faculty.
- The Graduate School has not received official transcripts for all transfer courses, or such transcripts indicate that the courses in question do not qualify for transfer credit.

## 12.8.1 Sample Program of Study



### PROGRAM OF STUDY: MASTER'S

Name:	Willie Wildcat
K-State eID:	wildcat@ksu.edu
Student Number (WID):	888888888 [9 digit number starting with 8]
Degree Program:	Master of Public Health
College:	<input type="checkbox"/> AG <input type="checkbox"/> AR <input type="checkbox"/> AS <input type="checkbox"/> BA <input type="checkbox"/> ED <input type="checkbox"/> EN <input type="checkbox"/> HE <input type="checkbox"/> TC <input checked="" type="checkbox"/> VM [choose VM]

Master's Thesis	<input type="checkbox"/>
Master's Report	<input type="checkbox"/>
Non Thesis/Report	<input checked="" type="checkbox"/>

Course Number Example: AGRON101	Course Title Example: Basic Introduction	Credit Hours Example: 3	Semester Taken Example: S05
Review instructions on page 2 prior to completing.			
MPH 701	Fundamental Methods of Biostatistics	3	Su xx
MPH 720	Administration of Health Care Organizations	3	Su xx
DMP 803	Advanced Toxicology	3	F xx
MPH 754	Introduction to Epidemiology	3	F xx
DMP 871	Molecular Diagnostics of Infectious Diseases	3	F xx
MPH 818	Social and Behavioral Basis of Public Health	3	F xx
MPH 802	Environmental Health	3	S xx
DMP 809	Problems in Toxicology	3	S xx
DMP 870	Seminar in Pathobiology	1	S xx
MPH 840	Public Health Field Experience	6	Su xx
DMP 850	Domestic Animal Immunology	3	Su xx

Total KSU credits **33**

**Transfer Credit(s)** - Indicate where/when transfer courses and/or degree work was/will be completed. Official transcript required.

TRANSFER WORK

xxx Num	List name of class being transferred	x	S xx
xxx Num	Total of KSU credits and transfer credits must equal at least 42	x	F xx
xxx Num		x	F xx
	Note: Only 10 credits may be transferred from another university, and they cannot be older than 6 years.		
	Note: Up to 12 hours may be applied from an AVMA Council on Education accredited Doctor of Veterinary Medicine curriculum.		

Total transfer credits **10**

## Supervisory Committee

The signatures below signify agreement between the student and the Supervisory Committee for composition of the program of study, approval by the graduate program, and approval by the Dean of the Graduate School.

### Names & Depts (printed)

Willie Wildcat	DMP
Student	Dept.
Fred Flintstone	DMP
Major Professor	Dept.
Barney Rubble	DMP
Supervisory Committee Member	Dept.
John Slate	AS
Supervisory Committee Member	Dept.
Supervisory Committee Member	Dept.
Ellyn Mulcahy	MPH
Dept Head / Graduate Program Director	Dept.

### Signatures

Student
Major Professor
Supervisory Committee Member
Supervisory Committee Member
Supervisory Committee Member
Dept Head / Graduate Program Director

Dean of the Graduate School (signature):

Dean of the Graduate School      Date

Typed copies of the program signed by the student, major professor, committee members, and the department head or group chairperson are forwarded to the *Dean of the Graduate School, 103 Fairchild Hall*. (Department head or graduate program director signs twice if also a committee member.)

## RESEARCH APPROVAL

Review and approval by a federally mandated Compliance Committee is required for all research activities that involve the use of subjects or materials as listed below. Please indicate if your research involves any of these and the Compliance Committee's approval number. If you have not yet received approval, you must do so before beginning any research activities. The Compliance Office is located in *Room 203 Fairchild Hall*. Information is available at <http://www.k-state.edu/research/comply/>.

Does your program involve: **[MUST answer all questions below. Any Yes answers require compliance before POS is signed.]**

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Human Subjects. (Institutional Review Board) IRB# _____
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Radioactive Materials. (Radiation Safety Committee)
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Live vertebrates. (Institutional Animal Care and Use Committee) IACUC# _____
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Biohazards including recombinant DNA and infectious Agents (Institutional Biosafety Committee) IBC# _____

## INSTRUCTIONS

A full-time student must file a program before the end of the second semester of graduate study, and part-time students must do so upon completion of 9 credit hours. **If courses have already been taken, department codes, course numbers, course names, credits earned, and the semesters taken should be listed on the program of study as they appear on the transcript(s). Master's research hours should be listed on one line with the total sum of credits.** Do not include course work earned more than six years prior to the semester this program is submitted.

