# Master of Public Health Program
# Kansas State University

# GRADUATE HANDBOOK

# 2014-2015

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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) and the MPH Program (www.ksu.edu/mphealth).

**Notice of Nondiscrimination**
Kansas State University is committed to a policy of nondiscrimination on the basis of race, sex, national origin, disability, religion, age, sexual orientation, or other non-merit reasons, in admissions, educational programs or activities, and employment (including employment of disabled veterans and veterans of the Vietnam Era), all as required by applicable laws and regulations.

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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

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/ . 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 Coordinating Committee 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 eight departments in four colleges and three support units. 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 will complete 14 or 16 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 your coursework will be in one of the areas of emphasis (or a combination of two areas):

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

As part of workforce development, Kansas State University also offers a Graduate Certificate in Public Health Core Concepts. It is a 14 or 16 credit hour program designed to provide broad-based additional knowledge and skills in public health. Each student in this program completes the 14 or 16 credit hour "core" public health curriculum.

## *1.2 Mission of MPH Program*

The mission of the Kansas State University Master of Public Health Program is to provide education, research, and service across multiple disciplines of public health, impacting human, animal, and community health locally, regionally, and globally.

## *1.3 Program Goals*

The MPH Program at Kansas State University has three overarching goals aligned with the three main aspects of the university's land grant mission – education, research, and service.

- Education: Provide comprehensive education and professional development to all students in the substantive areas of public health including: epidemiology, biostatistics, social and behavior sciences, health services administration, and environmental health sciences AND provide excellent training and education in specialized areas of public health, including food safety and biosecurity, infectious diseases and zoonoses, public health nutrition, and public health physical activity.
- Research: Conduct and communicate collaborative research and scholarship in the public health sciences.

- Service: Influence and support public health practice, to enhance health within Kansas and beyond.

## *1.4 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.

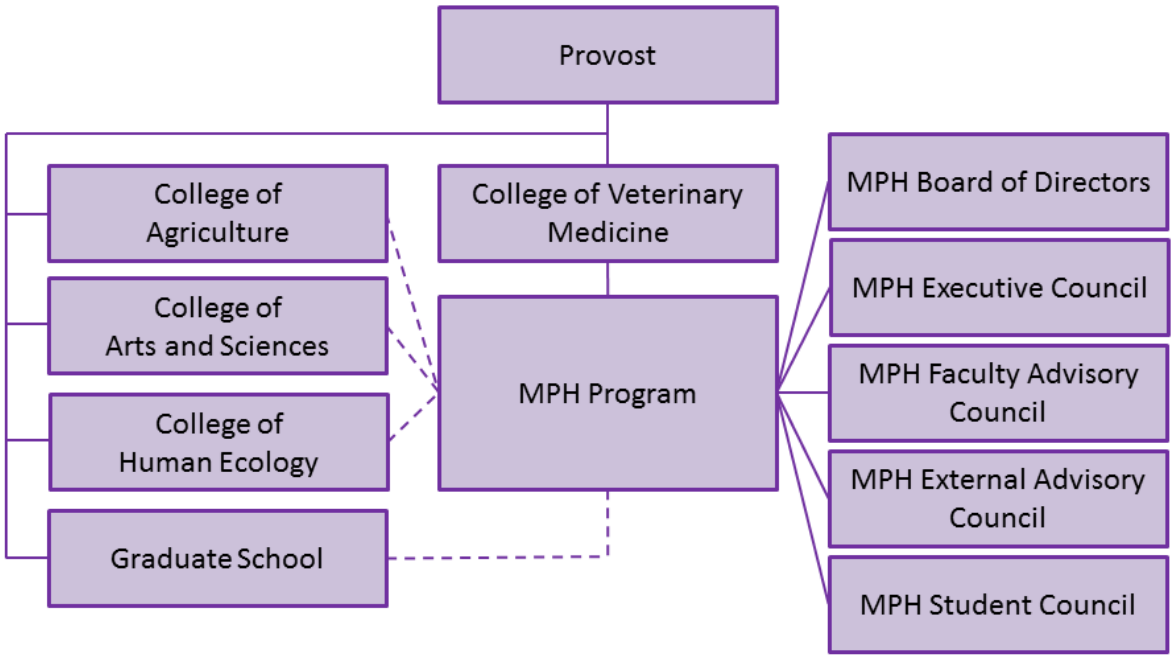
Accreditation means that K-State's MPH program's quality has been judged to be at an acceptable or higher level by expert professionals in public health with experience in higher education. These experts judged the extent to which:

- 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

## *1.5 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 four different colleges—Agriculture, Arts & Sciences, Human Ecology, and Veterinary Medicine.




### 1.5.1 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.

### 1.5.2 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.

### 1.5.3 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.

### 1.5.4 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.

### 1.5.5 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 will also provide admissions recommendations and identify advisors for applicants to the MPH Program for their specific area of emphasis.

### 1.5.6 MPH External Advisory Council

The MPH External Advisory Council represents public health practice outside the university and advises the program on linkages between academia and practice, such as necessary competencies and field experience opportunities.

### 1.5.7 MPH Student Council

The MPH Student Council is comprised of at least one representative from each area of emphasis and one student pursuing the Graduate Certificate in Public Health Core Concepts. It discusses student issues and provides perspectives to the Program Director, Executive Council, Advisory Council and/or External Advisory Council and is a source of communication and interaction for all MPH Program students on campus.

## *1.6 Student learning objectives 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 SLOs, along with the MPH Core Competencies and the Emphasis Area Competencies. All courses taken for the degree are expected to meet at least one core or emphasis area competency.

### 1.6.1 Graduate School student learning objectives

- 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

### 1.6.2 MPH student learning outcomes and core competencies expected of each MPH student

- Knowledge and Skills: Demonstrate these core competencies in each of the five core areas of public health and in at least one area of emphasis.
- Integration: Demonstrate the ability to integrate knowledge and skills to solve problems and to produce scholarly work in a culminating experience in the form of a thesis, report, and/or community-based field project.

#### *1.6.2.1 Biostatistics*

- Apply descriptive and inferential methodologies for testing specific public health or research hypotheses according to the type of study design and measurement scale.
- Apply basic informatics techniques in the acquisition of public health data and in the analysis of survey and experiential designs.

#### *1.6.2.2 Environmental Health Sciences*

- Describe genetic and physiological factors that affect health outcomes following exposure to environmental hazards.
- Explain the general mechanisms of toxicity in eliciting an adverse response to various environmental exposures.
- Describe current environmental risk assessment methods, and be able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.

#### *1.6.2.3 Epidemiology*

- Properly calculate and use measures of disease, injuries, and death in human populations (e.g., prevalence, incidence, relative risk, attributable risk, population attributable risk, etc.) to describe problem magnitude; and to investigate associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment.
- Draw appropriate inferences from epidemiologic data, and identify the data's strengths and limitations.
- Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiological data.

#### *1.6.2.4 Health Services Administration*

- Recognize how the roles and interaction between various stakeholders in the healthcare system (including health care providers, other members of the healthcare workforce, consumers of healthcare, etc.) impact the accessibility of healthcare.
- Describe the demographic trends which impact healthcare, and in turn, public health in the United States.

#### *1.6.2.5 Social and Behavioral Sciences*

- Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies.
- Identify the causes of social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations.

### *1.6.2.6 MPH Emphasis Area Competencies*

#### 1.6.2.6.1 Food Safety and Biosecurity area competencies

- Food safety and biosecurity. Describe the challenges and solutions for food safety, biosecurity, and defense issues in the food production continuum.
- Threats to the food system. Categorize specific threats to the food system and scientifically identify how each can be prevented, controlled, and/or mitigated in the food production system.
- Risk assessment and management. Identify and categorize risks in the food system; Describe approaches to assessing and managing risk in the food system.
- Food safety policy and the global food system. Describe how food safety and biosecurity policies, globalization, and international trade influence public health.
- Effective communication. Develop and illustrate effective strategies to communicate public health/food safety issues to a variety of audiences.

#### 1.6.2.6.2 Infectious Diseases and Zoonoses area competencies

- Pathogens/pathogenic mechanisms. Understand and be able to describe the ecology and modes of disease causation of infectious agents such as bacteria, viruses, parasites, and fungi.
- Host response to pathogens/immunology. Describe the current understanding of host immune response to infection and understand the role of vaccination in infectious disease control.
- Environmental/ecological influences. Understand the influence of space/geography, insect vectors, toxic plants and other toxin sources, as well as infectious agents on infectious disease and food safety.
- Disease surveillance/ quantitative methods. Understand how disease events and risk factors for disease are quantified and compared.
- Effective communication. Develop and demonstrate effective strategies to communicate public health/infectious disease issues to a variety of audiences.

#### 1.6.2.6.3 Public Health Nutrition area competencies

- Information literacy of public health nutrition. Demonstrate information literacy through the acquisition of public health nutrition knowledge and skills necessary to locate, understand, and evaluate and use that information efficiently and effectively for public health practice.
- Translate research into practice. Translate research into practice through skills in nutrition surveillance, policy, program planning and evaluation, management, information dissemination and oral and written communication.
- Population-based health administration. Utilize advance principles of health literacy, including critical thinking skills, literature searches, data collection and interpretation, necessary for the implementation and administration of population-based food, nutrition and health services.
- Integrate knowledge of human nutrition principles. Integrate knowledge of human nutrition principles with epidemiological concepts in order to improve population health and reduce disease risk.
- Effective communication. Develop and illustrate effective strategies to communicate public health/nutrition issues to a variety of audiences.

1.6.2.6.4 Public Health Physical Activity area competencies

- Population health. Develop evidence-based knowledge of the relationship between physical activity and population health.
- Social, behavioral and cultural influences. Understand how social, behavioral and cultural factors contribute to participation in physical activity.
- Theory application. Understand how social and behavioral theory and frameworks are used in programs designed to promote physical activity in community settings.
- Creating and evaluating interventions. Develop skills for creating and evaluating physical activity interventions in diverse community settings.
- Effective communication. Develop the ability to collaboratively communicate with public health officials and other community partners to promote physical activity in community settings.
- Understand exercise physiology and science. Understand exercise physiology and related exercise science.

### 1.6.3 Student Accountability for core and emphasis area competencies

Each student should submit documentation addressing how each of the MPH core competencies and emphasis area competencies were attained. This documentation must be submitted to the student's supervisory committee members before the final presentation/defense.

## *1.7 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.

The qualities needed for success in pursuing an advanced degree include a desire to learn, independent thinking, natural curiosity, and a dedication to serve the public through the prevention of disease and the promotion of a safe environment for everyone. An MPH degree may eventually become the recognized credential for entry into the public health workforce. Skilled, informed, and motivated leaders are needed as the United States addresses emerging challenges to our safety, security, and well-being in the 21st century.

## *1.8 Student participation*

The MPH Program has certain course and capstone experience requirements as outlined in detail in Section 6 and Sections 12.4 to 12.8 of this **HANDBOOK**. It is the philosophy and expectation of the faculty that each student will discover that his/her 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 field experience 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.

## *1.9 A quick guide to your degree*

Students pursuing the MPH degree take a common core of public health courses plus an additional set of electives in an area of emphasis. The capstone experience can be a thesis, a combination of a report and a field experience, or a field experience with a major project. The common path to the degree is as follows:

- Apply for admission to the program in an identified area of emphasis.
- Meet with the major advisor to plan the first semester schedule. If your advisor is supporting you with funds for a specific project, you should also discuss and arrange your work schedule.
- During the second semester in the program, meet with your advisor and design a program of study that includes courses and the capstone experience. In consultation with your major advisor, select two other members of your supervisory committee from the list of faculty approved for the MPH Program.
- Arrange a meeting of the supervisory committee to present your program of study and obtain the required signatures on the form from the Graduate School. Submit the signed program of study to the MPH Program Director for final approval before taking it to the Graduate School.
- Complete the required courses and the capstone experience, culminating in a written document and oral defense of the scholarly work. Detailed requirements for the thesis or report are available from the Graduate School. Requirements and guidelines for the public health field experience and accompanying project are contained in a separate document available from the MPH Program Office or can be downloaded from the website.
- Most full-time students can finish the program within two years (24 months).

## *1.10 Definition of terms*

**Graduate School:** The central administrative unit of the University responsible for the development and formulation of general University policies and procedures pertaining to all graduate programs. The Graduate School is located at 103 Fairchild Hall.

**Graduate Program:** A Kansas Board of Regents approved program of instruction leading to a graduate degree. Kansas State University offers an interdisciplinary Master of Public Health (MPH) degree program. Units in four colleges – Agriculture, Arts and Sciences, Human Ecology, and Veterinary Medicine – offer courses in the program. Administrative functions are under the leadership of the Director. Policies and procedures are developed by a Coordinating Committee and approved by graduate faculty in the program.

## *1.11 Modes of communication*

**K-State eID:** As a new member of the K-State community, you must register and select an eID, your K-State electronic identification. Your eID is part of your e-mail address and your key to the resources on K-State's central computer systems. For more information on eIDs and to register your eID, logon to the website at www.eid.k-state.edu.

**Electronic listserve:** All graduate students in the MPH degree program will be included in a distribution list created by the Director for sending communications that are relevant to everyone. Each department also maintains a listserv for graduate students in the individual areas of emphasis.

**Campus mailbox:** It is common practice for students who are receiving financial assistance through a department to be assigned a mailbox in the department responsible for the area of emphasis.

**Postal mail address:** Be sure to give your preferred mailing address to the Director of the MPH Program and to the secretary of the department of your affiliation.

# 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 appropriate public health core courses, required and elective courses in an area of emphasis, and the capstone/culminating experience.

### 2.1.3 The public health core courses (14 or 16 credit hours)

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

- Biostatistics: **MPH 701** Fundamental Methods of Biostatistics (3 credit hrs)
- Environmental health sciences: **MPH 806** Environmental Toxicology (2 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)

### 2.1.4 Required and elective courses in the area of emphasis (20-23 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. Each student should select these courses from one of our four areas of emphasis: food safety and biosecurity (Section 12.4), infectious diseases and zoonoses (Section 12.5); public health nutrition (Section 12.6), or public health physical activity (Section 12.7). A minimum of 20-23 credit hours in the area of emphasis is required for all students.

For those students admitted in Spring 2011 or subsequent semesters: a minimum of 3 credit hours of field experience is required for the degree. If field experience is not part of the culminating experience, then the requirement must be met with an additional 3 hour course.

### 2.1.5 The capstone or culminating experience (6 credit hours)

The student, in consultation with the major professor, will decide whether to pursue: (1) a supervised field experience, (2) an applied public health research project in the form of a thesis, or (3) a combined field experience and master's report for their capstone/culminating experience. Specific policies and procedures governing the field experience are located in Section 12.11 of this HANDBOOK. Placement and supervision of the field experience will be the responsibility of the student in consultation with the major professor. Guidelines for the

master's thesis or report 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. For those students, admitted in Spring 2011 or subsequent semesters: a minimum of 3 credit hours of field experience is required for the degree; any field experience applied toward the capstone/culminating experience may also be applied toward the minimum field experience requirement.

Note: Typically the field experience is completed at the end of the coursework for the MPH so that the student may apply the knowledge gained from those graduate courses.

## *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 ) 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 14-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 to Certificate Program are:

1. MPH 701 (3 hrs) Fundamental Methods of Biostatistics
2. MPH 754 (3 hrs) Introduction to Epidemiology
3. MPH 806 (2 hrs) Environmental Toxicology
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 (14 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.

NOTE: 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*

All new graduate students, both domestic and international, are assigned to one of four categories upon admission:

### 3.1.1 Full standing

a. Undergraduate training essentially the same as that at offered at Kansas State University.
b. "B" average or higher in the junior and senior years (advanced GPA)
c. A combined Graduate Record Examination (GRE) score of 1000 or higher for the verbal and quantitative sections combined. This requirement will be waived for applicants who already hold a graduate degree or a graduate professional degree.
d. A TOEFL score of 600 (paper) or 100 (internet) is required for applicants whose native language is not English for regular admission.
e. One year of health-related experience in a health-care setting is preferred.

### 3.1.2 Provisional

a. Transcript evaluation uncertain, as is sometimes the case with international students
b. "B" average or higher in the junior and senior years, but some course deficiencies in undergraduate work
c. Final transcripts indicating award of a degree not yet in hand; applicant completing degree; other criteria for full standing met
d. A TOEFL score of at least 550 (paper-based) or 79 (IBT - internet-based) on the TOEFL is required to be considered for admission to the Graduate School on a provisional basis and must at the time of their enrollment demonstrate proficiency in reading and writing English and in understanding spoken American English to the satisfaction of the Graduate School. **These students will be required to take the English Proficiency Test (EPT) prior to enrollment.** Applicants should contact the English Language Program upon their arrival to arrange for this exam. Those who do not meet the minimum proficiency standard may be required for enrollment in University English courses or for part-time English courses offered by the English Language Program on campus.

