

# Master of Public Health (MPH)

Public Health Nutrition  
Veterinary Public Health

## STUDENT HANDBOOK

2024-2025



College of Agriculture & Applied Sciences  
UtahStateUniversity

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## Welcome

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Dear MPH Students,

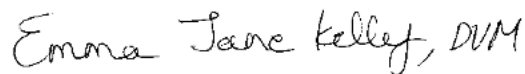
Welcome to the Master of Public Health program in the College of Agriculture and Applied Sciences (CAAS) at Utah State University. We hope you enjoy your coursework and experiences during your time in the program. During your studies, you will learn the most current research-based information about the field of public health from faculty and public health professionals with extensive field and research experience. We highly recommend that you take full advantage of the resources available to you during your graduate training at USU. We encourage you to begin thinking about which aspects of public health interest you the most. For some of you, this may be an easier task than for others. If you are unsure what area you are most interested in, we hope you will find answers as you dive into your coursework.

This handbook is meant to provide you with important policies, program information, and university resources to guide you through the process of completing the MPH program. You are responsible for knowing the information included in this handbook. Please refer to it if you have any general program questions. Please feel free to contact us and/or your faculty advisor if you have questions or concerns about the program expectations, courses, or project. We look forward to working with you and assisting you while you achieve your educational goals. We hope you have a wonderful experience in the CAAS MPH program at USU.

Best regards,



Mateja R. Savoie Roskos, PhD, MPH, RD, FAND  
*Associate Dean for Academic Programs and Student Services*  
*Associate Professor; CAAS MPH Program Director*  
*College of Agriculture and Applied Sciences*



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*Clinical Professor; Veterinary Diagnostician and Microbiologist*  
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# MPH Program

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## Vision

A future where people and animals live in an environment that supports overall health.

## Mission Statement

Prepare highly competent public health professionals to lead, innovate, advocate, and educate to improve the health of humans, animals, and the environment.

## MPH Program Goals

1. Provide access to high-quality, competency-based graduate education in public health.
2. Facilitate application-based experiences that align with the diverse career interests of students.
3. Engage in service that benefits students, alumni, public health professionals, the USU community, and the broader field of public health.
4. Collaborate with public health professionals to conduct research and community outreach to advance public health knowledge and practice.

## MPH Program Values

The values that guide our program include: passion, respect, empowerment, dedication, integrity, continuous improvement, and teamwork.

## CEPH Accreditation

The Master of Public Health Program (MPH) in the College of Agriculture and Applied Sciences at Utah State University is an applicant for accreditation by the Council on Education for Public Health (<https://ceph.org/>). The accreditation review will address the MPH in Public Health Nutrition and MPH in Veterinary Public Health tracks only. Other degrees and areas of study offered by this institution will not be included in the unit of accreditation review.

# Foundational Public Health Knowledge

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## MPH Foundational Public Health Knowledge

The MPH program must ensure that all graduates are grounded in foundational public health knowledge. Grounding of foundational knowledge is measured by student achievement in the learning objectives listed below. These learning objectives are incorporated into NDFS 6140 Introduction to Public Health. Students can find these learning objectives, among other course specific learning objectives, in the course syllabus.

## Profession & Science of Public Health

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

## Factors Related to Human Health

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

# MPH Foundational Competencies

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All MPH graduates must demonstrate the following 22 MPH foundational competencies. Competencies are assigned to specific assignments in required MPH courses and are indicated in course syllabi. Fulfillment of select competencies also occurs through the applied practice experience (APE) and integrative learning experience (ILE).

## Evidence-based Approaches to Public Health

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

## Public Health & Health Care Systems

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

## Planning & Management to Promote Health

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

## Policy in Public Health

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

## Leadership

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

## Communication

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

20. Describe the importance of cultural competence in communicating public health content.

**Interprofessional Practice**

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

**Systems Thinking**

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



## Public Health Nutrition Concentration Competencies

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The concentration competencies for the MPH in Public Health Nutrition program focus on necessary skills, knowledge, and abilities in public health nutrition. Competencies are assigned to specific assignments in required MPH courses and are indicated in course syllabi. Fulfillment of select competencies also occurs through the applied practice experience (APE) and integrative learning experience (ILE).

Below are the five Public Health Nutrition concentration competencies:

- CC1: Analyze and critically evaluate peer-reviewed research in a specific area of public health nutrition.
- CC2: Discuss the role agriculture or nutrition plays in the prevention and treatment of significant chronic diseases or food security.
- CC3: Assess multiple perspectives of a topic in public health nutrition using peer reviewed research to substantiate claims.
- CC4: Build and utilize a tool to facilitate critical reading, note taking, and synthesis of scientific articles.
- CC5: Develop a resource to disseminate the findings of an original research article to a general audience.

## Veterinary Public Health Concentration Competencies

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The concentration competencies for the MPH in Veterinary Public Health program focus on skills and abilities that are essential when working in the field of veterinary public health. Competencies are assigned to specific assignments in required MPH courses and are indicated in course syllabi. Fulfillment of select competencies also occurs through the applied practice experience (APE) and integrative learning experience (ILE).

Below are the five Veterinary Public Health concentration competencies:

- CC1: Develop an epidemiological tool to evaluate disease dynamics between animals.
- CC2: Analyze the role that vectors such as bats and insects play in human and animal health and disease.
- CC3: Assess how global trade and global climate change affect the health of both animals and humans.
- CC4: Assess the benefits and risks of interaction with animals and/or animal products to people and their communities.
- CC5: Evaluate the role that epigenetics play in the disease dynamics of both animals and human beings.

## USU School of Graduate Studies Requirements

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The MPH program adheres to all of the requirements and policies of the USU School of Graduate Studies. Please be familiar with these policies, especially GPA requirements, good standing with the School of Graduate Studies, degree deadlines and timelines, and required forms. Students can find all required forms on the graduate school website. Students can find the steps to degree completion for Plan C [here](#) and Plan A [here](#). In addition to the School of Graduate Studies requirements, the MPH program requires:

1. Satisfactory completion of the Applied Practice Experience (APE) that results in the student fulfilling 5 competencies (at least 3 of which must be foundational competencies. This experience must include 2 project outputs.
2. Successful completion of the Integrative Learning Experience (ILE) which is a final paper submitted in the student's last semester in the program.

It is each student's responsibility to ensure all graduation requirements are met. Please meet with the assigned advisor or Graduate Program Coordinator if questions arise.

### Advisor

All MPH students are required to work with a faculty advisor who will provide support and assistance throughout the duration of the program and applied practice experience. MPH students completing a Plan C degree—Capstone Project/Practicum (also known as the Applied Practice Experience) and do not require a Supervisory Committee Approval Form. All MPH in Public Health Nutrition students are Plan C. MPH in Veterinary Public Health students may select a Plan C degree (suggested) or a Plan A degree (thesis research of 6 to 15 credits). The Plan A degree requires a 3-person supervisory committee and the submission of a [Supervisory Committee Approval Form](#). If students have questions, please contact Savannah Daines ([savannah.daines@usu.edu](mailto:savannah.daines@usu.edu)) or the assigned advisor (found on the student admission letter and students [Banner Profile](#)).

### Program of Study

All students are required to submit a program of study (POS) to the USU School of Graduate Studies. The School of Graduate Studies considers the POS a contract between the student, the student's advisor, and the School of Graduate Studies that outlines the courses the student will take to meet the School of Graduate Studies requirements and complete the degree program. Students should submit the POS by the end of the second (or third for part time students) semester. The POS will be reviewed and approved before final submission. In order to graduate, each student's POS must match their transcript. If a student makes any changes to the courses they take, they need to revise their POS and work with their GPC to get it submitted to the School of Graduate Studies. Students can find the POS instructions on the [Master of Public Health Canvas course](#). For questions about the specific processes students should follow, please contact Savannah Daines ([savannah.daines@usu.edu](mailto:savannah.daines@usu.edu)) or the assigned advisor (found on the student's admission letter and their [Banner Profile](#)).

## Leave of Absence/Continuous Registration/Withdrawal

Students should submit the leave of [absence form/continuous registration form](#) if they are not going to be registered for any courses in either the spring or fall semester. Depending on the reason for not registering, students must select either “Leave of Absence” or “Continuous Registration”.

### Leave of Absence

A leave of absence, during which students are not required to register for graduate credits, may be granted under the following circumstances:

- Illness, required military service, or other extenuating circumstances
- Lack of availability of courses on an approved Program of Study at a regional campus or via Distance Education
- An approved Program of Study that is based primarily on summer semester courses

A leave of absence must be approved by the department head and the dean of graduate studies. A leave of absence may be the basis for extending the time limit to complete a degree program, but not to extend the time limit for course validity.

### Continuous Registration

If a student’s reason for not registering is not due to one of the three circumstances listed above, their absence is classified as continuous registration. In this case, the continuous registration fee of \$100 per semester (fall and spring) will be assessed to each student’s account.