## SUBMISSION

Form to be submitted to the *Dean of the Graduate School, 103 Fairchild Hall*.

## 12.9 Applied Practice Experience

All MPH degree candidates at Kansas State University are required to complete an APE in public health practice at an off-campus location. The purposes of the APE are to:

- Provide a bridge between professional academic preparation and public health practice
- Allow the student to apply the knowledge, attitudes, and skills learned in the core public health courses and the area of emphasis courses are applied in an agency setting under the supervision and guidance of a mentor-preceptor who has public health training and/or experience

### 12.9.1 Timing of Applied Practice Experience

The APE is an application of knowledge the student has gained in their MPH courses. Generally the APE is completed the last semester/or next to the last semester of the degree. The location must be in a setting other than academia and focus on population health. The preceptor needs to have an MPH or significant public health experience.

Exceptions to this policy must be for a compelling reason. Exceptions will be considered on a case-by-case basis in consultation with the student's major professor and committee members.

Before students are allowed to enroll in MPH 840 – MPH Field Experience for credit, they must have completed the following:

- Attendance at the Applied Practice Experience Orientation meeting.
- A Program of Study signed by their committee and on file in the MPH Program Office.
- The APE form filled out and signed by the agency preceptor and the graduate committee (here is the link: <http://www.k-state.edu/mphealth/field-experience/forms/>)

### 12.9.2 Applied Practice Experience Guidelines

**Organization/Agency:** Students must complete their APE with an organization focused on public health, either broadly or with a particular focus related to one of our four areas of emphasis--food safety and biosecurity, infectious diseases and zoonoses, public health nutrition, or public health physical activity. Examples include local and state health departments, the Centers for Disease Control and Prevention, or the United Nations Food and Agriculture Organization. Research institutes, centers, or departments are not good sites for public health APE, even though they may provide opportunities for public health research for the thesis or Master's Report options.

**Mentor/Preceptor:** There must be a mentor at the APE site who can guide the student appropriately toward applying knowledge in a public health practice setting. The mentor must have public health training (e.g., MPH degree) and/or public health-related experience. The mentor must be someone other than the student's major professor or supervisory committee members.

**Location:** There are no constraints on the location of the APE other than it must be off-campus and be public health practice-oriented.

**Hour Requirements:** There are specific minimum requirements for contact hours at the APE site, based on the student's choice from the three possible culminating experiences.

1. **Applied Practice Experience** is 240 clock hours in a non-academic setting, with additional hours used for outside research, literature review, coordination and write-up (6 semester credit hours). Travel and research time generally do not count toward the 240 contact hours.
2. **Thesis Research:** The APE requirement is a minimum of 180 contact hours at the APE site (3 semester credit hours).

### 12.9.3 Applied Practice Experience Procedures

**Prior to the Start of the APE:** The student, major professor, other supervisory committee members, the APE agency mentor, and the program director must all approve and sign the APE agreement (<http://www.k-state.edu/mphealth/field-experience/forms/>) which outlines all expectations. The student is responsible for coordinating the approval process and returning the form, with signatures, to the MPH Program office.

**During the Experience:** The student is expected to meet all expectations defined in the APE agreement, to include punctuality for agree-upon work hours and professional conduct at all times.

**MPH Foundational Competencies:** Each student should document and address how five of the 22 MPH Foundational Competencies were attained and utilized during the applied practice experience (APE) and provide at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.). The portfolio products should address the selected competencies. One product does not have to satisfy all five of your chosen competencies, but all of the products together must satisfy all five competencies.

*One of chosen competencies must be #21. Perform effectively on interprofessional teams.*

The explanation about the chosen competencies should also be in the integrated learning experience (ILE) report and presentation. These competencies are acquired from the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

**After the Experience:** The student should work with the major professor, supervisory committee members, and the agency mentor on completing the final written and/or oral report requirements. Depending on the choice of ILE or APE plus thesis, the oral/written report requirements will be unique for each student.