### 3.1.3 Probationary

a. Grade point average from 2.65 to 2.99 (A=4.00) in the last two years of undergraduate work. If work has shown a marked improvement in later semesters and there are grades of "B" or better in demanding courses in the major and related professional areas, admission is considered.
b. Grade point average below 2.65 in last two years of undergraduate work. Admission is considered only upon documentation that the student is now qualified to do graduate work. Evidence may include: (1) satisfactory scores on GRE Advanced Test or Miller Analogies Test; (2) satisfactory work at another graduate school; or (3) outstanding professional experience that demonstrates the ability to handle academic work in the major area.

### 3.1.4 Special (non-degree)

a. Students who have an undergraduate degree but do not plan to work for the MPH degree may be admitted to graduate study as special students. No more than 9 credit hours earned as a special student may be applied toward the degree.
b. Special students are required to meet the same academic standards as other graduate students. Special students who later wish to work for an MPH degree must make a formal application to the program and be formally admitted by the Graduate School as a student with full standing status.

**Note:** Provisional and probationary students are advised of deficiencies and of other conditions to be met to achieve admission in full standing. Their status is reviewed after completing 9 credit hours of course work at Kansas State University. Those who have earned grades of "B" or higher and a GPA of 3.0 or higher for the first 9 credit hours, exclusive of individualized study, and removed all deficiencies specified at the time of admission, will be placed in full standing.

## *3.2 Applying for admission as a first-time graduate student*

### 3.2.1 Deadlines

There are no specific deadlines for domestic students. Applications are accepted and students admitted continually, but for the timely processing of applications the following deadlines are suggested:

- 1 July – for Fall Semester enrollment
- 1 November – for Spring Semester enrollment
- 1 April – for Summer Semester enrollment

International students:

International students are only accepted for Fall enrollment. The Graduate School deadline for International applications is:

- 1 January – for Fall semester enrollment

### 3.2.2 Application materials

All of the following items are required for a complete application. Incomplete applications will not be reviewed for admission or for financial assistance. The following checklist is for any graduate student applying for admission for the first time at Kansas State University. For additional information and location of forms, please visit the following website, www.k-state.edu/grad. Questions may also be addressed via email at this address: grad@ksu.edu. A toll-free number is also available at 1-800-651-1816 for questions about the admissions process.

- Submit a completed ***online application form*** along with the ***application fee*** as stipulated on the Graduate School website. The application is submitted directly to the KSU Graduate School and is subsequently forwarded by the Graduate School to the MPH Program Director.
- Submit to the MPH Program Director a ***statement of objectives*** using the guidelines that can be downloaded from the MPH Program website, www.ksu.edu/mphealth. Be sure to ***document employment experience*** in this letter.

- ***Three recommendation forms and letters of support*** must be completed by instructors or supervisors familiar with the applicant's potential for graduate study. The recommendation form and a waiver of confidentiality form are available at the program website and are also included in Section 12.2 of this HANDBOOK. Please provide a copy of the recommendation form along with the signed waiver and an envelope to each recommender. For applicants from international schools, this form must also be accompanied by letters of recommendation on official letterhead from the recommender's university.
- ***One official copy of transcripts*** from all previous universities attended, including Kansas State University, should be sent to the MPH Program Director.
- ***Graduate Record Examination (GRE) scores*** from the verbal and quantitative aptitude sections are required for all applicants with no minimum listed. A waiver for the GRE may be requested by an applicant that: (1) Has a graduate degree, such as a Master of Science or PhD; (2) Has a graduate professional degree, such as an MD, DDS, or DVM; or (3) Is already in the Graduate Certificate for Public Health Core Concepts program and has completed at least 9 semester credit hours from the required core courses with at least a 3.25 cumulative graduate Grade Point Average on those hours. The GRE test scores must be provided to the Graduate School directly from the Educational Testing Service.
- ***The Test of English as a Foreign Language (TOEFL) scores*** are required for all international applicants who are on an F-1 visa from a non-English speaking country. TOEFL test scores must be provided directly to the Graduate School by the Educational Testing Service. A score of at least 550 (paper-based), 213 (computer-based), or 79 (IBT - internet-based) on the TOEFL is required to be considered for admission to the Graduate School. Applicants with scores of 600 (paper-based), 250 (computer-based), or 100 (IBT - internet-based) or above may be considered for regular admission. If the TOEFL score is below 600, the international student must demonstrate proficiency in written and oral English at the time of enrollment. If the minimum proficiency level is not met, the student will be required to complete specified courses offered by K-State's English Language Program.

**Note:** All of the above items are required for a complete application to be considered for admission. These requirements are not waived for anyone, nor can the application fee be waived.

## *3.3 Applying for transfer to the MPH Program from another KSU graduate program*

### 3.3.1 Admission requirements

For students already enrollment in a graduate program at KSU, 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 student at KSU.

### 3.3.2 Application procedure

Fill out the Graduate School's online application and pay the fee. Send to the MPH Program Director the following items:

- One copy of the official transcript from schools other than KSU.
- Proof of GRE scores (for all students) and TOEFL scores (for international students)

- Three recommendation forms and letters of support by faculty who are familiar with your potential for graduate study. These forms may be obtained on the MPH Program website, www.ksu.edu/mphealth
- A statement of objectives and reasons for the transfer.
- 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 second graduate degree from KSU or the joint DVM/MPH degrees*

### 3.4.1 Admission requirements

For students already enrolled in a graduate program at KSU, the qualification requirements for adding the MPH Program are the same as those for students who are applying for first time admission to the Graduate School or who are transferring from another master's program at KSU. Also, please obtain a letter of support from your major professor or the graduate coordinator in your current major department or the College of Veterinary Medicine representative on the MPH Coordinating Committee.

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

Requirements for application:

- An applicant must have completed an undergraduate degree
- The applicant must be concurrently enrolled in a graduate program at K-State **OR** be admitted in the graduate program as a non-degree student
- The applicant must submit a narrative letter that describes their interest and experience in public health and objectives for completing the certificate
- The applicant must submit a letter of recommendation from their major professor or employer (if working as a public health professional)
- If not a current K-State graduate student it is strongly suggested that the applicant submit GRE scores with their application

To apply for admission to the certificate program:

- Go to the Graduate School online application webpage at: https://www.applyweb.com/kstateg/ and apply. When asked to select the degree program "Graduate Certificate" for degree and "Public Health Core Concepts – Graduate Certificate" for program
- Pay the application fee. If the applicant is a current K-State graduate student, they should call the MPH Program office for instructions on how to apply without paying the application fee.

After review of the application documents by the Director of the Master of Public Health Program, the Director may:

1. Admit the student to the certificate program
2. Conditionally admit the student to the certificate program and indicate which pre-requisite courses must be completed prior to enrollment in some or all of the certificate program courses
3. Reject the student for the certificate program

If at a later time the student applies to the MPH Program at Kansas State University and is admitted, the full 14 or 16 hours in the graduate certificate may be applied to the MPH degree.

## *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 field experience 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 to the MPH degree program, the area of emphasis coordinator identifies a graduate faculty member who is willing to serve as the temporary major advisor. Before a student can be admitted to the Graduate School, a graduate faculty member has to agree to serve as the temporary major professor. 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 require a form with appropriate signatures (see Section 5.1 below).

## *4.2 Time line for selection of a permanent major advisor*

A permanent major advisor should be selected during the second semester in the program so that decisions on the program of study and the selection of the supervisory committee can be made.

## *4.3 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 field experience 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 field experience placement.

## *4.4 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 program of study and selection of the capstone experience option.
- Advising graduate students on the selection of members of the supervisory committee.
- Providing training and supervision in scholarly activities, including selection of a research problem if the thesis option is chosen, development of the research design, theoretical

and technical aspects of data collection, management, and analysis, and preparation of the final written document.

- Encouraging graduate students to stay abreast of the literature and cutting-edge ideas in the area of emphasis.
- Helping graduate students to develop professional skills in writing papers, reports, or 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 Program of Study (POS), the graduate student must form a supervisory committee including a major professor and at least two other graduate faculty. 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 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 Changing members of the supervisory committee*

In case it becomes necessary to change or replace a member of the supervisory committee, the student should meet with the major professor to discuss the reasons for the change. If the student and major professor concur with the change, the student should complete a copy of the **PROGRAM/COMMITTEE CHANGE FORM** found on the Graduate School website and then print the completed form to be signed by the committee members. Consult a representative in the Graduate School for instructions when a signature cannot be obtained from a faculty member who is no longer on campus.

## *5.3 Preparing the Program of Study (POS)*

Every student in the MPH Program who intends to earn a degree must file with the Graduate School a Program of Study (POS), which is the formal approved list of the courses the student intends to take to fulfill the requirements of the degree. The POS should consist solely of courses directly related to the MPH degree. Deficiency courses should not be listed. 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 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/forms/ . Guidelines for preparing a POS and a sample of a POS are located in Section 12.9 at the end of this handbook.

The Director of the MPH Program must then endorse the POS and forward 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 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 http://www.k-state.edu/grad/forms/) should be submitted to the Graduate School before graduation. This form can be downloaded from the Graduate School website noted above.

# SECTION 6: FIELD EXPERIENCE AND CULMINATING EXPERIENCE

## *6.1 Field Experience in Public Health*

All Master of Public Health (MPH) degree candidates at Kansas State University are required to complete a field experience in public health practice at an off-campus location. The purpose of a field experience is to provide a bridge between professional academic preparation and public health practice. 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. Typically the field experience is completed at the end of the coursework for the MPH so that the student may apply the knowledge gained from those graduate courses.

## *6.2 Culminating Experience*

A culminating experience 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. All MPH degree students at Kansas State University must complete a culminating experience, chosen from three main possibilities with the assistance and advice of their major professor, supervisory committee members and the MPH Program Director.

The culminating experience requirement for the Master of Public Health degree (6 semester credit hours) will be met with one of the following:

- Six credit hours of field experience with written report and oral presentation and oral defense;
- Six credit hours of public health research with a written Master's thesis and oral presentation and oral defense (see note below regarding additional field experience requirement);
- Four credit hours of field experience and two credit hours of a Master's Report, resulting in appropriate written and oral reports, along with the oral defense.

During the culminating experience, the student should show how each of the MPH core competencies and emphasis area competencies were used or met.

If completing a thesis or master's report, the area of research should be focused on population-based health questions rather than on 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.

**NOTE:** For students admitted in Spring 2011 and beyond, **an additional** three hours of field experience are required of students selecting the six hours Master's thesis option as their culminating experience.

## *6.3 Examination regulations and format*

Each MPH graduate student will present the results of the field experience 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:

- Discuss the date and time with the major professor and members of the supervisory committee.
- Arrange 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 the written 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 in addition to the above apply:

- The student must be enrolled in at least one credit hour during 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 final approval by the Dean of the Graduate School. If a member of the committee is participating via distance technology, there must be capability 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 can 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.

## *6.4 Role and responsibilities of the supervisory committee*

When a student is initially admitted to the MPH Program, a graduate faculty member agrees to serve as the major advisor. The major advisor may be changed before a Program of Study is filed without going through formal procedures. Within the first year in the program, the student should discuss and assemble a supervisory committee of three graduate faculty in the MPH Program. The major advisor serves as one member and two other faculty members should be selected from the area of emphasis. Certain restrictions apply for visiting or part-time faculty, those on adjunct appointments, or faculty holding emeritus status. See Chapter 5, Section D of the latest version of the GRADUATE HANDBOOK.

The major advisor serves as the chair of the supervisory committee. This committee has the role and responsibility for advising the student in developing a program of study, supervising the student's progress toward the capstone experience, reviewing the final written document, and conducting the final oral examination.

## *6.5 Electronic Submission of Thesis*

All copies of the final thesis or master's report must be submitted to the Graduate School electronically. Style templates for the online submission of the thesis or report are available online at http://www.k-state.edu/grad/etdr/create/. It is recommended that you begin writing your thesis using the template to reduce the number of problems that occur when cutting and pasting information from another word document into the template. More information on the electronic submission can be found at http://www.k-state.edu/grad/etdr.

## *6.6 Electronic Submission of Field Experience Report*

A copy of the field experience report and PowerPoint presentation must be submitted to the MPH Program Office for inclusion in the MPH section of K-REx. The MPH section is an e-repository for all MPH field experience reports. (https://krex.k-state.edu/dspace/community-list)

Students should format their report following the report guidelines and template available on the Graduate School website at: http://www.k-state.edu/grad/etdr/template/ The format is flexible enough to allow for just about any type of report. If the student needs help with formatting their report please contact the MPH Program office (311 Trotter Hall, 532-2042).

Once the field experience report is prepared and presented, a copy of the report in Word and the PowerPoint presentation should be e-mailed or sent via electronic media (CD, thumbdrive) to the MPH Program office. In addition, the students need to prepare an abstract and pick six key words for submission to K-REx. The MPH Program office will then convert the report and PowerPoint slides into PDF files for submission using the K-REx requirements.

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/ Chapter 1.E. 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* (http://www.k-state.edu/isss/current/f-1.html). For more information and specific questions, contact the International Student and Scholar Services on campus.

## *7.2 Enrollment process*

Enrollment is the process of selecting and registering for courses to be taken during the semester. New students should meet individually with the Director of the MPH Program and the temporary major professor prior to the beginning of the first graduate semester. The core courses for the MPH degree are prescribed for everyone but may be taken during any semester when they are available. The courses approved for the area of emphasis are to be selected in consultation with the major professor and may be taken at any time.

Currently enrolled students complete the enrollment process during the prior semester (pre-enrollment). Pre-enrollment is held in late March for summer and fall semesters and late October for spring semester. Consult the current line schedule at http://courses.k-state.edu/schedules.html.

For course offerings, times, and location as well as additional enrollment information, such as tuition, fees, and payment schedules. Graduate students may enroll on the first day of pre-enrollment. Enrollment on this day is highly recommended, as many elective courses will fill and close within a few days. Some departments may require major professor permission to enroll. In such cases, after conferring with your major professor electronic permission will be granted to permit you to enroll. Enrollment can be completed via the KSU electronic system known as **KATS** or via a walk-in method at Enrollment Services in Willard Hall (2nd floor). ***Students must be enrolled in courses before the 20th day of the semester.***

## *7.3 Drop-add procedure*

If it is necessary to drop or add a course after the initial enrollment, **the process is the responsibility of the student** and is handled within iSIS.

### 7.3.1 Dropping

Course drop dates are calculated by counting calendar days, including Saturdays, Sundays and holidays. When a refund date falls on a Saturday, Sunday or a holiday, the refund must be processed no later than the next business day in Enrollment Services, 210 Willard Hall, 8:15 AM to 12:00 PM or 1:00 PM to 4:45 PM. Refer to the Non-Standard Drop/Refund Dates table for non-standard session course deadlines. Refer to the Academic Calendar for regular session deadline dates.

### 7.3.2 Adding

Courses are added through iSIS Self Service for regular session courses. If a signature is required instructors must sign an Instructor/Department - iSIS Class Permission form (available to instructors from their department office) for closed or permission courses. Students then submit this form to the Department Office who owns the course and who will enter permission into iSIS. (If the course is a psychology course, submit this form to the Department of Psychology.)

## *7.4 Grade change*

If a student has a good reason to believe that an incorrect grade has been received for a course or if an incomplete grade has been recorded, the student should first consult with the instructor of the course involved. If the instructor agrees that the grade should be changed, the instructor is responsible for changing the grade as per current instructions from the Registrar's Office.

## *7.5 Incomplete grades*

The grade of "Incomplete" (I) may be given in regular courses (other than independent studies, research, and problems) upon request of the student for personal emergencies that are verifiable. The instructor of the course has the responsibility to provide written notification to the student of the work required to remove the incomplete. The student has the responsibility to take the initiative in completing the work and is expected to make up the "I" grade during the first semester in residence at the University after receiving the grade. Exceptions to this policy include credit hours for the thesis, dissertation, or directed research.

A grade may be given by the instructor without further consultation with the student if the student does not make up the incomplete (I) during the first semester in residence after receiving it. After the end of the first semester if the "IX" remains on the transcript, it will be changed to an "F" and will be computed in the GPA with a weight of 0 points per credit hour. A grade of "NR" for no grade reported will be treated in a like manner. Only the grades "A", "B", "C", "D", and "F" (and the designation "IX", under conditions described above) are used in calculating resident graduate grade point average (GPA).

If a student receives a grade of incomplete in a course, a Grade Change Report form must be filed in order to change the "I" to a letter grade. A student may not graduate with an "I" on record. It is the student's responsibility to make sure that the instructor files a Grade Change Report to remove the "I" from the transcript.