### Complete Withdrawal

If students are completely withdrawing from the graduate program, please email [gradforms@usu.edu](mailto:gradforms@usu.edu) with your name and A-number. The School of Graduate Studies will process the request and contact the student when their file has been closed.

### Time Limit

A master's degree must be completed within six years of entering the degree program. Coursework that is more than eight years old may not be used for a graduate degree unless it is revalidated. If permitted by the departmental or interdepartmental degree program policy, a supervisory committee may allow revalidation, following a plan developed by the supervisory committee and approved by the associate dean of the School of Graduate Studies. The results must be verified in writing to the associate dean by the student's major professor or other person(s) responsible for the revalidation. Work experience cannot be substituted for out-of-date coursework or used for revalidation, except where that work experience can be documented to have involved the use of current knowledge and application of material currently covered in the course.

### Graduation

A graduate student must complete a [Graduation Information Checklist](#) before a graduate degree is awarded. Master's students who do not prepare a thesis will receive instructions from the Graduate Program Coordinator for completing the checklist during their final semester in their degree program. Only students who will have their degrees completed by the published Commencement deadline dates for a given semester will be included in the official Commencement program. However, students who complete requirements by a later date during the semester, established by the

graduate dean, may still participate in the Commencement/Hooding ceremonies. Their names will be printed in the next year's Commencement Program.

# Academic Calendar

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Below is the USU academic calendar for the 2024-2025 academic year. Please take note of important dates.

## Summer Semester 2024

	Day(s) of the week	Date
First 7-week Session	32 instruction days, 1 test day	May 06 - Jun 21
14-week Session	65 instruction days, 1 test day	May 06 - Aug 09
Memorial Day - no class	Monday	May 27
Juneteenth National Freedom Day - no class	Monday	Jun 17
Second 7-week Session	32 instruction days, 1 test day	Jun 24 - Aug 09
Independence Day - no class	Thursday	Jul 04
Pioneer Day - no class	Wednesday	Jul 24

## Fall Semester 2024

70 instructional days, 5 test days

	Day(s) of the week	Date
First Day of Classes	Monday	Aug 26
First 7-week Session	34 instruction days, 1 test day	Aug 26 - Oct 14
Labor Day - no class	Monday	Sep 02
Second 7-week Session	34 instruction days, 1 test day	Oct 15 - Dec 06
Fall Break	Friday	Oct 18
Thanksgiving Holiday	Wednesday - Friday	Nov 27 - 29
No-Test Week <sup>1</sup>	Monday - Friday	Dec 02 - 06
Last Day of Classes	Friday	Dec 06
Final Examinations	Monday - Friday	Dec 09 - 13

## Spring Semester 2025

70 instructional days, 5 test days

	Day(s) of the week	Date
First Day of Classes	Monday	Jan 06
First 7-week Session	34 instruction days, 1 test day	Jan 06 - Feb 25
Martin Luther King, Jr. Day - no class	Monday	Jan 20
Presidents' Day - no class	Monday	Feb 17
Second 7-week Session	34 instruction days, 1 test day	Feb 26 - Apr 22
Spring Break	Monday - Friday	Mar 10 - 14
No-Test Week ⓘ	Wednesday - Tuesday	Apr 16 - 22
Last Day of Classes	Tuesday	Apr 22
Interim Day - no class	Wednesday	Apr 23
Final Examinations	Thursday - Wednesday	Apr 24 - 30
Commencement	Thursday - Friday	May 01 - 02

## MPH in Public Health Nutrition Program Requirements

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### Program Description

The 100% online Master Public Health (MPH) in Public Health Nutrition degree includes interdisciplinary training in nutrition-related sciences and the core public health disciplines. Students will learn about the methods for quantifying dietary intake and nutritional status, the role of diet in disease risk and health promotion, and the design and implementation of nutrition policy and programs to improve the health of local, national, and global populations. The land grant setting of Utah State University provides unique opportunities for the study of the relationship between human nutritional status and health with strong academic and research programs in nutritional epidemiology, federal and community nutrition programs, USU Extension nutrition outreach programs, food science, food safety, agricultural practices, animal health, climate change, and environmental sciences.

### Required Course List

Of the 42 credits required for the MPH in Public Health Nutrition program, 39 credits are required credits and 3 credits are electives. Most required courses are offered only once per year, although there are exceptions. All required courses are offered 100% online. When developing the program of study, students should consider when courses are offered to make sure coursework can be completed in the preferred timeline. For additional course details, please go the [USU General Catalog](#).

Course #	Course Name	Credits	Semester Offered
ADVS 5000	One Health: People, Animals, and the Environment	3	Spring
NDFS 6010	Hunger Issues and Solutions	3	Spring
NDFS 6140*	Introduction to Public Health	3	Fall
NDFS 6200	Nutritional Epidemiology	3	Fall
NDFS 6210	Advanced Public Health Nutrition	3	Spring
NDFS 6230	Communicating Current Topics Public Health	3	Spring
NDFS 6240	Program Planning and Evaluation in Public Health	3	Fall
NDFS 6280	Public Health Administration and Leadership	3	Spring
NDFS 6540	Introduction to Epidemiology and Biostatistics	3	Fall
NDFS 6550	Public Health Policy and Advocacy	3	Spring
NDFS 6600	Current Topics in Obesity	3	Fall
NDFS 6810	Social Determinants of Health	3	Fall
NDFS 6850	Applied Practice Experience in Public Health Nutrition	3	Fall/Spring/Summer
ELECTIVE		3	See elective list
<b>TOTAL CREDITS</b>		<b>42</b>	



\* Students with a bachelor’s degree from a CEPH-accredited public health program can take an alternative course to NDFS 6140 Introduction to Public Health since they would have fulfilled these foundational public health knowledge competencies in their undergraduate program.

## Elective Course List

Students in the MPH in Public Health Nutrition are required to take 3 elective credits. Students should consider taking an elective that aligns with their career goals and interest areas. The list below provides examples of common online electives taken by students in this concentration. This list is not exhaustive. Course availability may change for courses offered outside of NDFS/ADVS. Please work with the assigned faculty advisor to determine which elective is best to be included in the student’s program of study.

Course #	Course Name	Credits	Semester Offered
<b>ADVS 6000</b>	Ecology and Health: Case Studies of Relationships Between the Environment, Organisms, and Health	3	Summer
<b>ASTE 6920</b>	Communication Tools for Extension	3	Every Other Spring
<b>NDFS 6320</b>	Advanced Sports Nutrition	3	Fall
<b>NDFS 6470</b>	Global Public Health	3	Spring
<b>NDFS 6580</b>	Application of Research Principles in Dietetics	3	Summer (7-week course)
<b>NDFS 6800</b>	Counseling and Motivational Interviewing for Health Professionals	3	Fall

## Example 2-Year Degree Plan

For students who would like to complete the MPH in Public Health Nutrition program in two years, the following course sequence is suggested, although not required. Please work with the assigned faculty advisor prior to registration on what courses to take.

### YEAR 1

Fall		Credits	Info and Notes
<b>NDFS 6140</b>	Introduction to Public Health	3	Required to take during the first fall semester; students with a bachelor’s degree from a CEPH-accredited public health program can take an alternative course
<b>NDFS 6540</b>	Introduction to Epidemiology and Biostatistics	3	Required
<b>NDFS 6810</b>	Social Determinants of Health	3	Required
<b>Total Credits</b>		<b>9</b>	

Spring		Credits	Info and Notes
<b>ADVS 5000</b>	One Health: People, Animals, and the Environment	3	Required
<b>ADVS 5000</b>	Hunger Issues and Solutions	3	Required
<b>NDFS 6230</b>	Communicating Current Topics Public Health	3	Required
<b>Elective</b>		3	See elective list
<b>Total Credits</b>		<b>12</b>	

## YEAR 2

Fall		Credits	Info and Notes
<b>NDFS 6600</b>	Current Topics in Obesity	3	Required
<b>NDFS 6240</b>	Program Planning and Evaluation in Public Health	3	Required, strongly recommended to take after year 1 in the program
<b>NDFS 6200</b>	Nutritional Epidemiology	3	Required, NDFS 6540 is a prerequisite
<b>Total Credits</b>		<b>9</b>	

Spring		Credits	Info and Notes
<b>NDFS 6210</b>	Advanced Public Health Nutrition	3	Required
<b>NDFS 6280</b>	Public Health Administration and Leadership	3	Required
<b>NDFS 6550</b>	Public Health Policy and Advocacy	3	Required
<b>NDFS 6850</b>	Applied Practice Experience in Public Health Nutrition	3	Required, must be taken in final year of the program
<b>Total Credits</b>		<b>12</b>	

Summary	
<b>TOTAL MINIMUM NUMBER OF CREDITS</b>	<b>42</b>

### Example 3-Year Degree Plan

For students who would like to complete the MPH in Public Health Nutrition program in three years, the following course sequence is suggested, although not required. Please work with the assigned faculty advisor prior to registration on what courses to take.