**Evaluations:** The student must ensure two surveys are completed, one by the MPH student and one by the APE mentor/preceptor. Scheduling of the Final Examination by the student to present their report will not be allowed until the mentor/preceptor has completed the survey. Forms are posted on the website for access 24/7: <http://www.k-state.edu/mphealth/field-experience/forms/>

**APE Report:** The report documents at least two different portfolio products prepared during the APE (poster, brochures, updated learning materials, website; training manuals, etc.) along with a short discussion of at least five of the 22 Public Health Foundational

Competencies and how they were utilized during the APE. The products identified above, need to address at least one or more of the chosen Foundational Competencies. ***One product does not have to satisfy all five chosen competencies, but all of the products together must satisfy all five competencies.***

#### 12.9.4 Ideas for Applied Practice Experiences

Initial preparation for the APE should begin at least one year, sometimes longer, before the actual work on site is to begin. It is the student's responsibility to find an APE organization/agency which best fits his/her interests and capabilities. Remember that APE sites may be very competitive or otherwise limited in offering opportunities for students; so, again, it is best to start very early.

Some examples of appropriate sites include:

- Centers for Disease Control and Prevention
- Local and State Health Departments
- Military Public Health Departments or Organizations
- County Extension Programs related to public health
- There are many other possibilities, but a field experience organization/agency must have a public health-related focus.

Students in the past have used the following funding sources to off-set some of the expenses associated with APE.

- The MPH Program has resources to offset travel expenses. Eligibility is limited to MPH students **properly enrolled for MPH 840 credit** the semester they use the funds **AND** who have **submitted their APE form**. The form is on the MPH website.
- K-State Graduate Student Council Travel Awards. The Kansas State University Graduate Student Council (GSC) supports graduate student travel to professional events. Participation in these events provides students with opportunities to advance their research and build their professional network. Attending professional events also enhances the graduate student experience as well as the visibility of the university.
- Graduate students in the College of Veterinary Medicine (PhD and MS) including MPH students in the Infectious Diseases and Zoonoses emphasis area are eligible to apply for the Public Health International Experience Travel Award. The award is to be used for international travel costs. The form to fill out is on the MPH website.
- AVMA Student Externship Stipend Program offers assistance to student seeking to broaden their education through experience in Public Practice, Corporate Veterinary Medicine and Food Supply Veterinary Practice.
- Graduate Student Travel Award is open to students in the K-State College of Veterinary Medicine. Deadline: November 15 for travel between January to June; May 15 for travel between July 1 and December 30.
- James B. Pearson Fellowship was established by former Kansas Senator Pearson to encourage graduate students from Kansas public universities to experience the global perspective gained from study abroad. Preferences given to applications whose studies are directly related to foreign affairs. The average stipend provided is \$2,456.00
- The McKelvie Scholarship mission is to promote and strengthen public service leadership in both the public and private sector. Thus, for the purpose of application evaluation, "public service" is defined broadly as public and private sector



professions that serve the human community. These include but are not limited to local, state, and federal government employment careers in not-for-profit entities, advocacy groups, or other community service professionals.

### **12.9.5 Additional forms and guidelines for international students**

According to university policy, international students and the APE agency preceptor must complete additional forms for the International Student and Scholar Services (ISSS) office on campus BEFORE beginning their experience. There are two forms to fill out. The student and academic advisor must fill out the “Application for Curricular Practical Training (CPT)” form. The APE agency preceptor must fill out the “Form to be completed by the Employer” or submit a letter of offer on company letterhead containing the information requested in the form. Links for the forms are above or can be found online at:

<http://www.k-state.edu/issc/forms/index.html>

All international students on F-1 visa must comply with these regulations before their APE begins. For more information see the “Current Student” tab on the ISSS office website referenced above.

International students on visas other than F-1 will need to complete different additional paperwork. It is imperative that they visit with their academic advisor and an international student advisor before beginning their APE to make sure all appropriate forms are filled out. Failure to do so will affect the immigration status of the student and may affect their ability to complete the MPH degree.

### **12.9.6 Integrated Learning Experience Report**

Each student will provide an oral and a written report on a project completed for a non-academic health agency. The format is at the discretion of the supervisory committee.