## *7.6 Courses applied toward two degrees*

### 7.6.1 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.

### 7.6.2 Credit from a College of Veterinary Medicine

A maximum of 12 graduate credit hours or the equivalent may be granted to graduates of colleges an AVMA Council on Education accredited College of Veterinary Medicine curriculum.

### 7.6.3 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
- Food Science & Industry
- Nutrition & Kinesiology dual degree
- Biochemistry
- Biology
- Dietetics
- Kinesiology
- Life Sciences
- Microbiology
- Athletic Training
- Nutritional Sciences
- Psychology
- Nutrition and Health

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:

a. 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.
b. Meet the requirements required for the desired MPH emphasis area, i.e., have the prerequisites completed.
c. 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.
d. Note that the student must be accepted before completing requirements for a BS degree
e. Application for the BS/MPH option is generally made at the end of the junior year or early in the senior year.
f. 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.

## *7.7 Transfer of credit*

Kansas State University accepts graduate credit hours from another institution under the following conditions: 1) other accredited institutions that offer graduate degree programs appropriate to the level of the credit to be transferred; 2) credit is fully acceptable to the other institution in satisfaction of its own advanced degree requirements; and 3) credit is applicable to the student's program of study for the MPH degree at Kansas State University. ***The Program of Study should consist solely of courses directly related to the MPH degree.***

Upon approval by the Director of the MPH Program at KSU, students may transfer up to 10 graduate credit hours for the MPH degree. Only courses with a grade of "B" or better may be transferred. Credit hours earned more than six (6) years prior to the semester in which the Program of Study is approved cannot be transferred. ***Research conducted outside the MPH Program cannot be accepted for credit as part of a Program of Study.***

## *7.8 Class attendance*

The instructor of each course determines the class attendance policies for his/her course. The student is responsible for learning the procedures from each instructor. Absence from all classes does not automatically constitute dropping the course and may result in a grade of "F" being recorded for the course.

## *7.9 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.

## *7.10 Dismissal*

A graduate student will be denied continued enrollment at Kansas State University for any of the following reasons:

1. Failure of a student on probationary status for admission to achieve a minimum cumulative GPA of 3.0 in the first 9 credit hours of graduate level coursework.
2. Failure of a student placed on probation for deficient grades to achieve a cumulative GPA of at least 3.0 within two (2) semesters for fulltime students and within 12 graduate credit hours for part-time students.
3. Failure to meet published departmental, program, or university-wide requirements.
4. Failure to maintain satisfactory progress, as determined by the major professor or the supervisory committee, toward a graduate degree.

## *7.11 Reinstatement*

A student who has been dismissed may petition for reinstatement to the same program or for admission to a different one. Petitions for readmission are heard and decided by the Graduate Council Readmission Committee. Students whose petitions are granted are readmitted on probation as a condition of readmission. In such cases, Graduate Council Readmission Committee usually stipulates enrollment in a specific number of hours or courses, as well as other conditions. To regain regular status, the reinstated student must satisfy the conditions outlined in the Graduate Handbook, Section F.3 for removal from probation.

## *7.12 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.

## *7.13 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.

## *7.14 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 Field Experience Form and Field Experience student and preceptor surveys
- Contact information for the student after graduation

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

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

A graduate student's personal integrity is presumed to be sufficient assurance that in academic matters, including research and field experience, one does work ***without unauthorized assistance*** from any other source. 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. The system applies to examinations and to all work handed in, such as research papers and reports, case studies, solutions to problems, non-print media, and computer programs, unless an exception is made by the faculty person. Plagiarism and cheating are serious offenses and carry penalties that may involve failure on the exam, paper, or project; failure in the course; and/or expulsion from the University. If failure in the course is recommended by the Honor Council, an "XF" grade will be assigned and recorded on the transcript. An "XF" designates failure of a course as a result of a breach of academic honesty. More detailed information about the policy can be found on the Honor System web page at: http://www.ksu.edu/honor.

## *8.2 Principles of integrity*

Several important principles of integrity in the conduct of research and scholarly activities are defined and supported by the faculty, staff, and students of Kansas State University. Guidelines established by the Faculty Senate and found in the UNIVERSITY HANDBOOK apply to graduate students as well as faculty and staff who are involved in the search for new knowledge and the dissemination of information to the public. 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.

Examples of specific principles governing research and scholarly activities include:

- Integrity in planning, implementing, and disseminating information
- Recognition of one's own and others' prior work
- Confidentiality in the peer review process
- Open and timely disclosure of all potential conflicts of interest
- Knowledge of and compliance with institutional review requirements for the protection of human subjects and the humane care of animals in the conduct of research
- Collegiality and trust in scholarly interactions and in the sharing of information, resources, and space

## 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 involving human subjects

Federal regulations and KSU policy require that all research projects involving human subjects be reviewed and approved by the Institutional Review Board (IRB). The committee at Kansas State University charged with this responsibility is known as the Committee on Research Involving Human Subjects. The chair and members of the committee are appointed by the President of the University. Administrative support for the IRB is under the direction of the University Research Compliance Office (URCO) located in Room 1 Fairchild Hall.

For the purpose of compliance with IRB regulations, ***research*** is defined as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to ***generalizable knowledge***". The criteria for identifying "generalizable knowledge" includes the preparation and dissemination of the results of research in the form of papers, electronic publications, journal articles, books, theses, reports, and public presentations such as PowerPoint slides or poster displays. A human subject of research is 1) a living individual from whom an investigator obtains data by interaction or intervention in oral or written form OR 2) a living individual from whom identifiable private information is obtained. Guidelines and instructions for applying for approval from the IRB are available at the following website: http://www.k-state.edu/research/comply

## 8.5 Research involving animals

Kansas State University is also committed to providing an animal care and use program to campus scientists and students in providing a humane and compliant environment for research involving animals. The Institutional Animal Care and Use Committee (IACUC) is under the direction of the University Research Compliance Office (URCO) located in Room 1 Fairchild Hall. Access to information and training materials as well as copies of the Federal regulations governing animal research can be found at the following location: http://www.k-state.edu/research/comply/iacuc/

## 8.6 Other research compliance committees

In addition to oversight of research with human subjects and animals, the University Research Compliance Office 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*

### 9.1.1 Every graduate student has

a. Freedom of inquiry, conscience, expression, and association and the right to petition for the redress of grievances.
b. The right, to the extent permitted by law, to have any information about his or her opinions and associations unrelated to academic performance or assigned responsibilities that has been acquired by professors or administrators in the course of their work as instructors, advisors, or counselors held confidential at his or her request and not disclosed to others without his or her consent.
c. Freedom from unfair treatment by faculty or administration in the assignment and evaluation of academic work toward the completion of requirements for a particular course.
d. The right to due process in the conduct of proceedings pursuant to the provisions of this document or of any proceedings conducted under any other provisions of any other rule or regulation governing Kansas State University.
e. The right to immunity from reprisal in the form of University disciplinary action or proceedings for seeking redress pursuant to the provisions of this document.

### 9.1.2 Every graduate student is responsible for

a. The exercise of applicable rights and freedoms, as enumerated above, in a manner that does not materially and substantially interfere with the requirements of appropriate discipline in the operation of the institution nor infringe upon the rights of other students, faculty, or staff.
b. Completing the requirements and meeting the standards of any course in which he or she is enrolled.
c. Understanding the legal and ethical standards applicable to scholarship in general and to the student's discipline, and understanding the policies and procedures that the University has in place to ensure compliance with these standards.

## *9.2 Graduate student grievance procedures*

The ***Graduate Handbook*** contains general rules and procedures governing graduate education developed by the Graduate Council. In addition, each graduate program may have more detailed departmental or program guidelines that specify how that degree program operates within general Graduate School policies, and what graduate students can expect during their graduate career. If departmental or program policies are inconsistent with Graduate School policy, the Graduate School policy is the overriding policy.

### 9.2.1 Scope of authority

This policy is designed to resolve concerns and grievances brought by graduate students related to their graduate level academic program as more fully defined below. The formal grievance must be initiated within 6 months of the time that the graduate student knows of the matter prompting the grievance, or the graduate student relinquishes any opportunity to pursue the grievance. Under these procedures, a graduate student is any person who has been formally admitted as a graduate student at the time the alleged events leading to the

grievance occurred. A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. “Grievances” under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.

Non-academic conduct of graduate students is governed by the KSU Student Code of Conduct in the ***Student Life Handbook*** and the hearing procedures therein. The undergraduate student grievance procedure, as described in Appendix A of the ***Student Life Handbook*** and available at: http://www.k-state.edu/osas/; applies to any academic matter involving an undergraduate student taking graduate courses. The Veterinary Medicine academic grievance procedures, as described in Appendix A of the ***Student Life Handbook***, govern academic matters involving courses within the DVM degree. The K-State Honor & Integrity System, as described in the ***Student Life Handbook***, governs issues of academic integrity. Allegations of misconduct believed to constitute discrimination, including sexual harassment as described and defined in the “Policy Prohibiting Sexual Harassment,” and “Policy Prohibiting Racial and/or Ethnic Harassment” should be referred to the Affirmative Action Office or the Office of Student Life. Allegations of assault covered under the “Policy Prohibiting Sexual Violence” should be referred to the Office of Student Life.

### 9.2.2 Definition of terms

a. Graduate Student - Under these procedures, a graduate student is any person who has been formally admitted into the Graduate School of Kansas State University and was enrolled as a graduate student at the time the alleged events leading to the grievance occurred.
b. Grievance - A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the graduate student claims is unjust or is in violation of his or her rights established through formal prior agreement. "Grievances" under this procedure shall include disputes over grades, course requirements, graduation/degree program requirements, and thesis and dissertation committee and/or advisor decisions.
c. Respondent - The person(s) against whom a grievance is being made.
d. Working Days - For the purpose of this section a "working day" is defined as any weekday that is part of the regular nine-month academic calendar, including all days that classes are conducted and the period of final examinations. Legal holidays and the time when summer school is in session are excluded from the definition of "working day." However, if it is agreed to by all of the parties, a hearing can be conducted and/or the process completed during a vacation period.

### 9.2.3 Guidelines for administrative review and conflict resolution

a. The graduate student should attempt to resolve any grievance first with the faculty member, supervisory committee, or administrator involved.
b. If, after earnest inquiry, the conflict remains unresolved, the graduate student should discuss the grievance with the department head/chairperson or other immediate administrative superior of the respondent, the academic dean or his/her designee and, if pertinent, with any relevant departmental faculty member or committee. If the outcome of this conflict resolution process is successful, then the resolution shall be reduced to writing with copies provided to the graduate student, respondent, administrative superior, and academic dean involved in the conflict resolution session.

c. If the conflict resolution process is not successful, the academic dean and the associate dean of the Graduate School will confer to determine if further conflict resolution steps should be pursued.

### 9.2.4 Formal grievance procedure

a. If the grievance is not resolved by the above discussions and the graduate student then chooses to pursue the matter further, the issue must be reduced to writing within 10 working days by the graduate student and sent immediately to the associate dean of the Graduate School. A Notice of Grievance form, available in the Graduate School or on the Graduate School website, must be submitted with the written statement. The written grievance shall include a clear, concise statement of the policy or policies/procedures violated, and the redress requested. The associate dean of the Graduate School shall forward a copy of the grievance to the respondent. Within 10 working days after receipt of the grievance, the respondent shall provide the associate dean of the Graduate School with a copy of his or her written response.
b. Upon receipt of the written response, the associate dean of the Graduate School shall, within 10 working days, appoint an ad hoc grievance committee to hear and make a recommendation regarding the grievance. The associate dean of the Graduate School shall appoint, from the membership of the Graduate Council, a committee chair (without vote), and 3 committee members. A member of the Graduate School staff will be selected as secretary (without vote). Two graduate students will be appointed as committee members from a slate of nominees selected by the Graduate Student Council.
c. The hearing shall be scheduled within 30 working days after the appointment of the ad hoc grievance committee barring extenuating circumstances.
d. Guidelines for ad hoc grievance committee hearings-
    1. Pre-hearing procedures
        a. Notice of the time and place of the hearing shall be given by the chair to the graduate student and the respondent not less than 10 working days prior to the hearing.
        b. The notice shall include the written grievance and the written response of the respondent.
        c. A copy of the procedures guiding the hearings shall accompany the notice.
        d. The following must be submitted by each party to the chair at least five working days prior to the hearing:
            i. A copy of all written supporting documentation that the party will present at the hearing.
            ii. A list of witnesses to be called by the party (each party is responsible for ensuring that his/her witnesses are at the hearing), and
            iii. The name of any advisor who will accompany the party to the hearing and whether the advisor is an attorney.
    2. Hearing
        a. The hearing will be conducted informally and the committee will have complete discretion in deciding any procedural questions that arise during the hearing.
        b. At the hearing, each party may be accompanied by an advisor, who may advise the party but not participate in the hearing.
        c. All hearings shall be closed expect for parties to the grievance and their advisors unless the graduate student requests that the hearing be open. All parties are advised that the Committee routinely records the hearing for its own use.

d. The committee will permit each party to present a brief opening statement of no more than 10 minutes.
e. The evidence shall be presented by the graduate student and then by the respondent at the hearing.
f. The parties and the committee shall have the opportunity to question all witnesses.
g. The committee will accept any evidence, information, or testimony, which it feels is pertinent to the grievance and will help the committee understand and evaluate the issue(s) before it. The committee chair will determine the relevance and materiality of the evidence offered. Legal rules of evidence shall not apply.
h. Following the presentation of evidence, the committee will permit each party to present a brief closing statement of no more than 10 minutes.
i. The committee will meet in closed session to deliberate and recommend action to the Dean of the Graduate School on the grievance.
j. Within ten (10) working days from the conclusion of the hearing, the committee will prepare a report which will serve as its recommendation to the Dean of the Graduate School. The report will contain the factual findings of the committee and the reasons for the recommendation. The Dean of the Graduate School will consider the committee's recommendation and transmit a final decision to both parties within ten (10) working days of receiving the Committee's recommendation.

### 9.2.5 Enforcement of the Graduate School's Decision

The Graduate School has the authority to enforce the decision.

## *9.3 Principles of Community*

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 the following principles:

***We*** affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.

***We*** affirm the value of human diversity for community.

***We*** affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency. We believe that diversity of views enriches our learning environment, and we promote open expression within a climate of courtesy, sensitivity, and mutual respect.

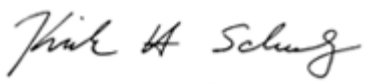
***We*** affirm the value of honesty and integrity. We will operate with honesty in all professional endeavors and expect the same from our colleagues.

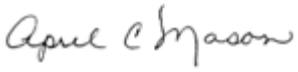
***We*** acknowledge that we are a part of multiple communities, and we have an obligation to be engaged in a positive way with our civic partners.

***We*** recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community.

These principles have been endorsed by the following university governance bodies:

- Student Governing Association
- Graduate Student Council
- Graduate Council
- Faculty Senate
- Classified Senate





## *9.4 Public Health code of ethics*

### 9.4.1 Preamble

This code of ethics states key principles of the ethical practice of public health. An accompanying statement lists the key values and beliefs inherent to a public health perspective upon which the ethical principles are based. Public health is understood within this code as what we, as a society, do collectively to assure the conditions for people to be healthy. We affirm the World Health Organization's understanding of health as a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.

The code is neither a new nor an exhaustive system of health ethics. Rather, it highlights the ethical principles that follow from the distinctive characteristics of public health. A key belief worth highlighting, and which underlies several of the ethical principles, is the interdependence of people. This interdependence is the essence of community. Public health not only seeks the health of whole communities but also recognizes that the health of individuals is tied to their life in the community.

The code is intended principally for public and other institutions in the United States that have an explicit public health mission. Institutions and individuals that are outside of traditional public health but recognize the effects of their work on the health of the community may also find the code relevant and useful.

### 9.4.2 Principles of the ethical practice of public health

1. Public health should address principally the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes.
2. Public health should achieve community health in a way that respects the rights of individuals in the community.
3. Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.
4. Public health should advocate and work for the empowerment of disenfranchised community members, aiming to ensure that the basic resources and conditions necessary for health are accessible to all.
5. Public health should seek the information needed to implement effective policies and programs that protect and promote health.
6. Public health institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community's consent for their implementation.
7. Public health institutions should act in a timely manner on the information they have within the resources and the mandate given to them by the public.
8. Public health programs and policies should incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community.
9. Public health programs and policies should be implemented in a manner that most enhances the physical and social environment.
10. Public health institutions should protect the confidentiality of information that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.
11. Public health institutions should ensure the professional competence of their employees.

12. Public health institutions and their employees should engage in collaborations and affiliations in ways that build the public's trust and the institution's effectiveness.