## YEAR 1

Fall		Credits	Info and Notes
<b>NDFS 6140</b>	Introduction to Public Health	3	Required to take during the first fall semester; students with a bachelor's degree from a CEPH-accredited public health

			program can take an alternative course
<b>NDFS 6810</b>	Social Determinants of Health	3	Required
<b>Total Credits</b>		<b>6</b>	

Spring		Credits	Info and Notes
<b>ADVS 5000</b>	One Health: People, Animals, and the Environment	3	Required
<b>ADVS 5000</b>	Hunger Issues and Solutions	3	Required
<b>NDFS 6230</b>	Communicating Current Topics Public Health	3	Required
<b>Total Credits</b>		<b>9</b>	

## YEAR 2

Fall		Credits	Info and Notes
<b>NDFS 6600</b>	Current Topics in Obesity	3	Required
<b>NDFS 6540</b>	Introduction to Epidemiology and Biostatistics	3	Required
<b>Total Credits</b>		<b>6</b>	

Spring		Credits	Info and Notes
<b>NDFS 6210</b>	Advanced Public Health Nutrition	3	Required
<b>NDFS 6550</b>	Public Health Policy and Advocacy	3	Required
<b>Elective</b>		3	See elective list
<b>Total Credits</b>		<b>9</b>	

## YEAR 3

Fall		Credits	Info and Notes
<b>NDFS 6200</b>	Nutritional Epidemiology	3	Required, NDFS 6540 is a prerequisite
<b>NDFS 6240</b>	Program Planning and Evaluation in Public Health	3	Required, strongly recommended to take after year 1 in the program
<b>Total Credits</b>		<b>6</b>	

Spring		Credits	Info and Notes
<b>NDFS 6550</b>	Public Health Policy and Advocacy	3	Required
<b>NDFS 6850</b>	Applied Practice Experience in Public Health Nutrition	3	Required, must be taken in final year of the program
<b>Total Credits</b>		<b>6</b>	

### Applied Practice Experience (APE)

All MPH in Public Health Nutrition students must demonstrate competency attainment through the Applied Practice Experience (APE). The purpose of Applied Practice Experience in Public Health Nutrition is to provide opportunities for MPH in Public Health Nutrition students to apply the knowledge and skills they have learned in course work to public health practice. The MPH in Public Health Nutrition program is a professional degree, as such, the field studies experience is a critical component of the degree. Students are required to take three credits of Applied Practice Experience in Public Health Nutrition. These credits should be taken during the semester the student will be working on their APE. **During the APE, students must demonstrate a minimum of five competencies. A minimum of three must be foundational competencies. For example, students could select four foundational and one concentration, three foundational and two concentration competencies. Students demonstrate attainment of competencies through two APE project outputs.** For more information about the APE, please refer to the [MPH APE/ILE Handbook](#) on the MPH Canvas page.

### Integrative Learning Experience (ILE)

All MPH in Public Health Nutrition are required to write a high-quality final paper that counts as the Integrative Learning Experience (ILE). Students must also demonstrate fulfillment of several foundational and concentration competencies through the ILE. This 20-36 page final paper is written and evaluated in the student's final semester of the program. The final paper is evaluated by the student's advisor and by one additional faculty member (selected by the advisor). The faculty reviewers use a grading rubric, which is provided to students on the MPH Canvas page. For more details about the ILE, please see the [MPH APE/ILE Handbook](#) on the MPH Canvas page.

## MPH in Veterinary Public Health Program Requirements

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### Program Description

The 100% online Veterinary Public Health (MPH) degree includes interdisciplinary training in veterinary-related public health science and prepares students with skills and competencies essential for leadership and administrative positions in the epidemiology of zoonotic diseases, food safety, and the wildlife-domestic animal-human interface. The Veterinary Public Health MPH program also offers specialized training in the emerging Public Health discipline of One Health. Students will learn how to work with veterinarians, ecologists, and physicians to monitor and control public health threats by applying the core disciplines of Public Health and specialized knowledge of veterinary medicine to learn how diseases spread among people, animals, and the environment. The land grant setting of Utah State University provides unique resources for the Veterinary Public Health MPH program with the College of Veterinary Medicine, agricultural extension programs, the Utah Veterinary Diagnostic Laboratories, and the Institute for Antiviral Research, as well as strong academic programs in climate sciences, ecology, and natural resources.

### Required Course List

Of the 42 credits required for the MPH in Veterinary Public Health program, 36 credits are required. Most required courses are offered only once per year, although there are exceptions. When developing the program of study, please consider when courses are offered to make sure the coursework is completed in the anticipated timeline. For additional course details, please go to the [USU General Catalog](#).

Note: Students doing a Plan A option (thesis) are required to take 9 credits of ADVS 6970 Research and Thesis instead of ADVS 6100 MPH Practicum and the 2 program electives.

Course #	Course Name	Credits	Semester Offered
<b>ADVS 5000</b>	One Health: People, Animals, and the Environment	3	Spring
<b>ADVS 6000</b>	Ecology and Health: Case Studies of Relationships Between the Environment, Organisms, and Health	3	Summer
<b>ADVS 6010</b>	Applied Veterinary Epidemiology	3	Spring
<b>ADVS 6100</b>	MPH Practicum	3	Fall/Spring/Summer
<b>ADVS 6830</b>	Communicating and Evaluating Public Health Information: Case Studies in Environmental Health	3	Fall
<b>ADVS 6840</b>	Epigenetics in Public Health	3	Fall
<b>NDFS 6140*</b>	Introduction to Public Health	3	Fall
<b>NDFS 6240</b>	Program Planning and Evaluation in Public Health	3	Fall
<b>NDFS 6280</b>	Public Health Administration and Leadership	3	Spring
<b>NDFS 6540</b>	Introduction to Epidemiology and Biostatistics	3	Fall
<b>NDFS 6550</b>	Public Health Policy and Advocacy	3	Spring

<b>NDFS 6810</b>	Social Determinants of Health	3	Fall
<b>ELECTIVE</b>		3	See elective list
<b>ELECTIVE</b>		3	See elective list
<b>TOTAL CREDITS</b>		<b>42</b>	

\* Students with a bachelor's degree from a CEPH-accredited public health program can take an alternative course to NDFS 6140 Introduction to Public Health since they would have fulfilled these foundational public health knowledge competencies in their undergraduate program.

## Elective Course List

Students in the MPH in Veterinary Public Health program have the opportunity to take 6 elective credits (unless doing plan A in which case thesis and research credits will take up the elective credits). Please consider electives that align with individual career goals and interest areas. The list below provides examples of common online electives taken by students in this concentration. This list is not exhaustive. Please work with the assigned faculty advisor to determine which electives are best to be included in the program of study.

Course #	Course Name	Credits	Semester Offered
<b>HEP 6000</b>	Advanced Program Planning and Evaluation in Public Health	3	Spring, Summer
<b>HEP 6120</b>	Foundations of Global Health	3	Fall
<b>HEP 6450</b>	Research Methods in Population Health	3	Spring
<b>HEP 6800</b>	Health Behavior	3	Fall
<b>NDFS 6010</b>	Hunger Issues and Solution	3	Spring
<b>NDFS 6110</b>	Food Microbiology	3	Spring
<b>NDFS 6200</b>	Nutritional Epidemiology	3	Fall
<b>NDFS 6210</b>	Advanced Public Health Nutrition	3	Spring
<b>NDFS 6470</b>	Global Public Health	3	Spring
<b>NDFS 6600</b>	Current Topics in Obesity	3	Fall
<b>NDFS 6800</b>	Counseling and Motivational Interviewing for Health Professionals	3	Fall

## Example 2-Year Degree Plan

For students who would like to complete the MPH in Veterinary Public Health program in two years, the following course sequence is suggested, although not required. Please work with the assigned faculty advisor prior to registration on what courses to take.