For students completing a thesis, the thesis becomes the ILE, but there must be a separate APE report as part of the thesis, although the oral reports may be combined at the discretion of the supervisory committee.

Once the product is presented as an oral presentation and in its final form with all the changes requested by the student’s graduate committee, an electronic copy of the ILE report (preferable in Word) and slide presentation (preferable in PowerPoint) should be given to the MPH Program office. The program office will be responsible to place a copy of the report and slides in the MPH section of e-repository (K-Rex).

## ***12.10 Culminating Experience Requirements and Guidelines***

A culminating experience as defined by the Graduate School is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of profession practice. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies.

After the presentation and during the oral exam, each faculty member on the committee will fill out the “Master of Public Health Degree Assessment” form for the students’ respective emphasis area. Each emphasis area has its own set of unique competencies that will be

assessed. All information on the form is confidential and is used for programmatic assessment. A link will be e-mailed to the committee members before the final exam.

All MPH degree students must complete a culminating experience, chosen from two main possibilities with the assistance and advice of their major professor, supervisory committee members and the MPH Program Director. The options are explained above.

## **12.11 Written and Oral Report Guidelines**

The written and oral reports provided in a student's culminating experience should address how each of the MPH core competencies and emphasis area competencies were used or met in the culminating/capstone experience. All reports should be submitted to the major advisor and graduate supervisory committee, and the MPH Program director.

### **12.11.1 Applied Practice Experience Report and Template**

Section 13-1 includes a suggested format for your APE Report. The report documents at least two different portfolio products prepared during the APE (poster, brochures, updated learning materials, website; training manuals, etc.) along with a short discussion of at least five of the 22 Public Health Foundational Competencies and how they were utilized during the APE. The products identified above, need to address at least one or more of the chosen Foundational Competencies. ***One product does not have to satisfy all five chosen competencies, but all of the products together must satisfy all five competencies.***

For those students completing a thesis for their ILE report, there must be a separate report for the APE. The oral reports may be combined at the discretion of the supervisory committee.

### **12.11.2 Integrated Learning Experience Report**

Section 13-2 is a suggested format for your ILE Report. Each student is required to provide an oral and a written report for the ILE. The format is at the discretion of the supervisory committee.

Once the oral presentation has been presented and the ILE report is in its final form with all changes requested by the student's graduate committee, an electronic copy of the ILE report (preferable in Word) and slide presentation (preferable in PowerPoint) should be given to the MPH Program office. The program office will be responsible to place a copy of the report and slides in the MPH section of e-repository (K-Rex).

### **12.11.3 Thesis**

If a thesis is completed as the ILE report, it must meet all formatting and submission guidelines of the university and Graduate School.

## **SECTION 13-1: Applied Practice Experience Report Template**

### **Master of Public Health Applied Practice Experience**

by

**Your Official Name (as it appears on your KSIS record)**

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

**Graduate Committee:**

List Major Professor here

List Committee Member here

List Committee Member here

**Applied Practical Experience Site:**

List agency where experience was completed

List dates of experience

**Applied Practical Experience Preceptor:**

List preceptor and degrees (John Smith, MD, MPH, etc.)

KANSAS STATE UNIVERSITY

Manhattan, Kansas

Graduation Year

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## CHAPTER 1 - Portfolio Products

The Applied Practice Experience (APE) requires 240 hours of on-site participation in a non-academic setting and is typically completed at the end of the coursework so that a student may apply the knowledge gained from graduate courses. It requires delivery of at least two different portfolio products (poster, brochures, updated learning materials, website; training manuals, etc.) along with a short discussion of at least five of the 22 Public Health Foundational Competencies and how they were utilized during the APE.

Provide a short paragraph about the site where you completed your APE and the products that you completed.

***Table 1.1 Summary of Portfolio Products***

Portfolio Product		Description

The products identified above, need to address at least one or more of the competencies chosen for Chapter 2 – Competencies. ***One product does not have to satisfy all five of your chosen competencies, but all of the products together must satisfy all five competencies.***

***Table 1.2 Portfolio Products and Competency Addressed***

Portfolio Product		Number and Competency Addressed	
		21	Perform effectively on interprofessional teams

## CHAPTER 2 - Competencies

Each student should document and address at least five appropriate MPH Foundational Competencies and tell how they were attained and utilized during the APE. One of five must be #21. *Perform effectively on interprofessional teams.*

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

This chapter must contain this following table, in addition to a written detailed explanation of each competency and how it was addressed and/or attained during the APE.