### 9.4.3 Values and beliefs underlying the code

The following values and beliefs are key assumptions inherent to a public health perspective. They underlie the 12 principles of the ethical practice of public health.

#### *9.4.3.1 Health*

1. Humans have a right to the resources necessary for health. The public health code of ethics affirms Article 25 of the Universal Declaration of Human Rights, which states in part "Everyone has the right to a standard of living adequate for the health and well-being of himself and his family…"

#### *9.4.3.2 Community*

2. Humans are inherently social and interdependent. Humans look to each other for companionship in friendships, families, and community; and rely upon one another for safety and survival. Positive relationships among individuals and positive collaborations among institutions are signs of a healthy community. The rightful concern for the physical individuality of humans and one's right to make decisions for oneself must be balanced against the fact that each person's actions affects other people.
3. The effectiveness of institutions depends heavily on the public's trust. Factors that contribute to trust in an institution include the following actions on the part of the institution: communication; truth telling; transparency (i.e., not concealing information); accountability; reliability; and reciprocity. One critical form of reciprocity and communication is listening to as well as speaking with the community.
4. Collaboration is a key element to public health. The public health infrastructure of a society is composed of a wide variety of agencies and professional disciplines. To be effective, they must work together well. Moreover, new collaborations will be needed to raise to new public health challenges.
5. People and their physical environment are interdependent. People depend upon the resources of their natural and constructed environments for life itself. A damaged or unbalanced natural environment, and a constructed environment of poor design or in poor condition, will have an adverse effect on the health of people. Conversely, people can have a profound effect on their natural environment through consumption of resources and generation of waste.
6. Each person in a community should have an opportunity to contribute to public discourse. Contributions to discourse may occur through a direct or a representative system of government. In the process of developing and evaluating policy, it is important to discern whether all who would like to contribute to the discussion have an opportunity to do so, even though expressing a concern does not mean that it will necessarily be addressed in the final policy.
7. Identifying and promoting the fundamental requirements for health in a community are a primary concern to public health. The way in which a society is structured is reflected in the health of a community. The primary concern of public health is with these underlying structural aspects. While some important public health programs are curative in nature, the field as a whole must never lose sight of underlying causes and prevention. Because fundamental social structures affect many aspects of health, addressing the fundamental causes rather than more proximal causes, is more truly preventive.

#### *9.4.3.3 Bases for action*

8. Knowledge is important and powerful. We are to seek to improve our understanding of health and the means of protecting it through research and the accumulation of knowledge. Once obtained, there is a moral obligation in some instances to share what is known. For example, active and informed participation in policy-making processes requires access to relevant information. In other instances, such as information provided in confidence, there is an obligation to protect information.
9. Science is the basis for much of our public health knowledge. The scientific method provides a relatively objective means of identifying the factors necessary for health in a population, and for evaluating policies and programs to protect and promote health. The full range of scientific tools, including both quantitative and qualitative methods, and collaboration among the sciences is needed.
10. People are responsible to act on the basis of what they know. Knowledge is not morally neutral and often demands action. Moreover, information is not to be gathered for idle interest. Public health should seek to translate available information into timely action. Often, the action required is research to fill in the gaps of what we don't know.
11. Action is not based on information alone. In many instances, action is required in the absence of all the information one would like. In other instances, policies are demanded by the fundamental value and dignity of each human being, even if implementing them is not calculated to be optimally efficient or cost-beneficial. In both of these situations, values inform the application of information or the action in the absence of information.

#### *9.4.3.4 Notes on the individual ethical principles*

1. This principle gives priority not only to prevention of disease or promotion of health, but also at the most fundamental levels. Yet the principle acknowledges that public health will also concern itself with some immediate causes and some curative roles. For example, the treatment of curable infections is important to the prevention of transmission of infection to others. The term "public health" is used here and elsewhere in the code to represent the entire field of public health, including but not limited to government institutions and schools of public health.
2. This principle identifies the common need in public health to weigh the concerns of both the individual and the community. There is no ethical principle that can provide a solution to this perennial tension in public health. We can highlight, however, that the interest of the community is part of the equation, and for public health it is the starting place in the equation; it is the primary interest of public health. Still, there remains the need to pay attention to the rights of individuals when exercising the police powers of public health.
3. A process for input can be direct or representative. In either case, it involves processes that work to establish a consensus. While democratic processes can be cumbersome, once a policy is established, public health institutions have the mandate to respond quickly to urgent situations. Input from the community should not end once a policy or program is implemented. There remains a need for the community to evaluate whether the institution is implementing the program as planned and whether it is having the intended effect. The ability for the public to provide this input and sense that it is being heard is critical in the development and maintenance of public trust in the institution.
4. This principle speaks to two issues: ensuring that all in a community have a voice; and underscoring that public health has a particular interest in those members of a community that are underserved or marginalized. While a society cannot provide resources for health at a level enjoyed by the wealthy, it can ensure a decent minimum standard of resources.

   The Code cannot prescribe action when it comes to ensuring the health of those who are marginalized because of illegal behaviors. It can only underscore the principle of ensuring

the resources necessary for health to all. Each institution must decide for itself what risks it will take to achieve that.

5. This principle is a mandate to seek information to inform actions. The importance of information to evaluate programs is also implied.
6. This principle is linked to the third one about democratic processes. Such processes depend upon an informed community. The information obtained by public health institutions is to be considered public property and made available to the public. This statement is also the community-level corollary of the individual-level ethical principle of informed consent. Particularly when a program has not been duly developed with evaluation, the community should be informed of the potential risks and benefits, and implementation of the program should be premised on the consent of the community (though this principle does not specify how that consent should be obtained).
7. Public health is active rather than passive, and information is not to be gathered for idle interest. Yet the ability to act is conditioned by available resources and opportunities, and by competing needs. Moreover, the ability to respond to urgent situations depends on having established a mandate to do so through the democratic processes of ethical principle number three.
8. Public health programs should have built in to them a flexibility that anticipates diversity in those needs and perspectives having a significant impact on the effectiveness of the program. Types of diversity, such as culture and gender, were intentionally not mentioned. Any list would be arbitrary and inadequate.
9. This principle stems from the assumptions of interdependence among people, and between people and their physical environment. It is like the ethical principle from medicine, "do no harm," but it is worded in a positive way.
10. This statement begs the question of which information needs to be protected and what the criteria are for making the information public. The aims of this statement are modest: to state explicitly the responsibility inherent to the "possession" of information. It is the complement to ethical principles 6 and 7, about acting on and sharing information.
11. The criteria for professional competence would have to be specified by individual professions, such as epidemiology and health education.
12. This statement underscores the collaborative nature of public health while also stating in a positive way the need to avoid any conflicts of interest that would undermine the trust of the public or the effectiveness of a program.

**Source:** Electronic copies of this code can be obtained from the American Public Health Association website: http://www.apha.org/NR/rdonlyres/1CED3CEA-287E-4185-9CBD-BD405FC60856/0/ethicsbrochure.pdf. This copy was accessed on June 17, 2008.

# SECTION 10: EMPLOYMENT-RELATED POLICIES

## *10.1 Overview*

A limited number of financial assistance awards are available each year through the departments participating in the MPH Program or through the Graduate School. Assistantships usually vary between two-tenths and four-tenths time (8 to 16 hours per week based on a 40-hour work week) and are renewable each semester. If a department awards graduate teaching assistantships (GTA), the student is eligible for a tuition waiver with amounts based on the number of tenths of the appointment. For graduate research assistantships (GRAs), students must have at least a four-tenths appointment to qualify for resident tuition and an opportunity for purchasing low cost health insurance.

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. 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.

## *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 will provide a campus mailbox 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. It is worthwhile for most graduate students to purchase their own personal computer to supplement the services provided by the university through the open computer laboratories and the libraries. Specific provisions and policies for the use of telephones and copy machines reside with the individual departments.

## *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*

Health insurance is available for graduate students and their dependents through the Kansas State Employees Health Care Commission. To be eligible for the student health insurance plan,

including an employer contribution, a graduate student must be enrolled in the student health care benefits component of the state health care benefits program and appointed for the current semester for at least 0.5 tenths time as a graduate research or graduate teaching assistant. At the time of applying for coverage, the student pays the premium for the full semester of prepaid health insurance.

This is a prepaid health insurance plan which means the semester premiums are paid in advance at the time of applying for coverage. GRA/GTA students are to complete an application and present the application and semester premium payment to the Division of Human Resources in Edwards Hall within 30 days of their appointment date or during the appropriate open enrollment period. For more information contact the Division of Human Resources at http://www.k-state.edu/hr/benefits/gta.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. Approximately 20,000 undergraduates and more than 3,000 graduate students make up the current student body. Graduate degrees are offered through 65 master's programs and 45 doctoral programs. Twenty-two certificate programs are also available for students wishing to pursue advanced studies without earning a degree. Graduate students come from Kansas (63%), other states in the United States (11%), and many other countries (26%).

## *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. Dr. Duane Crawford is the Associate Dean. Dr. Cheryl Polson serves in the role of an Associate Dean for recruitment, off-campus programs, and military relations. The main office for the Graduate School is located in historic Fairchild Hall, Room 103.

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: http://www.k-state.edu/grad/students/fellowshipsandscholarships/internalfellowships.html 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*

**Brannon, Laura** (Associate Professor of Psychology) BS 1988, MA 1990, PhD 1993, The Ohio State University. (Graduate Faculty Department: Psychology)

**Canter, Deborah D.** (Professor of Hospitality Management and Dietetics) BS 1972, MS 1974, PhD 1977, University of Tennessee. (Graduate Faculty Department: Hospitality Management and Dietetics)

**Cates, Michael** (Director, Master of Public Health Program and Professor of Diagnostic Medicine and Pathobiology) BS 1979, DVM 1980 Texas A&M University; MPH 1987, University of Texas Health Science Center, Houston. (Graduate Faculty Department: Pathobiology)

**Cernicchiaro, Natalia** (Research 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)

**Chambers IV, Edgar** (Professor of Human Nutrition; Food Science) BS 1977, University of Tennessee; MS 1979, PhD, 1980, Kansas State University. (Graduate Faculty Department: Human Nutrition)

**Chapes, Stephen K.** (Professor of Biology) BS 1975, University of Illinois-Chicago; MPH 1976, University of Illinois-Medical Center; MS 1978, PhD 1981, University of Illinois-Urbana. (Graduate Faculty Department: Biology)

**Chengappa, M.M.** (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)

**Cohnstaedt, Lee W.** (Research Entomologist, USDA, Agricultural Research Service) BA 2001, Clarks Honor College; PhD 2008, Yale University (Graduate Faculty Department: Entomology)

**Dzewaltowski, David** (Professor and Head, Department of Kinesiology and Director of the Community Health Institute; Ancillary, Human Nutrition) BA 1983 University of Iowa; MS 1985 West Virginia University; PhD 1987 University of Iowa. (Graduate Faculty Department: Kinesiology)

**Ganta, Roman R.** (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)

**Getty, Kelly J.K.** (Associate Professor of Animal Sciences and Industry and Food Science Institute) BS 1988, Kansas State University; MS 1992, Pennsylvania State University; PhD 1999, Kansas State University. (Graduate Faculty Department: Animal Sciences and Industry)

**Gordon, Joye** (Associate Professor in the A.Q. Miller School of Journalism and Mass Communication) BS 1987, Nicholls State University; MS 1990, University of Southwestern Louisiana; PhD 1999, Purdue University. (Graduate Faculty Department: Journalism and Mass Communications)

**Gould, Rebecca J.** (Professor of Hospitality Management and Dietetics) BS 1977, Sam Houston State University; MS 1982, Texas Woman's University; PhD 1986, Texas Woman's University. (Graduate Faculty Department: Hospitality Management and Dietetics)

**Grunewald, Katharine** (Professor of Human Nutrition) BS 1974, University of Wisconsin; MS 1976, PhD 1979, University of Kentucky. (Graduate Faculty Department: Human Nutrition)

**Haub, Mark D.** (Associate Professor of Human Nutrition, Gerontology) BA 1992, Fort Hays State University; MS 1996, PhD 1998, University of Kansas. (Graduate Faculty Department: Human Nutrition)

**Heinrich, Katie** (Assistant Professor of Kinesiology) BS 1999, Graceland University; MA 2001, Ph.D. 2004, University of Missouri-Kansas City. (Graduate Faculty Department: Kinesiology)

**Higgins, Mary Meck** (Associate Professor of Human Nutrition; Extension Specialist; Gerontology) BS 1975, Purdue University; MS 1979, PhD 1982, Iowa State University. (Graduate Faculty Department: Human Nutrition)

**Hsu, Wei Wen** (Assistant Professor of Statistics) BB 1998, Tamkang University; MBA 2000, National Taipei University; PhD 2011 Michigan State University. (Graduate Faculty Department: Statistics)

**Irwin, Brandon** (Assistant Professor of Kinesiology) BS 2004, Colby College; MS 2008, Springfield College; PhD 2012, Michigan State University. (Graduate Faculty Department: Kinesiology)

**Kastner, Curtis L.** (Director, Food Science Institute; Professor of Animal Sciences and Industry; Food Science; Meat Science) BS 1967, MS 1969, PhD 1972, Oklahoma State University. (Graduate Faculty Department: Animal Sciences and Industry)

**Kastner, Justin** (Assistant Professor of Diagnostic Medicine/Pathobiology) BS 1998 Kansas State University; MSc 2000 London South Bank University, United Kingdom; PhD 2003 University of Guelph, Canada. (Graduate Faculty Department: Pathobiology)

**Kidd, Tanda** (Associate Professor of Human Nutrition; Extension Specialist) BS 1997, MS 2002, PhD 2005, Kansas State University. (Graduate Faculty Department: Human Nutrition)

**KuKanich, Katherine** (Assistant 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)

**Larson, Robert** (Professor of Clinical Sciences; Coleman Chair) BS 1985, DVM 1987, PhD 1992, Kansas State University. (Graduate Faculty Department: Clinical Sciences)

**Linde, Annika** (Research Assistant Professor of Human Nutrition) DVM 1999, University of Copenhagen; PhD 2008, Kansas State University. (Graduate Faculty Department: Human Nutrition)

**Lindshield, Brian** (Assistant Professor of Human Nutrition) BS 2003, Kansas State University; PhD 2008, University of Illinois at Urbana. (Graduate Faculty Department: Human Nutrition)

**Mailey, Emiley** (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)

**Marsden, James L.** (Regents Distinguished Professor of Animal Sciences and Industry; Food Science) BS 1970, MS 1972, PhD 1974, Oklahoma State University. (Graduate Faculty Department: Animal Sciences and Industry)

**McElroy, Mary** (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)

**Melgarejo, Tonatiuh** (Associate Professor of Human Nutrition) DVM 1986, National University of Mexico; MS 1993, PhD 1998, Purdue University. (Graduate Faculty Department: Human Nutrition)

**Montelone, Beth A.** (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)

**Mosier, Derek A.** (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)

**Muturi, Nancy** (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)

**Nagaraja, T.G.** (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)

**Narayanan, Sanjeev** (Associate Professor of Diagnostic Medicine and Pathobiology) BVSc, 1994, Madras Veterinary College, Madras, India; MS 1997, Kansas State University; PhD 2001, Kansas State University. (Graduate Faculty Department: Pathobiology)

**Nguyen, Annelise** (Assistant 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)

**Nutsch, Abbey** (Assistant Professor of Animal Sciences and Food Science Institute) BS 1994, Ph.D. 1998 Kansas State University. (Graduate Faculty Department: Animal Sciences and Industry)

**Oberst, Richard D.** (Professor of Diagnostic Medicine/Pathobiology; Food Science) DVM 1983, Oklahoma State University; PhD 1987, University of California. (Graduate Faculty Department: Pathobiology)

**Payne, Patricia A.** (Associate Professor of Diagnostic Medicine/Pathobiology) BS 1969, DVM 1971, PhD 2000, Kansas State University. (Graduate Faculty Department: Pathobiology)

**Peters, Paula** (Associate Director of Extension-FACS; Associate Professor of Human Nutrition) BS 1977, MS 1985, South Dakota State University; PhD 1991, Ohio State University. (Graduate Faculty Department: Human Nutrition)

**Phebus, Randall K.** (Professor of Animal Sciences and Industry; Food Science) BS 1985, MS 1988, PhD 1992, University of Tennessee. (Graduate Faculty Department: Animal Sciences and Industry)

**Procter, Sandra** (Assistant Professor of Human Nutrition; Maternal and Child Nutrition) BS 1977, MS 1991, PhD 2006, Kansas State University. (Graduate Faculty Department: Human Nutrition)