### YEAR 1

Fall	Credits	Info and Notes
<b>NDFS 6140</b> Introduction to Public Health	3	Required to take during the first fall semester; students with a bachelor's degree from a CEPH-accredited public health

			program can take an alternative course
<b>ADVS 6830</b>	Communicating and Evaluating Public Health Information: Case Studies in Environmental Health	3	Required
<b>NDFS 6810</b>	Social Determinants of Health	3	Required
<b>Total Credits</b>		<b>9</b>	

Spring		Credits	Info and Notes
<b>ADVS 5000</b>	One Health: People, Animals, and the Environment	3	Required
<b>NDFS 6550</b>	Public Health Policy and Advocacy	3	Required
<b>Elective</b>		3	See elective list
<b>Elective</b>		3	See elective list
<b>Total Credits</b>		<b>12</b>	

Summer		Credits	Info and Notes
<b>ADVS 6000</b>	Ecology and Health: Case Studies of Relationships Between the Environment, Organisms, and Health	3	Required
<b>Total Credits</b>		<b>3</b>	

## YEAR 2

Fall		Credits	Info and Notes
<b>NDFS 6540</b>	Introduction to Epidemiology and Biostatistics	3	Required
<b>ADVS 6840</b>	Epigenetics in Public Health	3	Required
<b>NDFS 6240</b>	Program Planning and Evaluation in Public Health	3	Required, strongly recommended to take after year 1 in the program
<b>Total Credits</b>		<b>9</b>	

Spring		Credits	Info and Notes
<b>ADVS 6010</b>	Applied Veterinary Epidemiology	3	Required, NDFS 6540 is a prerequisite
<b>NDFS 6280</b>	Public Health Administration and Leadership	3	Required
<b>ADVS 6100</b>	MPH Practicum	3	Required, (Plan A students register for ADVS 6970 Research and Thesis up to 10 credits spread out in various semesters)

<b>Total Credits</b>	<b>12</b>
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<b>Summary</b>	
<b>TOTAL MINIMUM NUMBER OF CREDITS</b>	<b>42</b>

### Example 3-Year Degree Plan

For students who would like to complete the MPH in Veterinary Public Health program in three years, the following course sequence is suggested, although not required. Please work with the assigned faculty advisor prior to registration on what courses to take.

#### YEAR 1

<b>Fall</b>	<b>Credits</b>	<b>Info and Notes</b>
<b>NDFS 6140</b> Introduction to Public Health	3	Required to take during the first fall semester; students with a bachelor's degree from a CEPH-accredited public health program can take an alternative course
<b>ADVS 6830</b> Communicating and Evaluating Public Health Information: Case Studies in Environmental Health	3	Required
<b>Total Credits</b>	<b>6</b>	

<b>Spring</b>	<b>Credits</b>	<b>Info and Notes</b>
<b>ADVS 5000</b> One Health: People, Animals, and the Environment	3	Required
<b>NDFS 6550</b> Public Health Policy and Advocacy	3	Required
<b>Elective</b>	3	See elective list
<b>Total Credits</b>	<b>9</b>	

<b>Summer</b>	<b>Credits</b>	<b>Info and Notes</b>
<b>ADVS 6000</b> Ecology and Health: Case Studies of Relationships Between the Environment, Organisms, and Health	3	Required
<b>Total Credits</b>	<b>3</b>	

#### YEAR 2

<b>Fall</b>	<b>Credits</b>	<b>Info and Notes</b>
<b>NDFS 6540</b> Introduction to Epidemiology and Biostatistics	3	Required
<b>NDFS 6810</b> Social Determinants of Health	3	Required



<b>Total Credits</b>		<b>6</b>	
<hr/>			
<b>Spring</b>		<b>Credits</b>	<b>Info and Notes</b>
<b>ADVS 6010</b>	Applied Veterinary Epidemiology	3	Required, NDFS 6540 is a prerequisite
<b>Elective</b>		3	See elective list
<b>Total Credits</b>		<b>6</b>	

### YEAR 3

<b>Fall</b>		<b>Credits</b>	<b>Info and Notes</b>
<b>ADVS 6840</b>	Epigenetics in Public Health	3	Required
<b>NDFS 6240</b>	Program Planning and Evaluation in Public Health	3	Required, strongly recommended to take after year 1 in the program
<b>Total Credits</b>		<b>6</b>	

<b>Spring</b>		<b>Credits</b>	<b>Info and Notes</b>
<b>NDFS 6280</b>	Public Health Administration and Leadership	3	Required
<b>ADVS 6100</b>	MPH Practicum	3	Required, (Plan A students register for ADVS 6970 Research and Thesis up to 10 credits spread out in various semesters)
<b>Total Credits</b>		<b>6</b>	

<b>Summary</b>			
<b>TOTAL MINIMUM NUMBER OF CREDITS</b>		<b>42</b>	

### Applied Practice Experience (APE)

The MPH field practicum (Applied Practice Experience) is an integral component of professional training in public health and is required of all MPH in Veterinary Public Health students. The practicum gives MPH students the opportunity to integrate and apply classroom learning with professional experience. Students are required to take three credits of ADVS 6100: MPH Practicum. These credits should be taken during the semester the student will be working on their APE. **During the APE, students must demonstrate a minimum of five competencies. A minimum of three must be foundational competencies. For example, students could select four foundational and one concentration, three foundational and two concentration competencies. Students demonstrate attainment of competencies through two APE project outputs.** For more information about the APE, please refer to the [MPH APE/ILE Handbook](#) on the MPH Canvas page.

A Plan A option (research and thesis) is available under certain circumstances. Students doing a Plan A option (thesis) are required to take 9 credits of ADVS 6970 Research and Thesis instead of ADVS 6100 MPH Practicum and the 2 program electives. If interested in pursuing the Plan A option, please talk to Dr. Jane Kelly ([jane.kelly@usu.edu](mailto:jane.kelly@usu.edu)).

### **Integrative Learning Experience (ILE)**

All MPH in Public Health Nutrition are required to write a high-quality final paper that counts as the Integrative Learning Experience (ILE). Students must also demonstrate fulfillment of several foundational and concentration competencies through the ILE. This 20-36 page final paper is written and evaluated in the student's final semester of the program. The final paper is evaluated by the student's advisor and by one additional faculty member (selected by the advisor). The faculty reviewers use a grading rubric, which is provided to students on the MPH Canvas page. For more details about the ILE, please see the [MPH APE/ILE Handbook](#) on the MPH Canvas page.

## Student and Faculty Expectations

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### MPH Student Expectations

1. Communicate regularly with their faculty advisor, professors, and graduate committee.
2. Ask professors and/or faculty advisors for help as needed.
3. Actively participate in courses.
4. Submit high quality work.
5. Be familiar with the School of Graduate School and MPH program policies and deadlines.
6. Submit materials by required deadlines.
7. Give constructive and timely feedback to the MPH director as issues arise.
8. Act morally and ethically.
9. Support diversity and promote inclusion among students, faculty, and staff.

### MPH Faculty Expectations

1. Communicate in a timely and clear fashion to be accessible to students.
2. Be available to students by appointment and/or maintain regular office hours.
3. Provide adequate guidance for academic, APE/ILE, and career-planning needs.
4. Ask permission to share student's work or research.
5. Provide prompt and respectful feedback to students.
6. Communicate the expectations, policies, and procedures to students clearly and regularly.
7. Act morally and ethically.
8. Support diversity and promote inclusion among students, faculty, and staff.

# USU Policies

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## Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. USU Policy 403 further defines academic freedom and professional responsibilities.

## Academic Integrity - "The Honor System"

The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University (Student Conduct) addresses academic integrity and honesty and notes the following:

### Academic Integrity

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

### The Honor Pledge

To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity". Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism.

## Plagiarism

Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

## Grievance Process

Students who feel they have been unfairly treated [in matters other than discipline, admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances.

If a conflict arises related to academics, it is important that students escalate their grievances using this process:

1. Discuss it with the instructor.
2. Discuss it with the department head if not resolved by discussing with instructor.

- a. NDFS Department Head: Heidi Wengreen ([heidi.wengreen@usu.edu](mailto:heidi.wengreen@usu.edu))
  - b. ADVS Department Head: Abby Benninghoff ([abby.benninghoff@usu.edu](mailto:abby.benninghoff@usu.edu))
3. If still unresolved after discussing with the respective department head, discuss with the College of Agriculture and Applied Sciences Associate Dean for Research and Graduate Studies: Dr. Greg Cuomo ([greg.cuomo@usu.edu](mailto:greg.cuomo@usu.edu)).
4. Lastly, if the grievance is not resolved by college administrators, contact the Vice Provost of the School of Graduate Studies: Richard Cutler ([richard.cutler@usu.edu](mailto:richard.cutler@usu.edu)).

If students ever have any program-related grievances or informal concerns they would like to share, please contact the MPH Program Director, Dr. Mateja Savoie-Roskos ([mateja.savoie@usu.edu](mailto:mateja.savoie@usu.edu)). Students can also submit anonymous grievances on the MPH Canvas page → Modules → Anonymous Suggestions/Feedback.

## Discrimination and Sexual Harassment

USU strives to provide an environment for students and employees that is free from discrimination and sexual misconduct. If students experience sexual misconduct or discrimination at any point during the semester inside or outside of class, students are encouraged to contact the USU Title IX Coordinator via Old Main room 161 in Logan, 435-797-1266, [titleix@usu.edu](mailto:titleix@usu.edu), or at [equity.usu.edu/report](http://equity.usu.edu/report). Students can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](http://sexualrespect.usu.edu). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu](http://equity.usu.edu).

## Required Reporting of Sexual Misconduct

Instructors are designated by USU as a "reporting employee." This means that if students share information about sexual misconduct (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with an instructor, they will report that information to the USU Title IX Coordinator. The instructor is also required to tell students about designated confidential resources, supportive measures, and how they can file a report with the USU Title IX Coordinator.