**Table 2.1 Summary of MPH Foundational Competencies**

Number and Competency		Description
21	Perform effectively on interprofessional teams	

Use the number associated with the competencies from the table below when you identify the competencies you are addressing. Note that the competencies are subdivided and grouped by important public health topics.

Below is a list of the 22 Public Health Foundational Competencies, the competency number, the courses in which they are taught to facilitate completing the table above.

**Table 2.2 MPH Foundational Competencies Course Mapping**

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
<b>Evidence-based Approaches to Public Health</b>					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context		x	x		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4. Interpret results of data analysis for public health research, policy or practice	x		x		

<b>22 Public Health Foundational Competencies Course Mapping</b>	<b>MPH 701</b>	<b>MPH 720</b>	<b>MPH 754</b>	<b>MPH 802</b>	<b>MPH 818</b>
<b>Public Health and Health Care Systems</b>					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		x			
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					x
<b>Planning and Management to Promote Health</b>					
7. Assess population needs, assets and capacities that affect communities' health		x		x	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					x
9. Design a population-based policy, program, project or intervention			x		
10. Explain basic principles and tools of budget and resource management		x	x		
11. Select methods to evaluate public health programs	x		x		x
<b>Policy in Public Health</b>					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		x		x	x
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		x		x	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations					x
15. Evaluate policies for their impact on public health and health equity		x		x	x
<b>Leadership</b>					
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		x			x
17. Apply negotiation and mediation skills to address organizational or community challenges		x			
<b>Communication</b>					
18. Select communication strategies for different audiences and sectors	DMP 815, FNDH 880 or KIN 796				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815, FNDH 880 or KIN 796				
20. Describe the importance of cultural competence in communicating public health content		x			x
<b>Interprofessional Practice</b>					
21. Perform effectively on interprofessional teams		x			x
<b>Systems Thinking</b>					
22. Apply systems thinking tools to a public health issue				x	

## Chapter 3 - Information Needed if Completing a Thesis

Students who choose the thesis option for the Integrated Learning Experience (ILE) must complete the table below on their emphasis area competencies. This information may be added as a chapter in the thesis, or left in this APE report. *All other students address this information in the ILE report as outlined in the ILE template.*

### ***Student Attainment of MPH Emphasis Area Competencies***

Each student also must document and address how all of their specific emphasis area competencies were attained and utilized during the culminating experience. Each emphasis area has five competencies that should be addressed. This explanation should be in the ILE report and oral presentation.

Emphasis area competencies are listed on the MPH website ([www.k-state.edu/mphealth](http://www.k-state.edu/mphealth)). Select “Areas of Emphasis” on the left hand menu and your emphasis area.

***Table 3.1 Summary of MPH Emphasis Area Competencies***

MPH Emphasis Area:		
Number and Competency		Description
1		
2		
3		
4		
5		

The table (above) must be included in the ILE report (either a chapter in the thesis or left in the APE report) and presentation.



## **SECTION 13-2: Integrated Learning Experience Report Template**

Master of Public Health

Integrative Learning Experience Report

***Enter your title here in sentence case***

by

**Your Official Name (as it appears on your KSIS record)**

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

**Graduate Committee:**

List Major Professor here

List Committee Member here

List Committee Member here

**Public Health Agency Site:**

List agency where experience was completed

List dates of experience

**Site Preceptor:**

List preceptor and degrees (John Smith, MD, MPH, etc.)

KANSAS STATE UNIVERSITY

Manhattan, Kansas

Graduation Year

# Copyright

YOUR NAME IN ALL CAPITAL LETTERS

Graduation Year

If you choose not to include the Copyright page, delete this entire page. If you do include the Copyright page, delete these two paragraphs, but retain the Copyright heading, your name, and graduation year.

The Copyright page is not required unless you plan to register for copyright through the U.S. Copyright Office (<http://www.copyright.gov/>). You own the copyright to your ETDR even if you do not register for copyright. K-State encourages you to include the copyright page even if you do not register for copyright.