**Raghavan, Ram** (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)

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|---|---|
| **Renberg, Walter** | (Associate Professor of Clinical Sciences) BS 1988, DVM 1992, Oklahoma State University; MS 1997 Virginia Polytechnic Institute and State University. (Graduate Faculty Department: Clinical Sciences) |
| **Renter, David G.** | (Associate Professor of Diagnostic Medicine/Pathobiology) BS 1994, University of Nebraska-Kearney; DVM 1998, PhD 2002, Kansas State University. (Graduate Faculty Department: Pathobiology) |
| **Retzlaff, Deanna** | (Assistant Professor in Food Science Institute) BS 1995, University of Tennessee (Martin); PhD 2002, Kansas State University. (Graduate Faculty Department: Animal Sciences and Industry) |
| **Riportella, Roberta** | (Professor in the School of Family Studies and Human Services) BA 1976, SUNY at Binghamton; MS 1979, PhD 1985, University of Wisconsin-Madison. (Graduate Faculty Department: School of Family Studies and Human Services) |
| **Rosenkranz, Richard** | (Assistant Professor in Human Nutrition) BA 1993, University of Kansas; MA 1996, University of North Dakota; MS 2001, PhD 2008, Kansas State University. (Graduate Faculty Department: Human Nutrition) |
| **Rosenkranz, Sara** | (Assistant Professor in Human Nutrition) BA 1993, University of Kansas; MS 2001, PhD 2010, Kansas State University. (Graduate Faculty Department: Human Nutrition) |
| **Sanderson, Michael W.** | (Professor of Diagnostic Medicine/Pathobiology) BS 1985, DVM 1998, Colorado State University; MS VS 1995, Washington State University. (Graduate Faculty Department: Pathobiology) |
| **Smith, J. Scott** | (Professor of Animal Sciences and Industry; Food Science) BS 1972, Brescia College, Kentucky; MS 1975, Kansas State University; PhD 1981, Pennsylvania State University. (Graduate Faculty Department: Animal Sciences and Industry) |
| **Tazi, Loubna** | (Assistant Professor of Biology) BS 1998, Vector Segalen Bordeaux II University; MS 1999, PhD 2002 Montpellier II University (Graduate Faculty Department: Biology) |
| **van der Merwe, Deon** | (Assistant Professor of Diagnostic Medicine/Pathobiology) BVSc 1994, BSc 1998, MSc 2000, University of Pretoria, South Africa; PhD 2005, North Carolina State University. (Graduate Faculty Department: Pathobiology) |
| **Wang, Weiqun (George)** | (Professor of Human Nutrition) BS 1983, PhD 1990 Nanjing University; Post-doc 1992, University of Hawaii. (Graduate Faculty Department: Human Nutrition) |

**Wilkerson, Melinda, J.** (Associate Professor of Diagnostic Medicine/Pathobiology; Director of Flow Cytometry/Clinical Immunology Laboratory; Coordinator of Digital Information, Instruction, and Learning) BS 1981, Southwest Missouri State University; MTASCP 1982, St. John's School of Medical Technology; DVM, MS, 1989, University of Missouri; PhD 1994, Washington State University. (Graduate Faculty Department: Pathobiology)

**Zurek, Ludek** (Associate 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 MPH letter of recommendation form*

KANSAS STATE UNIVERSITY

### Letter of Recommendation

**Applicant Information:**
Last Name:
First Name:
Middle name:
Proposed Degree Program: Public Health - MPH

**Recommender Information:**
Last Name:
First Name:
Title:
Position:
Institution:
Phone:

**The applicant has / has not waived the right to view their recommendation.**

**Applicant Evaluation:**
How long have you known the applicant?
In what capacity?

**Please give your appraisal of the applicant in terms of the qualities listed below. Rate the applicant in comparison with others applying for graduate study that you may have known in the proposed field of study.**

| | Exceptional (Highest 5%) | Outstanding (Next 10%) | Very Good (Upper 25%) | Average (Upper 50%) | Below Average | No basis for determination |
|---|---|---|---|---|---|---|
| Academic/Workplace Performance | | | | | | |
| Intellectual Potential | | | | | | |
| Analytical Ability | | | | | | |
| Imagination/Creativity | | | | | | |
| Motivation and Perseverance | | | | | | |
| Motivation for the proposed program of study | | | | | | |
| Ability to meet deadlines | | | | | | |
| Maturity | | | | | | |
| Written Communication in English | | | | | | |
| Oral Communication in English | | | | | | |

KANSAS STATE UNIVERSITY

| | Highly Recommend | Recommend without reservation | Recommend with reservation | Do not recommend |
|---|---|---|---|---|
| At what level do you recommend this applicant? | | | | |

**You may type your letter or attach a letter:**

Electronic Signature and Agreement

I hearby certify that the information I am submitting is complete and accurate. I understand that checking "I agree" below acts as my signature on this form.

☐ I Agree Date

## *12.3 Public health core courses*

### 12.3.1 MPH core competencies

- Biostatistics #1: Apply descriptive and inferential methodologies for testing specific public health or research hypotheses according to the type of study design and measurement scale.
- Biostatistics #2: Apply basic informatics techniques in the acquisition of public health data and in the analysis of survey and experiential designs.
- Environmental Health #1: Describe genetic and physiological factors that affect health outcomes following exposure to environmental hazards.
- Environmental Health #2: Explain the general mechanisms of toxicity in eliciting an adverse response to various environmental exposures.
- Environmental Health #3: Describe current environmental risk assessment methods, and be able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.
- Epidemiology #1: Properly calculate and use measures of disease, injuries, and death in human populations (e.g., prevalence, incidence, relative risk, attributable risk, population attributable risk, etc.) to describe problem magnitude; and to investigate associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment.
- Epidemiology #2: Draw appropriate inferences from epidemiologic data, and identify the data's strengths and limitations.
- Epidemiology #3: Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiological data.
- Health Services Administration #1: Recognize how the roles and interaction between various stakeholders in the healthcare system (including health care providers, other members of the healthcare workforce, consumers of healthcare, etc.) impact the accessibility of healthcare.
- Health Services Administration #2: Describe the demographic trends which impact healthcare, and in turn, public health in the United States.
- Social and Behavioral Sciences #1: Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies.
- Social and Behavioral Sciences #2: Identify the causes of social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations.

### 12.3.2 Required core courses

| | |
|---|---|
| **Required core course for Biostatistics competencies.** | |
| MPH 701 | Fundamental Methods of Biostatistics (3 hrs)<br>Offered: Fall and Spring<br>*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.* |
| **Required core course for Environmental Health competencies.** | |
| MPH 806 | Environmental Toxicology (2 hrs)<br>Offered: Spring<br>*Description: An advanced toxicology course concerned with the occurrence, biological effect, detection, and control of foreign chemicals in the environment.* |
| **Required core course for Epidemiology competencies.** | |
| MPH 754 | Introduction to Epidemiology (3 hrs)<br>Offered: Spring<br>*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.* |
| **OR the following two courses may be taken in place of MPH 754** | |
| Both Courses | MPH 708 Veterinary Epidemiology (2 hrs) Offered: Spring<br>*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.* |
| Both Courses | MPH 854 Intermediate Epidemiology (3 hrs) Offered: Spring<br>*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.* |
| **Required core course for Health Services Administration competencies.** | |
| MPH 720 | Administration of Health Care Organizations (3 hrs)<br>Offered: Spring and Summer<br>*Description: Comprehensive review of current health care institutions and their response to the economic, social/ethical, political/legal, technological, and ecological environments.* |
| **Required core course for Social and Behavioral Sciences competencies.** | |
| MPH 818 | Environmental Toxicology (2 hrs)<br>Offered: Spring<br>*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.* |

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/

### 12.3.3 Core competencies and course alignment matrix

| Core Courses and Activities through which Core Competencies are Met | | | | | | |
|---|---|---|---|---|---|---|
| **Core Competencies**<br>**P=Primary Course; R=Reinforcing Course** | **MPH 701** | **MPH 806** | **MPH 754 OR MPH 708 & MPH 854** | **MPH 720** | **MPH 818** | **MPH 840 Field Exp** |
| **Biostatistics #1:** Apply descriptive and inferential methodologies for testing specific public health or research hypotheses according to the type of study design and measurement scale. | P | | | | | R |
| **Biostatistics #2:** Apply basic informatics techniques in the acquisition of public health data and in the analysis of survey and experiential designs. | P | | | | | R |
| **Environmental Health #1:** Describe genetic and physiological factors that affect health outcomes following exposure to environmental hazards. | | P | | | | R |
| **Environmental Health #2:** Explain the general mechanisms of toxicity in eliciting an adverse response to various environmental exposures. | | P | | | | R |
| **Environmental Health #3:** Describe current environmental risk assessment methods, and be able to specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety. | | P | | | | R |
| **Epidemiology #1:** Properly calculate and use measures of disease, injuries, and death in human populations (e.g., prevalence, incidence, relative risk, attributable risk, population attributable risk, etc.) to describe problem magnitude; and to investigate associations to such consideration as age, gender/sex, race, occupation, social characteristics, diet, and environment. | | | P | | | R |
| **Epidemiology #2:** Draw appropriate inferences from epidemiologic data, and identify the data's strengths and limitations. | | | P | | | R |
| **Epidemiology #3:** Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiological data. | | | P | | | R |
| **Health Services Administration #1:** Recognize how the roles and interaction between various stakeholders in the healthcare system (including health care providers, other members of the healthcare workforce, consumers of healthcare, etc.) impact the accessibility of healthcare. | | | | P | | R |
| **Health Services Administration #2:** Describe the demographic trends which impact healthcare, and in turn, public health in the United States. | | | | P | | R |
| **Social and Behavioral Sciences #1:** Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health intervention and policies. | | | | | P | R |
| **Social and Behavioral Sciences #2:** Identify the causes of social and behavioral factors that affect the health of individuals and populations with specific emphasis on underserved populations. | | | | | P | R |

## *12.4 Food Safety and Biosecurity area of emphasis competencies and courses*

### 12.4.1 Food Safety and Biosecurity area of emphasis competencies

- Food safety and biosecurity: Describe the challenges and solutions for food safety, biosecurity, and defense issues in the food production continuum.
- Threats to the food system: Categories specific threats to the food system and scientifically identify how each can be prevented, controlled, and/or mitigated in the food production system.
- Risk assessment and management: Identify and categorize risks in the food system; Describe approaches to assessing and managing risk in the food system.
- Food safety policy and the global food system: Describe how food safety and biosecurity policies, globalization, and international trade influence public health.
- Effective communication: Develop and illustrate effective strategies to communicate public health/food safety issues to a variety of audiences.

In addition to the core courses (14 or 16 hours) and field experience (6 hours) or thesis research and field experience (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.

### 12.4.2 Required and elective courses

| **Requirements, Credit Hours and Courses Needed for Emphasis Area: Food Safety and Biosecurity** |
|---|
| **Primary required courses for competencies #1, 2, and 3, and reinforces competencies #4 and 5.** Required 2 courses (4 hours). |
| FDSCI 730 Multidisciplinary Overview of Food Safety and Security (2 hrs)<br>*Description: Multidisciplinary food safety and security perspectives provided by numerous subject matter experts. Topics include food safety policy, ag bioterrorism, border security, animal ID, food defense and site security, risk analysis, crisis communication, epidemiology, HACCP, and more.* |
| FDSCI 731 Food Protection and Defense – Essential Concepts (2 hrs)<br>*Description: Course presents foundational concepts relevant to protecting the food supply from intentional contamination, including the nature of the food and agriculture system as a critical infrastructure, threats to food and agricultural systems, as well as concepts and strategies related to response and mitigation of food protection incidents.* |
| **Primary courses for competencies #1, 2, and 3, and reinforces competency 4.** Select 3 to 6 courses (minimum 6 hours). |
| DMP 855 Disease Detection, Surveillance, and Risk Assessment (3 hrs)<br>*Description: Course focuses on understanding the principles underlying quantitative risk assessments and disease detection/surveillance systems suited to a variety of animal health and food safety applications. These will then be used to advance the practical application of risk assessment and disease detection in the development of valid and useful herd, regional and national disease surveillance programs.* |
| FDSCI 600 Microbiology of Food (2 hrs) (online version of FDSCI 607)<br>*Description: Course deals with the isolation, identification, enumeration, and characterization of bacteria, yeasts, molds and other microbes associated with foods and food processing. Effects of physical and chemical agents on micro-organisms will be studied. Microbiological problems in food spoilage, food preservation, food fermentation, and food-borne diseases will be discussed.* |

| |
|---|
| FDSCI 690 Principles of HACCP (2 hrs) (online + in class)<br>*Description: A comprehensive study of the Hazard Analysis and Critical Control Point System and its application in the food industry.* |
| FDSCI 750 Food Toxicants (2 hrs) (online)<br>*Description: Quantitation metabolism and mechanisms of action of major foodborne toxicants. Toxicant defense and control systems, risk analysis and assessment and application of food laws.* |
| FDSCI 753 Risk Assessment for Food, Ag & Vet Med (3 hrs)<br>*Description: Risk assessment principles as applied to biological systems. Exposure and effects characterization in human and animal health and ecological risk assessment. Risk analysis frameworks and regulatory decision-making. Introduction to quantitative methods for risk assessment using epidemiological and distributional analyses. Uncertainty analysis.* |
| FDSCI 791 Advanced Applications of HACCP Principles (2 hrs) (odd years)<br>*Description: Evaluation of control parameters and methodology at critical control points, validating and auditing the effectiveness of critical control points, critical limits, monitoring tools, corrective action procedures, recordkeeping and verification procedures in addressing biological, chemical, and physical hazards that may be present in food products.* |
| **Primary courses for competency #4 and reinforces competencies #1 and 2.**<br>Select 1 to 2 courses (minimum 2 hours). |
| DMP 816 Trade and Agricultural Health (2 hrs) (online)<br>*Description: Course considers the multilateral trading system as it relates to food safety, food security, animal health, plant health, and international cooperation. The course content will be of value to students interested in food safety and security, epidemiology, public health, agriculture, food science, security studies, political science, agricultural economics, veterinary medicine, and international relations.* |
| DMP 844 Global Health Issues (3 hrs) (online + May Intersession)<br>*Description: A review of global health problems and various strategies to manage international health concerns. The class is open to graduate students, including veterinary students, with an interest in public health that have at least 12 hours in biology or related courses.* |
| **Primary courses for competency #5.**<br>Select 1 to 2 courses (minimum 3 hours). |
| DMP 815 Multidisciplinary Thought and Presentation (3 hrs)<br>*Description: Training in critical thinking, writing, and speaking for the food, veterinary, plant, health, and related sciences. With emphasis on writing, students prepare technical reports, news releases, abstracts, and commentaries. Students prepare meeting agendas and present seminars. Committed students will emerge with enhanced critical-thinking and written-presentation skills.* |
| MC 750 Strategic Health Communication (3 hrs) (alternate years)<br>*Description: The role of effective communication through mass media and other communication strategies in health promotion and behavior change. Includes the theories and strategies used to promote public health messages, services or products for multicultural audiences, with a focus on human, environment and animal health. Legal, ethical issues and gender issues in health communication will be given special attention.* |
| MC 760 Communication and Risk (3 hrs) (alternate years)<br>*Description: Promotes understanding of strategic communication and media as tools to prepare, mitigate, and respond to threats to public health and safety.* |
| **Elective courses.** Select any remaining hours needed from these courses or any previous courses (0-7 hours). |
| DMP 880 Problems in Pathobiology [Scholarship in a Busy Age (2 hrs) (online)]<br>*Description: A special problems course for graduate students working toward the MS degree in Pathobiology. The course is generally problems- or techniques-based in any of the disciplines in the Pathobiology program, conducted under the supervision of a graduate faculty in the Pathobiology Graduate Program.* |
| DMP 888 Globalization, Cooperation, and Food Trade (1 hr) (online)<br>*Description: Course includes 15, 45-minute lectures and/or reading assignments. They will be assessed through online quizzes and one essay project.* |

| |
|---|
| FDSCI 601 Food Microbiology Lab (2 hrs)<br>*Description: Laboratory procedures involving isolation, identification, enumeration, and characterization of bacteria, yeasts, molds and other microbes associated with foods and food processing. Two two-hour labs a week.* |
| FDSCI 695 Quality Assurance of Food Products (3 hrs) (online + in class)<br>*Description: Course covers all aspects of quality assurance practices in the food industry. Emphasis is placed on interrelations of food chemistry, microbiology, sanitation, processing, and laws and regulations.* |
| FDSCI 751 Food Laws and the Regulatory Process (2 hrs)<br>*Description: History of the development of the current federal and state food regulations. Guidelines that govern the practice of regulating the wholesomeness of red meats, poultry, and eggs. Presentations by state and federal food regulators.* |
| FDSCI 820 Advanced Food Microbiology & Biotechnology (2 hrs) (online odd yrs)<br>*Description: Principles of food biotechnology, including introduction of molecular biology and enzyme immobilization. Theory and concepts of current biotechnology trends as it relates to food safety and security issues.* |
| STAT 705 Regression and Analysis of Variance (3 hrs) (in class)<br>*Description: Simple and multiple linear regression, analysis of covariance, correlation analysis, one-, two- and three-way analysis of variance; multiple comparisons; applications including use of computers; blocking and random effects.* |