## Students with Disabilities

USU welcomes students with disabilities. If students have, or suspect they may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](http://Disability Resource Center (DRC)) as early in the semester as possible (University Inn #101, 435-797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability-related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations. Related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

## Withdrawal Policy and "I" Grade Policy

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course (this does not remove responsibility from the student to drop courses which they do not plan to attend). Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account.

Students may drop courses without notation on the permanent record through the first 20 percent of the class. If a student drops a course following the first 20 percent of the class, a W will be permanently affixed to the student's record (check General Catalog for exact dates).

Students with extenuating circumstances should refer to the policy regarding Complete Withdrawal from the University and the Incomplete (I) Grade policy in the General Catalog.

### No-Test Days Policy

For classes that meet for a full semester, a five-day period designated as "no-test" days precedes final examinations. During this time, no major examinations, including final examinations will be given in order that students may concentrate on classwork, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include final papers, weekly chapter quizzes, quizzes, projects, and examinations associated with a lab that does not meet during final examinations. This policy does not apply to classes that meet only during the second 7-week session of the semester or to classes offered during the summer term. Complete information related to Final Examination Policies can be reviewed in the [General Catalog](#).

### Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and some involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, students do so at their own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at <https://www.usu.edu/risk/>.

## MPH Program Resources

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### MPH Student Handbook

This handbook has all the general program information students will need during their time in the program. If students ever have program-related questions, we suggest students read through the Student Handbook first to try to find the answer. If they don't find the information they need, they are encouraged to reach out to their program advisor.

### CAAS MPH Canvas Page

When students begin the MPH program, they will be added to a Canvas course called [Master of Public Health Program](#). In this Canvas course, students will find pertinent CAAS MPH materials and regular announcements from MPH faculty. The MPH program also strongly encourage students to use this course as a way to communicate and connect with their peers in the program. If students don't see this course listed in Canvas by the first week of the semester, please email Savannah Daines ([savannah.daines@usu.edu](mailto:savannah.daines@usu.edu)) with their name and A number and she will make sure they get added.

### MPH Weekly Announcements

The MPH program will send out an announcement via the MPH Canvas Page each week. These announcements contain important information about career/professional development opportunities, assistantships/research/APE opportunities, reminders of upcoming program/graduate school deadlines, program highlights/updates, public health in the news, advisory board meeting notes, MPH quarterly newsletter, and much more. [Update Canvas notifications](#) to receive Canvas announcements via email at least weekly.

### MPH Social Media

We encourage students to follow us on our social media platforms: [LinkedIn](#) (USU Online Masters of Public Health - MPH) and [Instagram](#) (@usupublichealth). We regularly post job/internship opportunities, webinars and trainings, public health in the news, and other valuable resources.

### Student Involvement

#### MPH Student Advisory Board (SAB)

The MPH program has a Student Advisory Board (SAB), which is a great opportunity for students to be involved with policy and decision making with the program. The SAB provides the program with regular feedback and insights on: student ideas and concerns, program guiding statements, accreditation requirements, career and professional development opportunities for students, program resources, and much more. The SAB meetings twice a semester, typically for 1-1.5 hours in the evening. If students are interested in being a member, please contact the MPH Project Coordinator Natalie Dalley ([natalie.dalley@usu.edu](mailto:natalie.dalley@usu.edu)).

#### SGS Graduate Student Council

The School of Graduate Studies Graduate Student Council is made up of graduate students from each college on campus, the Graduate Studies Senator, and the Graduate Student Director. The council meets monthly throughout the school year to discuss any questions, concerns and obstacles graduate students face at USU, to increase the sense of community among graduate students at USU

and to help graduate students learn about the resources available to them on campus and in the community. In addition, the Graduate Student Council funds two scholarships throughout the year and plans all of the Mental Health Week activities. The Graduate Studies Senator is also a voting member representing all USU graduate students on both the USUSA Academic Senate and Executive Council.

If students would like to get involved in volunteering, please email the Graduate Senator or Graduate Director, or get in touch with the college representative. Students can also reach out to the Graduate Senator via MyVoice on the right side of the MyUSU Portal. Students are encouraged to contact their college representative, the senator, or the director if they have any questions, concerns, or ideas regarding events, programs, requirements, etc.

### **CAAS Graduate Student Board**

The purpose of the CAAS Graduate student board is to: 1) represent and serve the graduate students in the college, 2) facilitate communication between the graduate students, faculty, administration, and alumni of CAAS, 3) provide CAAS graduate students with leadership, skills, and professional development opportunities, 4) provide networking and social opportunities for CAAS graduate students, and 5) serve as advocates for all CAAS graduate students to CAAS faculty, staff and administration. Every department in the college is able to have student representatives serve on this board. If students are interested in serving on the board, please contact Associate Dean Greg Cuomo ([greg.cuomo@usu.edu](mailto:greg.cuomo@usu.edu)).

## **Faculty and Staff Directory**

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## Student Resources

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### Health & Wellness

#### Students in Crisis

There are resources to assist students in a crisis. Students can dial 911 for a physical health emergency and 988 for mental health-related distress anywhere in the United States. For students located in Utah, there is 24/7 access to a confidential therapist through the [SafeUT](#) App and several community health centers near the Logan and Statewide campuses. The SafeUT application provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide-related issues. There are also several [In Crisis Resources](#) available for students located anywhere.

#### Counseling Services

Mental health is critically important for the success of USU students. Students may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce their ability to participate in daily activities.

- USU students located in Logan may be eligible for [Student Health Insurance](#) available through United Healthcare.
- [Counseling and Psychological Services \(CAPS\)](#) provides same/next-day and short-term therapy appointments (typically 6-8 sessions) for students located in Utah.
- The [Student Health and Wellness Center](#) is available for students at the Logan main campus, with USU Eastern and USU Blanding having access to community health centers.
- The [Sorensen Legacy Foundation Center for Clinic Excellence](#) provides mental health support to students located in Utah on a sliding fee scale.
- The [USU Thriving Campus](#) is a database of mental health providers near the Logan and Statewide campus for students to access long-term mental health treatment.
- [BetterHelp](#) provides online therapy based on location, preferences, and therapist availability. Services range from \$65 to \$90 weekly (billed every 4 weeks). BetterHelp accepts HSA/FSA cards and is recognized as an eligible expense by most HSA/FSA providers.

#### Suicide Prevention

There are resources to help members of the Aggie community identify indicators of distress and serious warning signs. A [Student of Concern Report](#) is also available to bring administrative attention to a student needing additional support. [Help Others in Distress](#)

#### Fitness

There are [USU Fitness and Recreation Resources](#), such as access to gym facilities, group fitness classes, competitive sports, personal training, and outdoor recreation rentals, are available for students at Logan and Statewide campuses. USU Campus Recreation has also documented several videos on [YouTube](#) for at-home exercises.

## Nutrition

Students facing food insecurity have access to multiple resources to ensure they have access to nutritious meals. USU students may qualify for federal nutrition assistance programs such as SNAP and WIC. Students at the Logan and Blanding campuses can use their respective Student Nutrition Access Center (SNAC). Additional resources are available, such as recipes and nutrition information.

- [Supplemental Nutrition Assistance Program \(SNAP\)](#)
- [Women Infants and Children \(WIC\)](#)
- [Logan Student Nutrition Access Center \(SNAC\)](#)
- [Blanding Student Nutrition Access Center \(SNAC\)](#)
- [Campus Recreation Nutrition Resources](#)
- [USU Extension Nutrition Resources](#)

## Healthy Relationships

USU recognizes the importance of maintaining healthy relationships. The [Create Healthy Relationships](#) website provides several relationship resources about consent, healthy relationships, and how to respond to survivors of violence. The [Sexual Assault and Anti-violence Information Office \(SAAVI\)](#) provides free, confidential advocacy and support for survivors located near the Logan campus who have or know someone who has experienced relationship violence or sexual assault.

## Self-Guided Resources

USU provides many self-guided resources for students to access from any location.

- The [Aggie Wellness Webpage](#) highlights eight dimensions of wellness, reviewing several resources for each dimension of health.
- The [Acceptance and Commitment Therapy \(ACT\) Guide](#) provides self-guided information and skill-building resources to cope with mental health concerns such as stress, anxiety, and depression.
- The [Student Health and Wellness Center \(SHWC\) Self-Guided Resources](#) provides resources on alcohol and drugs, eating disorders, and nutrition-related resources.
- The [USU Library](#) has many mental health-related books, e-books, videos, and other mental health resources.
- The [Health and Wellness Expo Recordings](#) includes videos on laughter, spiritual wellness, yoga, and many more topics.
- The [Powered by Your Body](#) website provides resources on reconnecting with oneself through honoring one's body, their relationship with food, and movement to improve their self-esteem.
- The [Upstanding: Bystander Intervention](#) webpage provides information about being an upstander and safely and effectively intervening rather than being a bystander.
- The [Extension HEART Resources](#) outlines resources for mental health, harm reduction, relationships, communication, and supporting others in substance use recovery.
- [Counseling and Psychological Services \(CAPS\)](#) provides several useful resources.
  - The [Mental Health Self-Guided Resources page](#) highlights online resources for many mental health concerns, from test anxiety to common mental health disorders.
  - The [Mental Health Recorded Workshops page](#) shares recordings of workshops on mental health topics like mood, procrastination, mindfulness, and sleep.