## Summary/Abstract

Integrated learning means combining what you learn in the classroom, whether it is theory or technique, with the solution of real-world problems for real-world "clients." The Integrated Learning Experience (ILE) for all MPH students is a written document that reports on the project(s) carried out at a public health agency or other public health practice location. Students will identify appropriate foundational competencies from the list of 22 MPH Foundational Competencies, and all emphasis area competencies for their ILE (see Chapter 4). Specific activities performed during the project(s) should be reported in Chapter 2.

The format and length of the ILE is at the discretion of the supervisory committee. The ILE demonstrates in a high quality written document, the ability to synthesize and integrate knowledge and skills acquired in coursework and competencies mastered during the MPH experience. For those students completing a thesis, the thesis become the ILE.

The ILE is presented in an oral presentation, and in its final written form with all the changes requested by the student's graduate committee. An electronic copy of the ILE (preferable in Word) and slide presentation (preferable in PowerPoint) should be given to the MPH Program office. The program office will be responsible for placing a copy of the report and slides in the MPH section of e-repository (K-REx).

At the completion of all degree requirements, MPH students will be expected to meet the following:

- **Integration.** Students will have demonstrate their ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis and/or high-quality written document with a community-based field project.

**Subject Keywords:** List up to 6 keywords for your report at the end of the Summary page. These keywords will be entered in to K-REx and are the words someone would search on to find your report if they did not know the exact title or your name.

## Suggested outline that may become your Table of Contents

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# CHAPTER 1 - Literature Review

Your ILE report should have a brief literature review of the public health issue or concern on which your project(s) focuses. This chapter may also include an explanation of the structure of the public health agency where you completed your project(s) and the primary focus area(s) of the project(s).

No specific length is required, but it should “cover the subject.” Identify the agency and give some background along with its location. Also, give some information about your preceptor/mentor including their degrees and public health experience.

## Figures

If you use figures in your report, be sure to label them. See example below. Notice figures are generally labeled below the figure.



**Figure 1.1 First Figure in Chapter 1**

## Tables

If you use tables in your report, be sure to label them. Example below. Notice tables are generally labeled above the table.

**Table 1.1 First Table in Chapter 1**

A-D	A	B	C	D
1	A1	B1	C1	D1
2	A2	B2	C2	D2
3	A3	B3	C3	D3

# CHAPTER 2 - Learning Objectives and Project Description

List the learning objectives and expectations for the project(s) performed at the public health agency. You may also include the activities you participated in, such as attending meetings, shadowing a public health professional, etc. Include a description of the project(s) and your responsibilities.

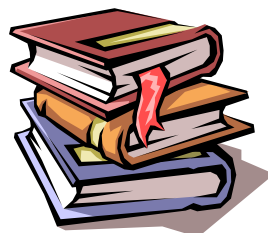


Figure 1.2 First Figure in Chapter 2

Table 1.2 First Table in Chapter 2

E-H	E	F	G	H
1	E1	F1	G1	H1
2	E2	F2	G2	H2
3	E3	F3	G3	H3

## CHAPTER 3 - Results

Report the results of the project(s) completed for the public health agency or other public health practice location. This chapter should be a straightforward commentary of exactly what you observed, found, and accomplished.



## CHAPTER 4 - Competencies

An ILE requires the student to synthesize and integrate knowledge acquired in coursework and other learning experiences and apply theory and principles in a situation that approximates some aspect of profession practice. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. All MPH degree students at Kansas State University must complete an ILE, chosen from two main possibilities with the assistance and advice of their major professor, supervisory committee members and the MPH Program Director. The ILE requirement is met with the following (MPH 840):

- The ILE requires a high quality written document met with the following:
  3. A written document/report of the project carried out in a non-academic setting and oral exam (which includes the oral presentation); **or**
  4. Six credit hours of public health thesis research and three credit hours (180 hours) of APE (MPH 840), as explained above. If completing a thesis, the research should be focused on population-based health questions rather than on basic research in a laboratory. This does not preclude laboratory analyses of data gathered in populations of animals or humans. A thesis completed as partial fulfillment for the MPH degree must be accepted by the Graduate School, becomes a single-authored publication and contributes to the body of knowledge in public health.