### 12.4.3 Field experience OR field experience AND master's thesis OR combined field experience and master's report

- MPH 840 Public Health Field Experience (4-6)
- FDSCI 898 Master's Report (2)
- FDSCI 899 Master's Research/Thesis (6)

### 12.4.4 Food Safety and Biosecurity competencies course alignment matrix

| **MPH Emphasis Food Safety and Biosecurity** | | Required 4 hrs | | Select 3-6 courses Minimum 6 hrs | | | | | | Select 1-2 courses Minimum 2 hrs | | Select 1-2 courses Minimum 3 hrs | | | Elective courses Select any remaining hrs needed from the previous courses or the following list. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies and Courses P=Primary Course R=Reinforcing Course** | | FDSCI 730 | FDSCI 731 | FDSCI 600 | FDSCI 750 | FDSCI 753 | FDSCI 690 | FDSCI 791 | DMP 855 | DMP 816 | DMP 844 | DMP 815 | MC 750 | MC 760 | DMP 880 | DMP 888 | FDSCI 601 | FDSCI 695 | FDSCI 751 | FDSCI 820 | STAT 705 |
| 1 | ***Food safety and biosecurity*** | P | P | P | P | R | R | R | R | R | R | | | | | R | R | R | R | R | Reinforces MPH Core Competencies |
| 2 | ***Threats to the food system*** | P | P | R | R | | P | P | | | R | | | | | | R | R | | R | |
| 3 | ***Risk assessment and management*** | P | P | | | P | P | P | P | | | | | | | | | | | | |
| 4 | ***Food safety policy and the global food system*** | R | R | | | R | | R | | P | P | | | | | R | | | R | | |
| 5 | ***Effective communication*** | R | R | | | | | | | | | P | P | P | R | | | | | | |

## *12.5 Infectious Diseases and Zoonoses area of emphasis competencies and courses*

### 12.5.1 Infectious Diseases and Zoonoses area of emphasis competencies

- Pathogens and pathogenic mechanisms: Understand and be able to describe the ecology and modes of disease causation of infectious agents such as bacteria, viruses, parasites, and fungi.
- Host response to pathogens and immunology: Describe the current understanding of host immune response to infection and understand the role of vaccination in infectious disease control.
- Environmental and ecological influences: Understand the influence of space/geography, insect vectors, toxic plants and other toxin sources, as well as infectious agents on infectious disease and food safety.
- Disease Surveillance and quantitative methods: Understand how disease events and risk factors for disease are quantified and compared.
- Effective communication: Develop and demonstrate effective strategies to communicate public health/infectious disease issues to a variety of audiences.

In addition to the core courses (14 or 16 hours) and field experience (6 hours) or thesis research and field experience (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

| **Requirements, Credit Hours and Courses Needed for Emphasis Area: Infectious Diseases and Zoonoses** |
|---|
| **Primary courses for competency #1 – Pathogens/pathogenic mechanisms.** Select 2 or 3 courses (6-7 hours). |
| ASI 540 Principles of Animal Disease Control (3 hrs)<br>*Description: A study of the factors that influence animal health and disease control for students majoring in agriculture and other fields*. |
| BIOL 530 Pathogenic Microbiology (3 hrs)<br>*Description: Etiology and descriptions of major infectious diseases of humans within the perspective of host defenses.* |
| BIOL 545 Human Parasitology (3 hrs)<br>*Description: Protozoan and helminth parasites of humans with lesser emphasis on ectoparasitic arthropods. Emphasis on life cycles, control, and laboratory diagnosis.* |

BIOL 546 Human Parasitology Lab (1 hr)

*Description: Examination of prepared materials and identification of internal parasites of man.*

BIOL 604 Biology of Fungi (3 hrs)

*Description: An introduction to fungal structure, function, physiology, ecology, and genetics. Importance of fungi as disease organisms, as saprotrophs, and in industry. Techniques of isolation, cultivation, and as experimental organisms.*

BIOL 675 Genetics of Microorganisms (3 hrs)

*Description: The genetics of bacteria, viruses, and other microorganisms. Both the use of genetics in microbiological studies and the use of microbial systems to investigate basic genetic problems will be covered.*

BIOL 687 Microbial Ecology (3 hrs) (odd years)

*Description: The ecology of aquatic and terrestrial microorganisms in their natural environment*.

BIOL 730 General Virology (3 hrs)

*Description: Theoretical and experimental basis of virology, with emphasis on how viruses manipulate cells to insure their own survival, mechanisms of virus replication, principles of virus host interactions including how viruses cause disease, and selected medically relevant viruses.*

DMP 712 Veterinary Bacteriology and Mycology (3 hrs)

*Description: Morphology, biology and classification of pathogenic bacteria and fungi and their relation to the causes of disease.*

DMP 718 Veterinary Parasitology (4 hrs) (DVM students only)

*Description: Study of helminth, arthropod, and protozoan parasites of companion and food animals. Emphases are on diagnosis, clinical signs, lesions, treatment, control, epidemiology, and public health aspects of parasitic disease.*

DMP 722 Veterinary Virology (3 hrs)

*Description: Morphology, biology, and classification of viruses and their relation to the causes of disease.*

DMP 860 Pathogenic Mechanisms (3 hrs) (alternate years)

*Description: Virulence factors of infectious microorganisms and the host response to infection. Topics include pathogenesis of human and animal diseases and mechanisms of immunity.*

**Primary courses for competencies # 2 – Host response to pathogens/immunology.**
Select 1 or 2 courses (3- 6 hours).

BIOL 670 Immunology (4 hrs)

*Description: Chemical, genetic, and biological properties of the immune response, acquired immunity, and antibody production.*

BIOL 617 Immunology Lab (2 hrs)

*Description: Laboratory exercises in immunology.*

DMP 705 Principles of Veterinary Immunology (3 hrs)

*Description: Innate and adaptive defense mechanisms in domestic animals. Topics include vaccinology, immunopathology, autoimmunity, immunodeficiency, and immunomodulation.*

DMP 850 Domestic Animal Immunology (3 hrs)

*Description: This course is designed to introduce graduate students to immune responses of domestic animals to pathogens and parasites.*

**Primary courses for competency #3 – Environmental/ecological influences.**
Select 2 to 32 courses (3-6 hours).

BIOL 529 Fundamental of Ecology (3 hrs)

*Description: Interdisciplinary examination of organisms and their interaction with the environment, ecosystem structure and function, population ecology and demography, community structure and dynamics, and basic ecological principles and their relevance to contemporary environmental issues.*

DMP 770 Fundamental Concepts in Emerging Pathogenic Disease (3 hrs) (intersession)

*Description: An investigation into recently identified emerging diseases, the conditions that enable their emergence, and the human health implications of each disease.*

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| DMP 801 Toxicology (2 hrs)<br>*Description: Effects of harmful substances on the animal body. Emphasis placed on toxicologic principles and management of the poisoned patient*. |
| DMP 816 Trade and Agricultural Health (2 hrs) (online)<br>*Description: This course considers the multilateral trading system as it relates to food safety, food security, animal health, plant health, and international cooperation. The course content will be of value to students interested in food safety and security, epidemiology, public health, agriculture, food science, security studies, political science, agricultural economics, veterinary medicine, and international relations.* |
| DMP 844 Global Health Issues (3 hrs) (online)<br>*Description: A review of global health problems and various strategies to manage international health concerns. The class is open to graduate students, including veterinary students, with an interest in public health that have at least 12 hours in biology or related courses.* |
| DMP 888 Globalization, Cooperation and the Food Trade (1 hr) (online)<br>*Description: The course will include 15, 45-minute lectures and/or reading assignments. They will be assessed through online quizzes and one essay project*. |
| ENTOM 849 Biology of Disease Vectors of Human and Veterinary Importance (3 hrs)<br>*Description: This course focus will be vectors of medical and veterinary importance. Students will learn several underlying aspects involved in pathogen-vector-vertebrate host interactions, including those associated with cellular, molecular and innate immune response of insects to pathogens they transmit. Students will be introduced to current research programs and topics of interest in the field of medical entomology.* |
| FDSCI 690 Principles of HACCP (2 hrs) (online + in class)<br>*Description: A comprehensive study of the Hazard Analysis and Critical Control Point System and its application in the food industry.* |
| FDSCI 730 Multidisciplinary Overview of Food Safety and Security (2 hrs)<br>*Description: Multidisciplinary food safety and security perspectives provided by numerous subject matter experts. Topics include food safety policy, ag bioterrorism, border security, animal ID, food defense and site security, risk analysis, crisis communication, epidemiology, HACCP, and more.* |
| FDSCI 731 Food Protection and Defense – Essential Concepts (2 hrs)<br>*Description: Course presents foundational concepts relevant to protecting the food supply from intentional contamination, including the nature of the food and agriculture system as a critical infrastructure, threats to food and agricultural systems, as well as concepts and strategies related to response and mitigation of food protection incidents.* |
| GEOG 508 Graphic Information Systems I (3 hrs)<br>*Description: Examination of the major theories, concepts, and operations in geographic information systems (GIS). Topics include: the structure of geographic data models, geographic data acquisition, spatial database management, data processing methods. Vector and raster GIS operations, and general approaches to GIS-based spatial modeling.* |
| GEOG 608 Graphic Information Systems II (3 hrs) (prerequisite GEOG 508)<br>*Description: Advanced principles of and applications for geographic information systems (GIS). Examines the nature and accuracy of geo=referenced data and methods of data capture, storage, retrieval, modeling, and digital map display. Students will use modern GIS software packages and digital geographical data from physical and/or cultural sources to explore software procedures and techniques of spatial analysis, decision support, and geographic visualization.* |
| **Primary courses for competency #4 – Disease surveillance/quantitative methods.**<br>Select 1 to 2 courses (3 to 6 hours). |
| DMP 753 Veterinary Public Health (2 hrs) (DVM students only)<br>*Description: The linkages between human health and animal health and production. Topics include zoonotic disease, emerging and exotic animal diseases, disaster preparedness, regulatory and community health issues focusing on the role of the veterinarian in all.* |

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| DMP 830 Quantitative Analysis (3 hrs)<br>*Description: Practical experience manipulating numerical data bases and turning that information into usable knowledge to aid veterinary diagnostic strategies, implementing health management programs, and food animal production decision making processes.* |
| DMP 854 Intermediate Epidemiology (3 hrs)<br>*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.* |
| DMP 855 Disease Detection, Surveillance and Risk Assessment (3 hrs)<br>*Description: The course is focused on understanding the principles underlying quantitative risk assessments and disease detection/surveillance systems suited to a variety of animal health and food safety applications. These will then be used to advance the practical application of risk assessment and disease detection in the development of valid and useful herd, regional and national disease surveillance programs.* |
| DMP 871 Molecular Diagnostics of Infectious Diseases (3 hrs)<br>*Description: This graduate course is aimed at reviewing, and evaluating new and improved molecular diagnostic methods for infectious diseases. Theory, development, and applications of molecular diagnostic tests will be discussed in the context of current literature. This course will provide an opportunity for students to learn and apply recent advances in the development of molecular diagnostic test.* |
| DMP 954 Advanced Epidemiology (3 hrs)<br>*Description: Advanced theory and methods for designing, analyzing and interpreting epidemiologic research. Emphasis on observational study design and analysis issues including design identification and optimization, bias recognition and control, and appropriate analytical approaches for epidemiologic data.* |
| STAT 705 Regression and Analysis of Variance (3 hrs) (in class)<br>*Description: Simple and multiple linear regression, analysis of covariance, correlation analysis, one-, two- and three-way analysis of variance; multiple comparisons; applications including use of computers; blocking and random effects.* |
| STAT 716 Non-parametric Statistics (3 hrs)<br>*Description: Hypothesis testing when form of population sampled is unknown: rank, sign, chi-square, and slippage tests; Kolmogorov and Smirnov type tests; confidence intervals and bands.* |
| STAT 717 Categorical Data Analysis (3 hrs)<br>*Description: Analysis of categorical count and proportion data. Topics include tests of association in two-way tables; measures of association; Cochran-Mantel-Haenzel tests for 3-way tables; generalized linear models; logistic regression; loglinear models.* |
| STAT 720 Design of Experiments (3 hrs)<br>*Description: Planning experiments so as to minimize error variance and avoid bias; Latin squares; split-plot designs; switch-back or reversal designs; incomplete block designs; efficiency.* |
| STAT 730 Multivariate Statistical Methods (3 hrs)<br>*Description: Multivariate analysis of variance and covariance; classification and discrimination; principal components and introductory factor analysis; canonical correlation; digital computing procedures applied to data from natural and social sciences.* |
| **Primary courses for competency #5 – Effective communication.**<br>Select 1 courses (3 hours). |
| DMP 815 Multidisciplinary Thought and Presentation (3 hrs)<br>*Description: Training in critical thinking, writing, and speaking for the food, veterinary, plant, health, and related sciences. With emphasis on writing, students prepare technical reports, news releases, abstracts, and commentaries. Students prepare meeting agendas and present seminars. Committed students will emerge with enhanced critical-thinking and written-presentation skills.* |
| MC 750 Strategic Health Communication (3 hrs) (alternate years)<br>*Description: The role of effective communication through mass media and other communication strategies in health promotion and behavior change. Includes the theories and strategies used to promote public health messages, services or products for multicultural audiences, with a focus on human, environment and animal health. Legal, ethical issues and gender issues in health communication will be given special attention.* |

MC 760 Communication and Risk (3 hrs) (alternate years)
*Description: Promotes understanding of strategic communication and media as tools to prepare, mitigate, and respond to threats to public health and safety.*

### 12.5.3 Field experience OR field experience AND master's thesis OR combined field experience and master's report

Students will complete 6 credit hours appropriate for either an MS thesis or field experience. When combined with thesis or report options, the minimum for field experience is 3 credit hours.

- MPH 840: Public Health Field Experience (3-6)
- DMP 899: MS Research (Pathobiology) (1-6)

### 12.5.4 Infectious Diseases and Zoonoses competencies course alignment matrix

| **MPH Emphasis: Infectious Diseases and Zoonoses** | Competency Grouping #1 Select 2 or 3 courses – 6-7 hrs | | | | | | | | | | | | Competency Grouping #2 Select 1 or 2 courses 3-6 hrs | | | | Competency Grouping #3 Select 1 or 2 courses – 3-6 hrs | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies and Courses P=Primary Course; R=Reinforcing Course** | ASI 540 | BIOL 530 | BIOL 545 | BIOL 546 | BIOL 604 | BIOL 675 | BIOL 687 | BIOL 730 | DMP 712 | DMP 718 | DMP 722 | DMP 860 | BIOL 670 | BIOL 671 | DMP 705 | DMP 850 | BIOL 529 | DMP 770 | DMP 801 | DMP 816 | DMP 844 | DMP 888 | ENTOM | FDSCI 690 | FDSCI 730 | FDSCI 731 | GEOG 508 | GEOG 608 |
| 1. Pathogens and pathogenic mechanisms | P | P | P | P | P | P | P | P | P | P | P | P | | | | | | | | | | | | | | | | |
| 2. Host response to pathogens and immunology | | | | | | | | | | | | | P | R | P | P | | | | | | | | | | | | |
| 3. Environmental and ecological influences | | | | | | | | | | | | | | | | | P | P | P | P | P | P | P | P | P | P | P | P |
| 4. Disease surveillance and quantitative methods | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Effective communication | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| **MPH Emphasis: Infectious Diseases and Zoonoses** | Competency Grouping #4 Select 1 or 2 courses – 3-6 hrs | | | | | | | | | | | | Competency Grouping #5 Select 1 course – 3 hrs | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies and Courses P=Primary Course; R=Reinforcing Course** | DMP 753 | DMP 830 | DMP 854 | DMP 855 | DMP 871 | DMP 954 | STAT 704 | STAT 705 | STAT 716 | STAT 717 | STAT 720 | STAT 730 | DMP 815 | MC 750 | MC 760 |
| 1. Pathogens and pathogenic mechanisms | | | | | | | | | | | | | | | |
| 2. Host response to pathogens and immunology | | | | | | | | | | | | | | | |
| 3. Environmental and ecological influences | | | | | | | | | | | | | | | |
| 4. Disease surveillance and quantitative methods | P | P | P | P | P | P | P | P | P | P | P | P | | | |
| 5. Effective communication | | | | | | | | | | | | | P | P | P |

## *12.6 Public Health Nutrition area of emphasis courses*

### 12.6.1 Public Health Nutrition area of emphasis competencies

- Information literacy of public health nutrition: Demonstrate information literacy through the acquisition of public health nutrition knowledge and skills necessary to locate, understand, and evaluate and use that information efficiently and effectively for public health practice.
- Translate research into practice: Translate research into practice through skills in nutrition surveillance, policy, program planning and evaluation, management, information dissemination and oral and written communication.
- Population-based health administration: Utilize advance principles of health literacy, including critical thinking skills, literature searches, data collection and interpretation, necessary for the implementation and administration of population-based food, nutrition and health services.
- Integrate knowledge of human nutrition principles: Integrate knowledge of human nutrition principles with epidemiological concepts in order to improve population health and reduce disease risk.
- Effective communication: Develop and illustrate effective strategies to communicate public health/nutrition issues to a variety of audiences.