- The [Resources for Underrepresented Students page](#) provides university, community, and crisis resources for underrepresented students.

## Financial Support

### Scholarships

The School of Graduate Studies, College of Agriculture and Applied Sciences, the NDFS and ADVS departments, as well as USU Regional Campuses have select scholarships and assistantships that students can apply for. Scholarship applications are typically due in February each year. Students can find more information about the USU General Scholarship Application on [USU Scholarship website](#) and [CAAS Scholarship website](#).

### Financial Aid

Graduate students may apply for [Federal Aid](#), Federal Stafford Loans, Federal Perkins Loans, Federal Supplemental Loans for Students (SLS), Emergency Loans, and Federal College Work-Study through the Financial Aid Office. More information can be found in the Financial Aid and Scholarship Information section of this catalog, or by contacting: Financial Aid Office, Taggart Student Center 106, Utah State University, 1800 Old Main Hill, Logan UT 84322-1800, tel. (435) 797-0173.

For information about GI Bill Benefits, contact: Office of Veterans Services, Taggart Student Center 313, Utah State University, 0185 Old Main Hill, Logan UT 84322-0185, tel. (435) 797-9187.

### Assistantships

Graduate students may be teaching assistants or graduate instructors. Teaching loads vary up to a maximum of 20 hours per week, and salaries vary with department and teaching load. All teaching assistants and graduate instructors are required to participate in a training workshop sponsored by the School of Graduate Studies prior to beginning their assistantships. The workshop helps students gain the techniques and skills to be effective instructors in the University environment. When a teaching assistant workshop has been successfully completed, 1 credit will be added to the student's transcript. However, this credit cannot be applied toward a graduate degree program. Graduate assistants must be full-time (with the exception of summers), matriculated students. For students employed as graduate assistants, full-time status is based on the full-time equivalent or FTE. A 0.25 to 0.374 FTE requires a student to enroll for at least 9 graduate-level credits; a 0.375 to 0.50 FTE requires a student to enroll for at least 6 graduate-level credits.

Students who do not receive assistantships or scholarships have an opportunity to receive financial assistance by working for departments or other campus units. Graduate students are generally not employed by the University for more than 20 hours per week. Employment beyond 20 hours per week must be approved by the student's advisor, degree program department head, and the graduate dean.

### Financial Wellbeing

The [Student Money Management Center](#) provides free one-on-one financial coaching sessions to USU students. They can help students create a personalized budget, increase their income, and access financial resources. USU also offers an [Emergency Hardship Fund](#) for students experiencing extenuating circumstances.

## Professional/Scholarly Funding

USU graduate students have access to various funding opportunities for conducting research and scholarly projects and presenting at conferences.

- [Graduate Student Travel](#)
- [Graduate Research and Creative Opportunities Grant](#)
- [Academic Opportunity Fund](#)

## Academic Success

### Online Learning

- The [Canvas Support](#) website provides information about its platform features, such as creating a profile, uploading assignments, adjusting notification preferences, adding items to the to-do list, and using the Canvas Calendar.
- The USU Online program has compiled [Online Learning Study Tips](#) which provides study tips to help students excel in an online learning environment.
- The [Online Student Handbook](#) helps USU students navigate aspects of being an online student, including how to register for courses, make tuition payments, and access various student services.
- [Academic Success Coaches](#) meet with students one-on-one and can help connect students to resources and build skills and habits that will help them excel in graduate school.
- The [Academic Resource Finder](#) helps students connect to various resources for learning, such as improving study habits, time management, utilizing writing support, and career preparation.
- The [Academic Success Model](#) outlines ways to master study strategies and self-management behaviors to excel in coursework. This website also has online subject-specific study resources if students need a refresher on foundation subjects such as math, psychology, or chemistry.

### Library Resources

- The [Merrill-Cazier Library](#), located in Logan, provides access to books, articles, databases, and several other forms of media. They also provide access to study rooms and have lockers for rent.
- [Librarian Consultation](#): Librarians can help students research and evaluate information, cite sources, and more; submit a request on their webpage to meet with a librarian by phone, email, or Zoom. Our appointed librarian is Sandra Weingart ([sandra.weingart@usu.edu](mailto:sandra.weingart@usu.edu)).
- [Online Library Access](#): Students can access many library resources online, such as articles and databases, through the library website.
- The [Interlibrary Loan Portal \(ILLiad\)](#) is a free way to borrow a book or article not owned by USU. View instructions on how to use the portal [here](#).
- The library website has several [Research Tips](#) and guides, ranging from choosing keywords in literature reviews to evaluating and citing sources.
- [Zotero](#) is a reference management system that is helpful when writing papers; information on getting started can be found below.
- Canvas Modules: USU Libraries has also published several Canvas modules that can be helpful in:
  - [Beginning Research](#)

- [Avoiding Plagiarism and Citing Sources](#)
- [Literature Reviews](#)
- [Evaluating Sources](#)
- [Reading a Scientific Article](#)
- [Systematic Reviews and Evidence Synthesis](#)

### Academic Assistance

- The [Writing Center](#) can help students improve their writing in any assignment via one-on-one appointments (in person or online) and written feedback.
- The [Synthesis for Literature Reviews Video](#) gives students tips on conducting literature reviews using synthesis methods.
- The [Aggie Math Learning Center](#) provides free drop-in tutoring in person or online. The Aggie Math Learning Center provides free drop-in tutoring in person or online. The Aggie Math Learning Center provides free drop-in tutoring in person or online.
- [Online Tutoring](#): USU students can also access online business, math, science, and writing tutoring at Logan and Statewide campuses. Free online tutoring is available to online students through [Tutor.com](#).
- [Statistical Software Resources for Students](#): Some public health positions require that employees have experience with a specific statistical software package. Common statistical software used in public health include R, SPSS, Stata, and SAS.

### Disability Resource Center

The [Disability Resource Center](#) works with individuals, faculty, and staff to ensure that students with disabilities can fully participate in University programs, services, and activities. The center helps individuals with disabilities overcome barriers that could otherwise limit their academic, professional, and personal potential. If you think you may have a disability that is impacting your potential in the MPH program, please contact the DRC.

## Career Development Resources

### Career Development

Each year, the MPH program organizes several career development trainings, such as workshops, seminars, and presentations for students. The MPH program strongly encourages students to take advantage of these events to help prepare them for their next opportunities in the field of public health. Even students with experience in the field can gain a great deal from engaging in these events. The program will inform students of live virtual events via the weekly MPH Canvas announcements and will house recorded events here.

- [Career Development Series: Cover Letters and Resumes](#)
- [Interviewing and Networking Strategies](#)
- [Negotiating Job Offers](#)
- [Building a Powerful LinkedIn Presence](#)

### Career Design Center

The [USU Career Design Center](#) offers a wealth of services for both current USU students and alumni. Some of these services include career coaching, resume and cover letter assistance, salary negotiations, career fairs, social media presence, and networking strategies. The Career Design



Specialist appointed to CAAS is Jillian Morley (jillian.morley@usu.edu; 435-797-8526). We strongly encourage students to schedule an appointment with Jillian as they prepare to apply for internships and jobs in the field. Jillian also provides the program with a wide range of resources that are tailored to the field of public health. Students can find these on the [MPH Canvas page](#).

### Professional Memberships

We strongly encourage students to be involved in professional organizations. Most organizations have leadership opportunities for student members and offer a wide range of graduate student scholarships and awards. Please contact the following professional organizations for more information or reach out to the assigned advisor with questions!

- [Utah Public Health Association \(UPHA\)](#): UPHA is the largest association of public health professionals in Utah and is dedicated to promoting quality public health policy and providing public health advocacy and education for its members and the people of Utah. Leadership opportunities exist for students. Members receive discounted registration at the annual UPHA meeting, e-newsletter, and job and internship listings. The CAAS MPH program covers membership dues for all students during their time in the program. For more information about UPHA go here.
  - The MPH program provides students with a free Utah Public Health Association (UPHA) membership. Students will receive an email during their first semester with instructions on how to log in and set up their account. Once logged in, students can access various member-only resources, including a job/internship board (which can be found on the "My Member Page" under the name tag).
- [American Public Health Association \(APHA\)](#): The oldest public health organization in the US has a large student membership and student assembly section. Membership includes reduced rates at the annual meeting, subscription to the American Journal of Public Health and the Nation's Health newspaper, career development opportunities, continuing education opportunities, internships, policy statements, factsheets, and advocacy for public health. For student membership information go here.
- [American College of Veterinary Preventative Medicine \(ACVPM\)](#): The American College of Veterinary Preventive Medicine (ACVPM) is an AVMA-recognized veterinary specialty organization offering board certification in preventive medicine with the option of a specialty in epidemiology. Becoming a Diplomate of the ACVPM means joining some of the most distinguished veterinary professionals in preventive medicine and public health at national and international levels. For more information go here.
- [United States Animal Health Association \(USAHA\)](#): The United States Animal Health Association is a forum for communication and coordination among State and Federal governments, universities, industry, and other concerned groups for consideration of issues of animal health and disease control, animal welfare, food safety and public health. It is a clearinghouse for new information and methods, which may be incorporated into laws, regulations, policy, and programs. It develops solutions for animal health-related issues based on science, new information and methods, public policy, risk/benefit analysis and the ability to develop a consensus for changing laws, regulations, policies, and programs. For more information go here.
- [American Veterinary Medical Association \(AVMA\)](#): AVMA comprises 22 AVMA-recognized specialty organizations with 46 specialties.