Upon completion of the oral exam and all edits have been made to the ILE document or thesis, the ILE is submitted to the MPH Program office along with all APE portfolio products. The thesis is submitted to K-REx.

### Student Attainment of MPH Foundational Competencies

Each student should document and address the appropriate MPH Foundational Competencies for their project(s). Explain how they were attained and utilized during the culminating experience. This explanation should be in the ILE written and oral presentation.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

This chapter must contain this following table, in addition to a written detailed explanation of each competency and how it was addressed and/or attained.

**Table 4.1 Summary of MPH Foundational Competencies**

Number and Competency		Description

The table (above) must be included in the ILE report and presentation. Use the number associated with the competencies from the table below when you identify the competencies you are writing about. Note that the competencies are subdivided and grouped by important public health topics.

Below is a list of the 22 Public Health Foundational Competencies, the competency number, the courses they are taught in to facilitate completing the table above.

**Table 4.2 MPH Foundational Competencies and Course Taught In**

<b>22 Public Health Foundational Competencies Course Mapping</b>	<b>MPH 701</b>	<b>MPH 720</b>	<b>MPH 754</b>	<b>MPH 802</b>	<b>MPH 818</b>
<b>Evidence-based Approaches to Public Health</b>					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context		x	x		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4. Interpret results of data analysis for public health research, policy or practice	x		x		
<b>Public Health and Health Care Systems</b>					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		x			
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					x
<b>Planning and Management to Promote Health</b>					
7. Assess population needs, assets and capacities that affect communities' health		x		x	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					x
9. Design a population-based policy, program, project or intervention			x		
10. Explain basic principles and tools of budget and resource management		x	x		

<b>22 Public Health Foundational Competencies Course Mapping</b>	<b>MPH 701</b>	<b>MPH 720</b>	<b>MPH 754</b>	<b>MPH 802</b>	<b>MPH 818</b>
11. Select methods to evaluate public health programs	x		x		x
<b>Policy in Public Health</b>					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		x		x	x
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		x		x	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations					x
15. Evaluate policies for their impact on public health and health equity		x		x	x
<b>Leadership</b>					
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		x			x
17. Apply negotiation and mediation skills to address organizational or community challenges		x			
<b>Communication</b>					
18. Select communication strategies for different audiences and sectors	DMP 815, FNDH 880 or KIN 796				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815, FNDH 880 or KIN 796				
20. Describe the importance of cultural competence in communicating public health content		x			x
<b>Interprofessional Practice</b>					
21. Perform effectively on interprofessional teams		x			x
<b>Systems Thinking</b>					
22. Apply systems thinking tools to a public health issue				x	

## ***Student Attainment of MPH Emphasis Area Competencies***

Each student also must document and address how all of their specific emphasis area competencies were attained and utilized during the culminating experience. Each emphasis area has five competencies that should be addressed. This explanation should be in the ILE report and oral presentation.

Emphasis area competencies are listed on the MPH website ([www.k-state.edu/mphealth](http://www.k-state.edu/mphealth)). Select “Areas of Emphasis” on the left hand menu and your emphasis area.

**Table 4.3 Summary of MPH Emphasis Area Competencies**

MPH Emphasis Area:		
Number and Competency		Description
1		
2		
3		
4		
5		

The table (above) must be included in the ILE report and presentation.

## References or Bibliography

Include a separate chapter for your references or bibliography. This chapter should be titled either “References” or “Bibliography”. Examples of citations are below:

Devine, P. G., & Sherman, S. J. (1992). Intuitive versus rational judgment and the role of stereotyping in the human condition: Kirk or Spock? *Psychological Inquiry*, 3(2), 153-159.

Hodges, F. M. (2003). The promised planet: Alliances and struggles of the gerontocracy in American television science fiction of the 1960s. *The Aging Male*, 6(3), 175-182.

James, N. E. (1988). Two sides of paradise: The Eden myth according to Kirk and Spock. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

## Appendix

An appendix is supplemental material pertinent to your report. It is required and must include a copy of products (brochures, slides, training modules, reports, etc.) you created for the agency. Also, if you have additional useful information, include it here.

If you have several supplemental items, you may break out your Appendix out into Appendix 1 and Appendix 2, etc., but please note, if you have an Appendix 1 you must have an Appendix 2.