In addition to the core courses (14 or 16 hours) and field experience (6 hours) or thesis research and field experience (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.

### 12.6.2 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: HN 400 Human Nutrition and HN 450 Nutritional Assessment. These courses or the equivalent must be completed before the student is approved for full admission status in the program.

### 12.6.3 Required and elective courses

| **Requirements, Credit Hours and Courses Needed for Emphasis Area: Public Health Nutrition** |
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| **Primary required courses for ALL competencies #1, 2, 3, 4 and 5.**<br>Required 4 courses – 10 hours. |
| HN 600 Public Health Nutrition (3 hrs) (may substitute an elective is already taken)<br>*Description: Public health nutrition issues for various segments of the population; nutritional components of community assessment; program planning and evaluation; and policy issues pertaining to the nutritional status of the population.* |
| HN 844 Nutritional Epidemiology (3 hrs)<br>*Description: Course presents foundational concepts relevant to protecting the food supply from intentional contamination, including the nature of the food and agriculture system as a critical infrastructure, threats to food and agricultural systems, as well as concepts and strategies related to response and mitigation of food protection incidents.* |

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| HN 820 | Functional Foods for Chronic Disease Prevention (3 hrs) |
| *Description: Integrate and evaluate the regulatory principles, food science, nutrient science and nutritional metabolism for the development of functional foods, nutraceuticals, and dietary supplements for chronic disease prevention.* | |
| HN 880 | Graduate Seminar in Human Nutrition (1 hr) |
| *Description: Discussion of current research.* | |
| **Reinforcing courses for ALL competencies #1, 2, 3, 4 and 5.** Select 2 to 3 courses (5 to 8 hours). | |
| HN 620 | Nutrient Metabolism (3 hrs) |
| *Description: Basic concepts of the mechanisms of actions, interactions, and the processes of cellular assimilation and utilization of nutrients in humans. Emphasis on the coordinated control of nutrient utilization among the major organs.* | |
| HN 631 | Clinical Nutrition I (2 hrs) |
| *Description: First course of a two semester study of the application of nutrition principles in disease; includes physiological basis of nutritional care, effects of disease on nutrient metabolism, medical nutrition therapy, in-class team diagnoses presentations, and nutrition counseling.* | |
| HN 632 | Clinical Nutrition II (3 hrs) |
| *Description: Continuation of the application of nutrition principles in disease; includes physiological and biochemical basis of nutritional care, effects of disease on nutrient metabolism, medical nutrition therapy for critical care needs, standardized language in advanced professional nutrition diagnoses and care of selected diseases.* | |
| HN 635 | Nutrition and Exercise (3 hrs) |
| *Description: The interrelationships among diet, nutrition, and exercise. Topics covered include physical fitness, weight control, nutrient metabolism during exercise, and athletic performance.* | |
| HN 718 | Physical Health and Aging (3 hrs) |
| *Description: Focus is on the physiological theories of aging, the relationship between normal aging processes, and the major chronic and acute diseases of the elderly, and community health promotion/maintenance programs for older adults.* | |
| HN 726 | Nutrition and Wellness (3 hrs) |
| *Description: Epidemiology and pathophysiology of chronic disease related to nutrition (e.g., obesity, cardiovascular disease, osteoporosis, hypertension, diabetes, cancer). Nutritional risk and protective factors will be examined as they relate to public health and individual nutrition.* | |
| HN 735 | Advanced Energy Balance (3 hrs) |
| *Description: Lifestyle, metabolic, and endocrine factors affecting energy balance and the development of obesity. Research methods to assess and apply energy balance data will also be discussed.* | |
| HN 780 | Problems in Human Nutrition (variable) |
| *Description: Supervised individual project to study current issues.* | |
| HN 782 | Topics in Human Nutrition (3 hrs) |
| *Description: May be taken more than once for a maximum of 6 hours.* | |
| HN 800 | Nutrition Education and Communication (3 hrs) |
| *Description: Apply principles of communication and learning technologies to nutrition education research and practice.* | |
| HN 810 | Advanced Macronutrient Metabolism (5 hrs) |
| *Description: Dietary, metabolic, and endocrine factors regulating food intake and selection, and the absorption, function, metabolism, and interrelationships of macronutrients under varying nutritional conditions, with emphasis on recent advances in macronutrient nutrition.* | |
| HN 812 | Advanced Micronutrient Metabolism (3 hrs) |
| *Description: Nutritional roles and metabolism of vitamins and minerals. Functions, biological availability, hormonal regulation, requirements, deficiency and toxicity signs, and interrelations with other nutrients.* | |

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| HN 841 Consumer Response Evaluation (3 hrs)<br>*Description: Evaluation of consumer attitudes and perceptions of products to provide quantitative and qualitative information for research guidance. Design and implementation of consumer.* |
| HN 862 Maternal and Child Nutrition (3 hrs)<br>*Description: A critical examination of behavioral, physiological, and public health issues impacting dietary and nutritional factors that support normal growth and development. The course content focuses on the early stages of the life cycle: gestation, lactation, infancy, preschool, school age and adolescence. Topics include the fetal programming hypothesis, growth and nutritional requirements, breast and formula feeding of infants, infant weaning, and eating behaviors that lead to normal growth, growth faltering, and pediatric obesity.* |
| **Reinforcing courses for competencies #1, 2, 3 and 5.**<br>Select 2 to 3 courses (4 to 6 hours). |
| MC 750 Strategic Health Communication (3 hrs) (alternate years)<br>*Description: The role of effective communication through mass media and other communication strategies in health promotion and behavior change. Includes the theories and strategies used to promote public health messages, services or products for multicultural audiences, with a focus on human, environment and animal health. Legal, ethical issues and gender issues in health communication will be given special attention.* |
| MC 760 Communication and Risk (3 hrs) (alternate years)<br>*Description: Promotes understanding of strategic communication and media as tools to prepare, mitigate, and respond to threats to public health and safety.* |
| PSYCH 518 Introduction to Health Psychology (3 hrs)<br>*Description: Psychosocial factors relevant to general health maintenance, recovery from disease or injury, and the achievement of health. Topics include stress-management techniques, personality characteristics associated with disease, cognitive-emotional effects of diet and exercise, and theories of pain and pain management. Concepts of prevention and behavioral medicine are also included.* |
| SOCIO 541 Wealth, Power and Privilege (3 hrs)<br>*Description: Analysis of social inequality, particularly within the contemporary U.S. Competing explanations for unequal wealth, status, power, etc. Emphasis on explanations related to class, occupational structure, gender, and ethnicity.* |
| SOCIO 570 Race and Ethnic Relations in the USA (3 hrs)<br>*Description: This survey of racial and ethnic relations focuses on discrimination and conflict now as well as on background factors of the past to enlarge understanding of dominant and minority groups.* |
| STAT 705 Regression and Analysis of Variance (3 hrs) (in class)<br>*Description: Simple and multiple linear regression, analysis of covariance, correlation analysis, one-, two- and three-way analysis of variance; multiple comparisons; applications including use of computers; blocking and random effects.* |
| STAT 710 Sample Survey Methods (3 hrs)<br>*Description: Design, conduct, and interpretation of sample surveys.* |
| STAT 713 Applied Linear Stat Methods (3 hrs)<br>*Description: (Same as STAT 705 but more mathematical.) Matrix-based regression and analysis of variance procedures at a mathematical level appropriate for a first year graduate statistic major. Topics include simple linear regression, linear models in matrix form, multiple linear regression, model building and diagnostics, analysis of covariance, multiple comparison methods, contrasts, multifactor studies.* |
| STAT 716 Non-parametric Statistics (3 hrs)<br>*Description: Hypothesis testing when form of population sampled is unknown: rank, sign, chi-square, and slippage tests; Kolmogorov and Smirnov type tests; confidence intervals and bands.* |
| STAT 717 Categorical Data Analysis (3 hrs)<br>*Description: Analysis of categorical count and proportion data. Topics include tests of association in two-way tables; measures of association; Cochran-Mantel-Haenzel tests for 3-way tables; generalized linear models; logistic regression; loglinear models.* |

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| STAT 720 Design of Experiments (3 hrs)<br>*Description: Planning experiments so as to minimize error variance and avoid bias; Latin squares; split-plot designs; switch-back or reversal designs; incomplete block designs; efficiency.* |
| STAT 725 Intro to SAS Computing (1 hr) |
| *Description: Topics may include basic environment and syntax, reading and importing data from files, writing and exporting data to files, data manipulation, basic graphics, and built-in and user-defined functions.* |
| STAT 730 Multivariate Statistical Methods (3 hrs)<br>*Description: Multivariate analysis of variance and covariance; classification and discrimination; principal components and introductory factor analysis; canonical correlation; digital computing procedures applied to data from natural and social sciences.* |

### 12.6.4 Field experience OR field experience AND master's thesis OR combined field experience and master's report

Students will complete 6 credit hours appropriate for either an MS thesis or field experience. When combined with thesis or report options, the minimum for field experience is 3 credit hours.

- MPH 840 Public Health Field Experience (4-6)
- HN 898 Master's Report (2)
- HN 899 Master's Thesis (6)

### 12.6.5 Public Health Nutrition competencies course alignment matrix

| **MPH Emphasis: Public Health Nutrition** | Required – 10 hrs | | | | Select 2-3 Courses – 5-8 hrs | | | | | | | | | | | | | Select 2-3 courses – 4-6 hrs | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies and Courses P=Primary Course R=Reinforcing Course** | HN 600 | HN 844 | HN 820 | HN 880 | HN 620 | HN 631 | HN 632 | HN 635 | HN 718 | HN 726 | HN 735 | HN 780 | HN 782 | HN 800 | HN 810 | HN 812 | HN 841 | HN 862 | MC 750 | MC760 | PSYCH 518 | SOCIO 541 | SOCIO 570 | STAT 704 | STAT 705 | STAT 710 | STAT 713 | STAT 716 | STAT 717 | STAT 720 | STAT 725 | STAT 730 |
| 1. Information literacy of public health nutrition | P | P | P | | | | | R | R | R | | R | R | | | | | R | | | R | R | R | | | | | | | | |
| 2. Translate research into practice | P | P | P | | | | | | | | R | R | R | R | | | R | | | | | | | | | R | R | | | R | | |
| 3. Population-based health administration | P | P | P | | | R | R | | | R | R | R | R | R | | | R | | | | | | | R | R | R | R | R | R | R | R |
| 4. Integrate knowledge of human nutrition principles | P | P | P | P | R | R | R | R | R | R | R | R | R | | R | R | | R | | | | | | | | | | | | | | |
| 5. Effective communication | P | | | P | | | | | | | | R | R | R | | | R | | R | R | | | | | | | | | | | | |

## *12.7 Public Health Physical Activity area of emphasis courses*

### 12.7.1 Public Health Physical Activity are of emphasis competencies

- Population health: Develop evidence-based knowledge of the relationship between physical activity and population health.
- Social, behavioral and cultural influences: Understand how social, behavioral and cultural factors contribute to participation in physical activity.
- Theory application: Understand how social and behavioral theory and frameworks are used in programs designed to promote physical activity in community settings.
- Creating and evaluating interventions: Develop skills for creating and evaluating physical activity interventions in diverse community settings.
- Effective communication: Develop the ability to collaborately communicate with public health officials and other community partners to promote physical activity in community settings.
- Understand exercise physiology and science: Understand exercise physiology and related exercise science.

In addition to the core courses (14 or 16 hours) and field experience (6 hours) or thesis research and field experience (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, Credit Hours and Courses Needed for Emphasis Area: Public Health Physical Activity** | |
|---|---|
| **Primary required courses for ALL competencies #1, 2, 3, 4 and 5.** Required 4 courses – 12 hours. | |
| KIN 610 | Program Planning and Evaluation (3 hrs) |
| *Description: Theories and models and the stages and activities of planning, implementing, and evaluating health promotion programs.* | |
| KIN 612 | Policy, Built Environment and Physical Activity (3 hrs) |
| *Description: Examination of the characteristics of active living policies and neighborhood/community design that contribute to improved health.* | |
| KIN 801 | Physical Activity: Physiology to Public Health Impact (3 hrs) |
| *Description: This graduate seminar covers the study of physical activity and its impact on public health across levels of analysis from basic exercise physiology to social ecology.* | |
| KIN 805 | Physical Activity and Human Behavior (3 hrs) |
| *Description: An examination of the theory and research related to the psychological antecedents and outcomes of participation in physical activity and exercise. Topics include models of exercise motivation, social cognitive theory of exercise and social ecological models of physical activity.* | |
| **Reinforcing courses for ALL competencies #1, 2, 3, 4 and 5.** Select remaining courses from list below (7 to 10 hours). | |
| KIN 600 | Interpersonal Aspects of Physical Activity (3 hrs) |
| *Description: An examination of theory and research related to interpersonal aspects of physical activity. Topics will include: social networks, social support, social influence, cohesion and intervention strategies that target interpersonal factors to increase and maintain physical activity participation.* | |

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| KIN 601 Cardiorespiratory Exercise Physiology (3 hrs)<br>*Description: An examination of the structure and function of the respiratory system and the manner in which oxygen passes from the atmosphere to its site of utilization in the mitochondria. Exercise and environmental stresses will form the basis for examining the capacity, plasticity, and limitations to respiratory function.* |
| KIN 602 Social Structural Determinants of Physical Activity (3 hrs)<br>*Description: An examination of how social structural determinants impact participation in physical activity. Topics include: social class, race and ethnicity, gender, sexual orientation, family, education and work. Promising physical activity intervention strategies are also discussed.* |
| KIN 603 Cardiovascular Exercise Physiology (3 hrs)<br>*Description: Study of the structure and function of the cardiovascular system as it pertains to acute and chronic exercise. Topics include the control of blood pressure, vascular volume, and blood flow during orthostasis and exercise.* |
| KIN 606 Topics in Behavioral Basis of Kinesiology (3 hrs)<br>*Description: Subcellular, cellular, and tissue structure of skeletal muscle and the relationship of these structural characteristics to the functioning of the muscle. Examines energy pathways available to the muscle to support the various functions, mechanisms underlying changes in exercise tolerance that accompany exercise training and detraining, and diseases that affect skeletal muscle.* |
| KIN 607 Muscle Exercise Physiology (3 hrs)<br>*Description: Subcellular, cellular, and tissue structure of skeletal muscle and the relationship of these structural characteristics to the functioning of the muscle. Examines energy pathways available to the muscle to support the various functions, mechanisms underlying changes in exercise tolerance that accompany exercise training and detraining, and diseases that affect skeletal muscle.* |
| KIN 609 Environmental Physiology (3 hrs)<br>*Description: Study of the physiological adaptations to acute and chronic challenges imposed by the environment. Topics will focus on how different physiological systems respond to different environmental stressors (heat, cold, deep sea diving, high altitude).* |
| KIN 614 Physical Activity Behavior Settings: Youth Sport to Senior Centers (3 hrs)<br>*Description: The course is a study of key physical activity behavior settings across life-span development. Topics include observation of social and physical environmental variables, surveillance of physical activity in behavior settings, motivational theory and responses, setting interventions and developmental outcomes, and intervention evaluation methods..* |
| KIN 625 Exercise Testing and Prescription (3 hrs)<br>*Description: Benefits and risks of exercise testing and prescription with healthy populations, individuals at risk, and patients with cardiovascular and metabolic diseases. Includes experiences with exercise test technology and methods of exercise prescription.* |
| KIN 635 Nutrition and Exercise (3 hrs)<br>*Description: The interrelationships between diet, nutrition, and exercise. Topics covered include physical fitness, weight control, nutrient metabolism during exercise, and athletic performance.* |
| KIN 655 Individual Physical Activity Promotion (3 hrs)<br>*Description: An in-depth study of individual-level influences on physical activity and strategies to promote physical activity among individuals.* |
| KIN 657 Therapeutic Uses of Exercise in the Treatment of Disease (3 hrs)<br>*Description: Analysis of pathophysiology associated with a number of different diseases and the impact on exercise performance as well as the use of exercise as a therapeutic modality.* |
| KIN 797 Topics in Public Health Physical Activity Behavior (1-4 hrs)<br>*Description: Selected topics in Public Health Physical Activity Behavior involving either greater in-depth study, or application of theory presented in a related course.* |