- [Society for Nutrition Education and Behavior \(SNEB\)](#): The Society for Nutrition Education and Behavior (SNEB) represents the unique professional interests of nutrition educators worldwide. SNEB is dedicated to promoting effective nutrition education and healthy behavior through research, policy and practice and has a vision of healthy communities, food systems and behaviors. For more information go [here](#).
- [Society for Public Health Education \(SOPHE\)](#): SOPHE represents more than 4,000 health education professionals and students in the U.S who work in schools, universities, voluntary organizations, healthcare settings, and in local, state and federal agencies. SOPHE is the only independent voice for advancing health promotion policy, research and practice. Membership benefits include professional development, the annual meeting and the Annual Advocacy Summit, Scholarships, Center for Online Resources and Education, subscription to three peer-reviewed health education journals, and professional networking opportunities. For more information go [here](#).
- [Utah Society for Public Health Education \(USOPHE\)](#): The Mission of USOPHE is to improve the health of Utahns by promoting the advancement of the health education profession and the employment of health educators in the public and private sectors. They provide opportunities to earn CHES credits, get involved in community outreach, and stay informed on the latest job opportunities, research, legislative actions, and upcoming conferences. For more information go [here](#).

## Certifications

- The [Certified in Public Health \(CPH\)](#) credential designates an individual's mastery of broad public health foundational competencies. The National Board of Public Health Examiners regularly hosts review sessions for students planning to take the exam or interested in learning about the content of the exam. View upcoming CPH review sessions [here](#).
  - As soon as students complete their MPH, they are eligible to take the Certified in Public Health (CPH) exam through the National Board of Public Health Examiners. We strongly encourage all students to take the CPH exam due to the many benefits of obtaining the credential. Students can find more information on their website.
- The Commission on Dietetic Registration offers several [Certifications](#) for registered dietitians to specialize in seven concentration areas.
- The [Certified Health Education Specialist \(CHES\)](#) credential is offered through the National Commission for Health Education Credentialing. The credential aligns with career goals in health education, programming planning, implementation, advocacy, leadership, and management.
- The [Physical Activity in Public Health Specialist Certificate \(PAPHS\)](#) was developed by the American College of Sports Medicine for professionals who intend to promote physical activity through public health. This certificate aligns with career goals in physical activity policy, advocacy, and programming.

## Professional Health School

- **Veterinary School:** Students interested in becoming veterinarians can access the document [Preparing to Apply to Veterinary School](#), which highlights what veterinary schools

are seeking in applicants and application guidelines for veterinary school found in this document, [Veterinary School Application Guidelines](#).

- **Medical School:** Students interested in becoming physicians can access USU's Health Profession [medical school webpage](#), which outlines academic planning and extracurricular experiences typically required for acceptance as well as historical acceptance rates. USU also provides a pre-med [Canvas](#) course students may enroll in to stay current on relevant information for prospective students.
- **Physician Assistant School:** Students interested in becoming physician assistants (PA) can access USU's Health Profession [PA school webpage](#), which outlines academic planning and extracurricular experiences typically required for acceptance. USU provides a pre-med [Canvas](#) course students may enroll in to stay current on relevant information for prospective students.
- **Dental School:** Students interested in becoming dentists can access USU's Health Profession [dental school webpage](#), which outlines academic planning and experiences typically required for acceptance as well as historical acceptance rates. USU provides a pre-med [Canvas](#) course students may enroll in to stay current on relevant information for prospective students.
- **Pharmacy School:** Students interested in becoming pharmacists can access USU's Health Profession [pharmacy school webpage](#), which outlines academic planning and extracurricular experiences typically required for acceptance. USU provides a pre-med [Canvas](#) course students may enroll in to stay current on relevant information for prospective students.

## Soft Skill Building Resources

Program stakeholders have provided feedback indicating that soft skills are key to communicating effectively, exhibiting professionalism, and building relationships. The MPH program encourages students to learn about and develop soft skills to support their coursework and careers. Students can find a few of these resources below and additional soft skill building resources on the MPH Canvas Page.

- Developing Soft Skills
  - [Indeed: What Are Soft Skills? \(Definition, Examples, and Resume Tips\)](#)
- Professional Communication in the Workplace
  - [Harvard Business Review: 5 Tips for Writing Professional Emails](#)

## Public Health Skill Building Resources

Current stakeholders have shared with the MPH program that knowledge and skills in specific areas are critical for working in the field. Therefore, the program recommends utilizing the several resources, in addition to your coursework, to enhance your knowledge and skills. Students can find a few of these resources below and additional public health skill building resources on the MPH Canvas Page.

- Cultural Competency
  - [National Prevention Information Network: Cultural Competence in Health and Human Services](#)
  - [US Department of Health & Human Services: Think Cultural Health Education](#)

- Grant Writing
  - In [Grant Writing Webinar Part 1](#), Morgan Curry, the Executive Director of Skagit Gleaners, shares best fundraising and grant writing practices with a focus on equity.
  - [Grant Writing Webinar Part 2](#) focuses on reporting and new types of fund sources, including community-centric fundraising.

## Statistical Software

As part of the MPH program, students will take NDFS 6540: Introduction to Epidemiology and Biostatistics. This course will help students develop a solid foundation in statistical concepts often used in public health and gain using a statistical software package called SAS. It is important to note that some public health positions require employees to have experience with a specific statistical software package. Software packages that are commonly used in public health include R, SPSS, Stata, and SAS.

The program recommends learning more about what software package is most commonly used in students' specific areas of interest and using the free or low-cost resources below to learn and gain experience with the software most relevant to a student's career path. Our program advisory board (comprised of various professionals working in the field of public health) has indicated that many public health agencies use R, so **the MPH program strongly recommends completing R training.**

The program also reminds students to mention any statistical software training and skills in a resume and/or cover letter when applying for jobs so that employers know what has been accomplished outside of formal courses.

## R

Download R for free [here](#).

- [Coursera](#): Johns Hopkins offers a 57-hour self-paced online course titled “R Programming” through Coursera. Students can apply for financial aid and receive up to 75% off the course cost.
- [Swirl](#): Swirl is a free software package for learning R. Users install the Swirl package in R and then proceed through a series of lessons within R (usually 10-20 minutes) at their own pace. Swirl provides users with interactive feedback at each step of the lesson.
- Greg Martin: Dr. Greg Martin is the director of the Health Protection Surveillance Centre in Ireland. He has developed several free resources for learning R, including the [R Programming 101 YouTube Channel](#) and a [PDF resource library](#).
- [YaRR! The Pirate’s Guide to R](#): This free online book is written by Dr. Nathaniel Phillips, a healthcare data scientist. This book has excellent visuals and practice problems that walk students through the basics of using R’s programming language and conducting statistical analyses.
- [Population Health Data Science with R](#): This free online book is written by Dr. Tomás Aragón, the director of the California Department of Public Health, California State Public Health Officer, and assistant professor at UC Berkley. The book is geared toward helping public health epidemiologists and healthcare analysts learn R.
- [UCLA Statistical Methods and Data Analytics](#): UCLA’s Statistical Methods and Data Analytics group curates a website with various free resources on R, including seminars and step-by-step R data analysis examples.

- [Social Science Computing Cooperative](#): The Social Science Computing Cooperative at the University of Wisconsin-Madison offers a free online curriculum on various R topics, including how to get started, data wrangling, data visualization, and analyses.
- [RStudio Education](#): RStudio Education has a variety of free resources that are grouped by skill level, including cheat sheets, links to books, and tutorials.

## SPSS

Students can access SPSS for free as a USU student through the Citrix Workspace. Follow the instructions posted [here](#) to learn how to access the Citrix Workspace. We recommend using Google Chrome and closing all unnecessary tabs to make the sign-in process quicker. If students run into any issues accessing SPSS, please contact Terry Boharsik ([terry.boharsik@usu.edu](mailto:terry.boharsik@usu.edu)) from the IT Department.

- [LinkedIn Learning](#): LinkedIn Learning has a six-hour tutorial titled “SPSS Statistics Essential Training” that can help students get started with SPSS. The tutorial costs about \$30, but students can also sign up for one free month of LinkedIn Learning.
- [Kent State University](#): Kent State University publishes free written and illustrated tutorials for learning the basics of SPSS.
- [Social Science Computing Cooperative](#): The Social Science Computing Cooperative at the University of Wisconsin-Madison offers a free online curriculum on the basics of SPSS and how to use syntax programming in SPSS.
- [UCLA Statistical Methods and Data Analytics](#): UCLA’s Statistical Methods and Data Analytics group curates a website with various free resources on SPSS, including seminars and step-by-step SPSS data analysis examples.
- The [Research by Design](#) YouTube channel is published by Dr. Todd Daniel, an instructor at Missouri State University, and provides a great overview of basic SPSS features. Students can also download the [datasets](#) referred to in the videos to follow along and practice.
- [Adams and McGuire Playlist](#): This YouTube playlist is a companion to the [Student Study Guide and IBM SPSS Workbook for Research Methods, Statistics, and Applications](#) (3rd Ed.) by Adams and McGuire, but the playlist can still be used as a helpful stand-alone resource.

## Stata

Students can purchase Stata at a discounted student cost directly on the [Stata website](#).

- [Stata Website](#): Stata has over 300 short video tutorials posted on their website.
- [Social Science Computing Cooperative](#): The Social Science Computing Cooperative at the University of Wisconsin-Madison offers a free online curriculum on various Stata topics, including how to get started, data wrangling, data visualization, and analyses.
- [Princeton Economics Training Page](#): Princeton Economics has published a series of pages giving step-by-step instructions on various topics in Stata. Topics start with the basics and progress through common data management tasks and analyses.
- [UCLA Statistical Methods and Data Analytics](#): UCLA’s Statistical Methods and Data Analytics group curates a website with free resources on Stata, including seminars and step-by-step Stata data analysis examples.
- [Germán Rodríguez GitHub](#): Dr. Germán Rodríguez is a senior research demographic emeritus at Princeton University and has published a Stata tutorial that provides a great introduction to Stata with lots of visuals.

## SAS

Students can access SAS for free as a USU student through the Citrix Workspace. Follow the instructions posted [here](#) to learn how to access the Citrix Workspace. We recommend using Google Chrome and closing all unnecessary tabs to make the sign-in process quicker. If students have issues accessing SAS, please contact Terry Boharsik ([terry.boharsik@usu.edu](mailto:terry.boharsik@usu.edu)) from the IT Department.

- [Coursera](#): SAS offers a “Getting Started with SAS Programming” course. Students can apply for financial aid and receive up to 75% off the course cost.
- [SAS Skill Builder for Students](#): SAS Skill Builder for Students allows students to access free online courses, pursue certifications, and prep for exams.
- [SAS Website](#): SAS has over 600 short video tutorials posted on its website.
- [Kent State University](#): Kent State University publishes free written and illustrated tutorials for learning the basics of SAS.
- [University of Arkansas](#): The University of Arkansas publishes SAS exercises and tutorials for descriptive statistics, hypothesis testing, and regression.
- [UCLA Statistical Methods and Data Analytics](#): UCLA’s Statistical Methods and Data Analytics group curates a website with various free resources on SAS, including seminars and step-by-step SAS data analysis examples.

## Technology

### Technology Support

The [IT Service Desk](#) can assist students with technological concerns via phone, online chat, or email. If students have questions about their USU-provided email, the [Student Email Information](#) webpage may have an answer! The [Canvas Student Guide](#) has several pages outlining instructions for navigating and using Canvas.

### Software & Programs

USU offers free access to programs and software to enhance and support student learning. USU students can access a Zoom Pro account. Microsoft Office 365 Suite, Adobe Creative Cloud, and Qualtrics, a survey software. The Citrix Workspace platform provides students access to lab programs such as SPSS and SAS on a personal device. Information on secure file storage options and creating Canvas Student ePortfolios are also listed below.

- [USU Zoom Account](#)
- [Microsoft Office 365](#)
- [Adobe Creative Cloud](#)
- [Qualtrics](#)
- [Citrix Workspace](#)
- [Secure File Storage Options](#)
- [Canvas Student ePortfolios](#)

## Inclusive Excellence

### University Programs

Several programs at Utah State University are here to support students throughout their education.

- The [Inclusion Center](#) provides student-centered programming for several groups, including LGBT+ & Allies, Women & Gender, Black and African American Student Support, and Asian American and Pacific Islander Student Support.
- The [Disability Resource Center](#) supports students with disabilities in achieving their academic, professional, and personal goals; accommodation requests are submitted through their office.
- The [Office of Equity](#) enforces state and federal law and University policies that pertain to sexual misconduct, discrimination, equal opportunity, and affirmative action.
- The [Counseling and Psychological Services \(CAPS\) Resources for Underrepresented Students](#) provides resources for underrepresented students such as LGBTQIA+, adult learners, Indigenous Peoples, body size, faith and religion, race, ethnicity and gender, and individuals with disabilities.
- The [Native American Cultural Center](#) provides opportunities for Indigenous students through engagement, mentoring, and networking.
- The [Latinx Cultural Center](#) hosts events and offers mentoring programs to help build community and promote Latinx leadership opportunities.
- The [Inclusive Excellence Book Club](#) engages with the USU community to learn about inclusive excellence; each semester, a book is chosen to engage with, and students may sign up to pick it up or have the book delivered to them.
- The [Graduate Students of Color Association](#) provides advocacy, advising, and awareness for graduate students of color. They offer semesterly writing retreats, monthly brushes with guest speakers, and social outings.
- The [Interfaith Initiative](#) provides opportunities to have meaningful conversations about religion/lack of religion.
- The [USU Principles of Community Pledge](#) recognizes the University's diversity, human dignity, and social responsibility; students may sign the pledge to uphold USU's Principles of Community.
- The [USU Meet the Challenge Podcast](#) highlights inclusive excellence and its practices to foster a sense of belonging for all members of the USU community.
- The [Aggies Think, Care, Act \(ATCA\)](#) is a university-wide initiative that aims to foster a caring community founded on respect and free of discrimination and harassment. Their website highlights resources to find support, get involved, and report issues and safety concerns.
  - The [You Belong at USU Campaign](#), sponsored by ATCA, highlights individuals in the USU community who experience microaggressions and discusses how to think, care, and act to do better.

## Trainings

USU offers several trainings to support all students.

- The *Allies on Campus* provides [LGBT+ Ally and Trans Ally Trainings](#) for students, faculty, staff, and community members to show their active support of LGBT+ people.
- The [Aggies Think, Care, Act Diversity Trainings](#) offers several trainings aimed to foster a caring community that elevates the academic experience for all Aggies.

- The Religious Inclusive Excellence Symposium ([Part 1](#)) & ([Part 2](#)) presentations provide the USU community with TedED-style presentations and workshops to learn about Religious Inclusive Excellence.
- The [Inclusive Online Pedagogy Training](#) presentation, given by Dr. Chris Babits, addresses the MPH program faculty and students on how to provide an inclusive online environment and discusses the needs of students with various backgrounds, learning styles, and abilities.
- The [Addressing Weight Stigma](#) presentation by Amanda Willet, LCSW, MPH, and Brooke Lister, MPH, RDN, discuss what weight stigma is, debunking common beliefs about diet culture, the impact of weight stigma, and how to reduce bias.



## Notice of Non-Discrimination

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In its programs and activities, including in admissions and employment, Utah State University does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law. The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU's non-discrimination policies:

Cody Carmichael, J.D.

*Title IX Coordinator*

[cody.carmichael@usu.edu](mailto:cody.carmichael@usu.edu)

Distance Education Rm. 404

435-797-1266

For further information regarding non-discrimination, please visit the [USU Office of Equity website](#) or contact:

U.S. Department of Education Office of Assistant Secretary for Civil Rights

800-421-3481

[OCR@ed.gov](mailto:OCR@ed.gov)

U.S. Department of Education

Denver Regional Office

303-844-5695

[OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

## CAAS MPH Student Handbook Signature Form

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After reviewing the CAAS MPH Student Handbook, please sign the Student Handbook Signature Form (below). Students can find this form on the CAAS MPH Canvas page. Once the form is signed, please submit on the [MPH Canvas course](#) by September 15th of the first fall semester in the program.



## Master of Public Health (MPH)

### *Public Health Nutrition & Veterinary Public Health*

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This page is to be signed by the student after receiving and reading this Utah State University **CAAS MPH Student Handbook**. The original will be kept in the student file.

The **CAAS MPH Student Handbook** includes information pertaining to USU student policies and program-specific requirements and expectations.

I realize it is my responsibility to read the **CAAS MPH Student Handbook** and clarify any questions or concerns with the program faculty or the program director.

My signature indicates that I have read, understand, and agree to adhere to the requirements as stated in the policies and procedures published in the **CAAS MPH Student Handbook**.

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Name of Student (Print)

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Signature of Student

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Date