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| KIN 808 Social Epidemiology of Physical Activity (3 hrs)<br>*Description: An examination of the social factors that contribute to an understanding of why people participate in physical activity. Topics include the consideration of individual social and demographic factors such as gender, race, socioeconomic status, education, and social support as well as social structural factors such as the role of the social institutions (e.g. family, work and school environments). Topics include the fetal programming hypothesis, growth and nutritional requirements, breast and formula feeding of infants, infant weaning, and eating behaviors that lead to normal growth, growth faltering, and pediatric obesity.* |
| KIN 815 Research Methods in Kinesiology (3 hrs)<br>*Description: A study of techniques of the research process including the identification of a research problem, the design of experimental and non-experimental strategies, and the presentation of written research.* |
| MC 750 Strategic Health Communication (3 hrs) (alternate years)<br>*Description: The role of effective communication through mass media and other communication strategies in health promotion and behavior change. Includes the theories and strategies used to promote public health messages, services or products for multicultural audiences, with a focus on human, environment and animal health. Legal, ethical issues and gender issues in health communication will be given special attention.* |
| STAT 705 Regression and Analysis of Variance (3 hrs) (in class)<br>*Description: Simple and multiple linear regression, analysis of covariance, correlation analysis, one-, two- and three-way analysis of variance; multiple comparisons; applications including use of computers; blocking and random effects.* |
| STAT 710 Sample Survey Methods (3 hrs)<br>*Description: Design, conduct, and interpretation of sample surveys.* |
| STAT 716 Non-parametric Statistics (3 hrs)<br>*Description: Hypothesis testing when form of population sampled is unknown: rank, sign, chi-square, and slippage tests; Kolmogorov and Smirnov type tests; confidence intervals and bands.* |
| STAT 717 Categorical Data Analysis (3 hrs)<br>*Description: Analysis of categorical count and proportion data. Topics include tests of association in two-way tables; measures of association; Cochran-Mantel-Haenzel tests for 3-way tables; generalized linear models; logistic regression; loglinear models.* |
| STAT 720 Design of Experiments (3 hrs)<br>*Description: Planning experiments so as to minimize error variance and avoid bias; Latin squares; split-plot designs; switch-back or reversal designs; incomplete block designs; efficiency.* |
| STAT 725 Intro to SAS Computing (1 hr)<br>*Description: Topics may include basic environment and syntax, reading and importing data from files, writing and exporting data to files, data manipulation, basic graphics, and built-in and user-defined functions.* |
| STAT 730 Multivariate Statistical Methods (3 hrs)<br>*Description: Multivariate analysis of variance and covariance; classification and discrimination; principal components and introductory factor analysis; canonical correlation; digital computing procedures applied to data from natural and social sciences.* |

### 12.7.3 Field experience OR field experience AND master's thesis

- MPH 840 Public Health Field Experience (6)
- KIN 898 Master's Report (1-4)
- KIN 899 Master's Thesis (1-6)

## 12.7.4 Public Health Physical Activity competencies course alignment matrix

| | MPH Emphasis Area: Public Health Physical Activity | Required 12 hrs | | | | Select remaining courses (7-10 hrs) from these courses | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Competencies and Courses**<br>**P=Primary Course**<br>**R=Reinforcing Course** | KIN 610 | KIN 612 | KIN 801 | KIN 805 | KIN 600 | KIN 601 | KIN 602 | KIN 603 | KIN 606 | KIN 607 | KIN 609 | KIN 614 | KIN 625 | KIN 635 | KIN 655 | KIN 657 | KIN 797 | KIN 808 | KIN 815 | MC 750 | STAT 705 | STAT 710 | STAT 716 | STAT 717 | STAT 720 | STAT 725 | STAT 730 |
| **1** | ***Population health*** | | | P | | R | R | R | R | R | R | R | | R | R | | R | R | | | | | | | | | | |
| **2** | ***Social, behavioral and cultural influences*** | P | | P | P | | | R | | | | | R | | | | | | R | | | | | | | | | |
| **3** | ***Theory application*** | P | | P | R | R | | | | | | | | | | R | | | | | | | | | | | | |
| **4** | ***Creating and evaluating interventions*** | P | | | | | | | | | | | R | | | P | | | | R | | R | R | R | R | R | R | R |
| **5** | ***Effective communication*** | | P | | | | | | | | | | | | | | | | | | P | | | | | | | |
| **6** | ***Understand exercise physiology and science*** | | | P | | | | | | | | | | | | | | | | | | | | | | | | |

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

Every master's student must file a Program of Study (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 Master of Public Health (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.

A student should prepare the program of study in consultation with the major professor and the Director of the MPH Program. All members of the supervisory committee and the Director of the MPH Program must approve the POS. The original and four (4) copies are then submitted for approval and the signature of the Dean of the Graduate School. The following guidelines should be followed when preparing a program of study:

- The total number of hours required for an MPH degree at Kansas State University is 42. Six credit hours must be earned through a thesis, a field experience, or a combination of a master's report and a field experience.
- Course numbers, course titles, course credit hours, and semester taken should be listed on the program as they are recorded on the transcript (i.e. in chronological order). Credits that were earned more than six years prior to the semester in which the POS is approved cannot be accepted.
- No course in the student's area of emphasis may be at the 500 level unless a course is one of the required courses approved for the MPH degree (Example: FDSCI 501 Food Chemistry in the Food safety and Biosecurity Area of Emphasis).
- Only three (3) credit hours of problems, readings, or other independent study courses may be applied toward the master's degree.
- Courses designated as deficiencies at the time of admission CANNOT be used on a program of study. Please refer to the admission letter sent to you by the Graduate School for deficiencies designated by the department.
- Ten (10) credit hours of graduate course work from an accredited university may be included as transfer credit on the POS, provided they were not part of another degree. Transfer courses must be graded A or B and must not have been taken more than six years prior to the semester that the program is approved. If a transfer course is to be taken in the future, the semester should be noted on the POS. Official transcripts that show the courses and grades for transfer credit must be on file in the Graduate School. Final approval of the POS cannot be determined until all transcripts are received.
- Students pursuing a second master's degree may apply up to six (6) credit hours from the first master's degree to the program of the second.
- If changes need to be made to a POS or the supervisory committee after being approved by the Graduate School, please submit a Program/Committee Change Form. Unless there are extensive changes, a new revised program does not have to be submitted.

The official ***GRADUATE HANDBOOK*** prepared by the Graduate School contains additional information about programs of study and other requirements for graduate study at Kansas State University. The ***GRADUATE HANDBOOK*** is available for downloading from the website for the Graduate School. The URL for this site is http://www.ksu.edu/grad.

All forms requested by the Graduate School are available in the individual departments, in the Graduate School Office in Fairchild Hall, Room 103, or at the above website.

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 quality for transfer credit.

### 12.8.1 Sample Program of Study

The Graduate School
Kansas State University

## PROGRAM OF STUDY: MASTER'S

**Name:** Willie Wildcat
**K-State eID:** wildcat@ksu.edu
**Student Number (WID):** 888888888 [9 digit number staring with 8]
**Degree Program:** Master of Public Health
**College:** ☐ AG ☐ AR ☐ AS ☐ BA ☐ ED ☐ EN ☐ HE ☐ TC ☒ VM [choose VM]

Master's Thesis ☐
Master's Report ☐
Non Thesis/Report ☒

| | Course Number<br>Example: AGRON101 | Course Title<br>Example: Basic Introduction | Credit Hours<br>Example: 3 | Semester Taken<br>Example: S05 |
|---|---|---|---|---|
| | **Review instructions on page 2 prior to completing.** | | | |
| | MPH 701 | Fundamental Methods of Biostatistics | 3 | Su xx |
| | MPH 720 | Admnistration 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 806 | Environmental Toxicology | 2 | 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. | | |
| | | Up to 12 hours may be applied from an AVMA Council on | | |
| | | Education accredited Doctor of Veterinary Medicine curriculum. | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Total transfer credits 10**

m-pos 07/2010

## 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) | | Signatures |
|---|---|---|
| Willie Wildcat | DMP | |
| Student | Dept. | Student |
| Fred Flintstone | DMP | |
| Major Professor | Dept. | Major Professor |
| Barney Rubble | DMP | |
| Supervisory Committee Member | Dept. | Supervisory Committee Member |
| John Slate | AS | |
| Supervisory Committee Member | Dept. | Supervisory Committee Member |
| | | |
| Supervisory Committee Member | Dept. | Supervisory Committee Member |
| Michael Cates | MPH | |
| Dept Head / Graduate Program Director | Dept. | 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.]

| | | |
|---|---|---|
| ☐ Yes | ☒ No | Human Subjects. (Institutional Review Board) IRB# _____ |
| ☐ Yes | ☒ No | Radioactive Materials. (Radiation Safety Committee) |
| ☐ Yes | ☒ No | Live vertebrates. (Institutional Animal Care and Use Committee) IACUC# _____ |
| ☒ Yes | ☐ 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.*

### 12.8.2 Template for Program of Study

A template for the program of study in PDF or WORD format can be found on the Graduate School website at: http://www.k-state.edu/grad/gscurrent/guideforms/masters.htm

## *12.9 Graduate School forms*

Forms that are required for various procedures are available at the Graduate School website: http://www.k-state.edu/grad/gscurrent/guideforms/index.htm

## *12.10 Field Experience*

All Master of Public Health (MPH) degree candidates at Kansas State University are required to complete a field experience in public health practice at an off-campus location. The purposes of a field experience 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

Typically the field experience is completed at the end of the coursework for the MPH so that the student may apply the knowledge gained from their graduate courses.

### 12.10.1 Field Experience Guidelines

**Organization/Agency:** Students must complete their field experience 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.

**Mentor/Preceptor:** There must be a mentor at the field experience 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 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 field experience other than it must be off- campus.

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

1. **Capstone Project and Presentation** completed as part of the field experience: 240 clock hours at the field experience site, with additional hours used for outside research, literature review, coordination and write-up (6 semester credit hours). Travel and research time do not count toward the 240 contact hours.
2. **Research Thesis and Presentation:** The field experience requirement is a minimum of 180 contact hours at the field experience site (3 semester credit hours).

3. **Master's Report and Presentation:** The field experience requirement is a minimum of 240 contact hours at the field experience site (4 semester credit hours).

### 12.10.2 Field Experience Procedures

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

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

**After the field experience:** The student should work with the major professor, supervisory committee members, and the field experience agency mentor on completing the final written and/or oral report requirements associated with the field experience. Depending on the choice of culminating experience, 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 field experience mentor/preceptor. Forms are posted on the website for access 24/7: http://www.k-state.edu/mphealth/field-experience/forms/

### 12.10.3 Ideas for Field Experiences

Initial preparation for the field experience 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 a field experience organization/agency which best fits his/her interests and capabilities. Remember that field experience 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 field experience 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 Field Experience.

- The MPH Program has resources to offset Field Experience travel expenses. Eligibility is limited to MPH students **properly enrolled for Field Experience credit** the semester they use the funds **AND** who have **submitted their Field Experience form**. The form to fill out is on the MPH website.
- 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.

### 12.10.4 Additional forms and guidelines for international students

According to university policy, international students and the field experience agency preceptor must complete additional forms for the International Student and Scholar Services (ISSS) office on campus BEFORE beginning their field 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 field experience 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/isss/forms/index.html

All international students on F-1 visa must comply with these regulations before their field experience 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 field experience 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.

## *12.11 Culminating Experience Requirements and Guidelines*

A culminating experience 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 form. All information on the form is confidential and is used for programmatic assessment. Forms will be e-mailed to the committee members before the final exam and they are also posted on the website (http://www.k-state.edu/mphealth/faculty/)

All MPH degree students at Kansas State University must complete a culminating experience, chosen from three main possibilities with the assistance and advice of their major professor, supervisory committee members and the MPH Program Director. The options available are explained below:

### 12.11.1 Field Experience and Capstone Project Presentation and Oral Defense

In this option, during the final semester, the student presents oral and written reports from the field experience and associated capstone project to his/her graduate supervisory committee members and other invited guests. The supervisory committee members will assess required knowledge and competencies during and after the presentation.

### 12.11.2 Public Health Research Thesis Presentation with Oral Defense

In this option, during the final semester, the student presents an oral report and written thesis from their original research investigation of a public health problem or topic to his/her graduate supervisory committee members and other invited guests. In addition, the student must complete a written field experience report. Depending on the expectations of the supervisory committee, the student's oral presentation may include details related to both the thesis research and their field experience at the same time. The supervisory committee members will assess required knowledge and competencies during and after the presentation.

### 12.11.3 Master's Report Presentation and Oral Defense

In this option, during the final semester, the student presents oral and written reports related to their individual work on a public health-related topic in addition to an oral and written reports about their field experience, to his/her graduate supervisory committee members and other invited guests. The supervisory committee members will assess knowledge and competencies during and after the presentation.

## *12.12 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.

### 12.12.1 Field Experience Report

Each student will provide an oral and a written report for each field experience, and the format is at the discretion of the supervisory committee. If a capstone project is included as part of the field experience, the written and oral reports for that project may be combined with the field experience report.

For those students completing a thesis or Master's Report separate from the field experience, there must be a separate field experience report, 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 field experience 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).

### 12.12.2 Thesis

A thesis must meet all formatting and submission guidelines of the university and Graduate School. In addition, a separate written field experience report must be submitted, meeting program guidelines of 12.12.1.; however, at the discretion of the supervisory committee, the oral reports may combine aspects of both the thesis and the field experience.

### 12.12.3 Master's Report

A Master's Report must meet all formatting and submission guidelines of the university and Graduate School. In addition, a separate written field experience report must be submitted, meeting program guidelines of 12.12.1.; however, at the discretion of the supervisory committee, the oral reports may combine aspects of both the Master's Report and the field experience.

### 12.12.4 Field Experience Report Template.

Below is a suggested format for your Field Experience Report in the absence of specific suggestions from your major professor and committee. The guidelines for the report are flexible so as to accommodate other requirements and publications and/or agencies.

# Master of Public Health Field Experience Report

## *ENTER YOUR TITLE HERE IN ALL CAPITAL LETTERS*

by

**YOUR NAME IN ALL CAPITAL LETTERS**
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

**Field Experience Site:**
List agency where field experience was completed
List dates of field experience

**Field Experience 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

Each student will provide an oral and a written report for their field experience, and the format and length is at the discretion of the supervisory committee. If a capstone project is included with the field experience, the written and oral reports for the project may be combined with the field experience report (see Chapter 3).

For those students completing a thesis or Master's Report separate from the field experience, there must be a separate field experience report. Your field experience report may be a chapter or appendix in your thesis or Master's Report. 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 field experience 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). Note: Select up to key words for your report. These are

**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

# List of Figures



# List of Tables

## Field Experience Scope of Work

Your report should follow your Field Experience Agreement. Chapter 1 should outline the Scope of Work or Primary Focus of your Field Experience. No specific length is required, but it should "cover the subject." Identify the agency and give some background along with location, and your preceptor/mentor.

## Figures

If you use figures 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 figures 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 |

## Learning Objectives

List the learning objectives as outlined on the Field Experience Agreement.

## Activities Performed

List the activities you performed as part of your field experience. If they changed from the anticipated activities, you may want to explain why, what happened, etc.

## Products Developed

If, as part of your field experience you developed materials, explain and list them here.

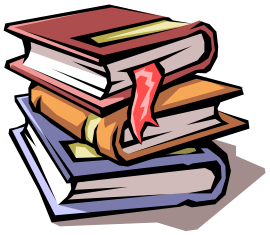

**Figure 1.2 First Figure in Chapter 2**

**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 |

## Capstone Project / Culminating Experience

If your capstone project was completed as part of your field experience, explain and report it here. If you completed a thesis as or Master's Report as your capstone project, there is no need to include it as part of your Field Experience Report. Your field experience report may be a chapter or an appendix in your thesis or Master's Report.

## Instructions from the MPH Graduate Handbook (Section 6.2)

A culminating experience 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. All MPH degree students at Kansas State University must complete a culminating experience.

## Instructions on Student Accountability for Core and Emphasis Area Competencies from the MPH Graduate Handbook (Section 1.6.3)

Each student should submit documentation addressing how each of the MPH core competencies and emphasis area competencies were attained. This documentation must be submitted to the student's supervisory committee members before the final presentation/defense.

# 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 not required, but 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.