MASTER OF PUBLIC HEALTH

Joint University of South Dakota &
South Dakota State University
Master of Public Health Program

Student Handbook
2021-2022

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2021 – 2022 Academic Year

Dear MPH Student:

This Student Handbook is intended to be a supplement to the University general catalog, providing you with information related to the University policies and services, but also information specific to the Master of Public Health (MPH) program. Much of the information concerning the procedures, policies, activities, and services cannot be found elsewhere. Therefore, you should read this Handbook carefully and adhere to its policies and directives. Implicit in the student's acceptance of the professional program position and beginning the MPH course work is that the student accepts these policies and procedures. Remember that as a student, your attitudes and actions have a direct reflection on the program and the Public Health profession. Consequently, you will always be expected to act in a professional manner.

As you begin this professional program, we hope that you do so with expectations of obtaining maximum benefit from your time and effort in the MPH program. The faculty are well prepared with diverse backgrounds to give you a broad base of information and learning experiences which will prepare you for many challenging and rewarding careers in public health. There are many opportunities to participate in program and university organizations and activities that will prepare you to be a participant and leader in your profession and community.

*A copy of the Master of Public Health Student Handbook is provided to each student entering the professional program. Updated pages are provided as appropriate.

Sincerely,
DenYelle Baete Kenyon, PhD
MPH Program Director

MASTER OF PUBLIC HEALTH STUDENT HANDBOOK
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A student must earn a letter grade of "C" or higher in required MPH courses for credit to

Section 1: PROGRAM OVERVIEW

1.1.   BACKGROUND

In 2009, the South Dakota Department of Health and the South Dakota Public Health Association (SDPHA) sponsored a survey of the South Dakota public health workforce, which found only 2% of the individuals surveyed (6 of 278) had an MPH or an MS in public health. Also, 55% of the overall South Dakota public health workforce was over 55 years old. The SDPHA concluded that the survey results substantiated the need for more educational opportunities for public health career and skill advancement in South Dakota, specifically noting the need for an in-state MPH program.

Given this information, the University of South Dakota (USD) and South Dakota State University (SDSU) came together to offer a collaborative Master of Public Health program drawing from the strengths existing at each university.

USD offers professional degree programs that prepare physicians (MD), physical therapists (DPT), occupational therapists (OTD), psychologists (PhD), and audiologists (AuD). Master's programs prepare addiction counselors (MA), social workers (MSW), and physician assistants (MSPA). Through its Sanford School of Medicine and School of Health Sciences, USD leads the state in creating health and human services leaders and practitioners.

Designated as South Dakota's land-grant university, SDSU provides undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy. As the land-grant university, SDSU is committed to serving the health care needs of the state. In that regard, SDSU offers professional degree programs that prepare pharmacists (PharmD), pharmaceutical sciences (PhD), nurse practitioners (DNP), medical laboratory sciences (MLS), and respiratory therapists as well as masters and undergraduate programs that prepare registered nurses, dietitians, and athletic trainers.

The MPH program adds to both universities capacity to support the health and well-being of South Dakota.

1.1 INTRODUCTION

The Master of Public Health (MPH) degree program is a collaborative degree offering of the University of South Dakota and South Dakota State University. The MPH degree is the most widely recognized professional credential for leadership and practice in public health.

1.2 GOVERNANCE STRUCTURE OF THE MPH PROGRAM

1.2.1 MPH Program Director
The MPH Program Director will be responsible for programmatic oversight of the MPH program. The MPH Program Director will serve as the primary point of contact for USD students enrolled in this interdisciplinary program.

1.2.2 MPH Program Coordinator
The MPH Program Coordinator will serve as the point of contact for the SDSU students for this interdisciplinary program. MPH Program Coordinator will be responsible for coordinating all administrative support and committees for the MPH program.

1.2.3 MPH Program Deans Council
The MPH Program Deans Council will be comprised of participating college Deans and the MPH Program Director and Program Coordinator. The Deans Council will meet at least once each year and exercises final decision-making over issues of budget, program leadership, oversight of program assessment, and program growth and development. Annually, the Deans Council will reaffirm the institution's commitment to the public health values, mission and competencies, as a required by the CEPH. In addition, the Deans Council will promote the program, and serve as an advocate for the program's instructional, research, community service, and professional activities.

1.2.4 MPH Program Curriculum and Assessment Committee
The Curriculum and Assessment Committee will be comprised of the MPH Program Director, Program Coordinator, and leadership/faculty representatives from both institutions. The committee will also include at least one student representative. The faculty committee members will be appointed by the Program Director and reviewed annually. Faculty will recruit student members to ensure timely feedback from student perspectives. This committee will be responsible for reviewing the core curriculum and elective offerings, dual-degree program planning, and identification of specializations. This committee will ensure that decisions remain in-line with the program mission and CEPH accreditation standards. The curriculum committee will meet at least once per semester with additional meetings as necessary to ensure timely decision-making. All meeting minutes will be kept in a central location and available for review upon request.

1.2.5 MPH Program External Advisory Council
An MPH External Advisory Council includes a diverse group of community partners, MPH program alumni, and at least one active MPH student. This council will meet at least once a year to discuss linkages between academia and practice, such as necessary competencies and field experience opportunities.

1.4 MISSION OF THE MPH PROGRAM

Vision:
The program will generate resources and support for rural and underserved communities to achieve optimal and equitable health.

Mission:
The University of South Dakota and South Dakota State University Master of Public Health program is committed to improving health in rural and underserved communities by providing interdisciplinary learning, scholarship, and community engagement for public health professionals.

Program Goals:

Goal 1: Academic Excellence. Promote and achieve excellence in public health teaching and learning.

Goal 2: Public Health Research & Practice. Faculty and students will engage in research and practice in collaboration with rural and underserved communities.

Goal 3: Diversity & Inclusion. Recruit and retain diverse faculty and students who embody cultural inclusiveness.

Goal 4: Service. Enhance the program's involvement in public health service to rural and underserved communities in South Dakota.

Core Values:

The MPH program embraces the educational philosophy and values of the University of South Dakota and South Dakota State University. It is committed to the following core values:
- Academic Excellence
- Student Centered Education
- Professionalism
- Integrity
- Diversity
- Collaboration and Leadership
- Commitment to Engagement & Service in the Community
- Commitment to the Professional Development of Students and Faculty

1.5 MPH FOUNDATIONAL COMPETENCIES
The MPH program has adopted the foundational competencies from the Council on Education for

Public Health.

Evidence-based Approaches to Public Health

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

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

Policy in Public Health

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

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.

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

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking

22. Apply systems thinking tools to a public health issue.

1.6 MPH PROGRAM SPECIFIC COMPETENCIES

1. Environmental Health: Utilize risk management and risk communication approaches in evaluation of environmental health issues.
2. Project Management: Apply project management principles to public health programs.
3. Community Collaboration: Develop strategies using a community-informed approach to address health equity in rural and/or medically underserved communities.
4. Advocacy: Propose state/tribal/local policy change to address an identified gap in rural and/or medically underserved communities.
5. Communication: Create a compelling health equity story using innovative multimedia communication methods.

1.7 STUDENT ACCOUNTABILITY

Before a degree is granted, the student must meet all the requirements of the MPH Program and the Graduate School. Students should note that graduate studies represent advanced work and research in a discipline or interdisciplinary area and should be more than a compilation of course work. Students are responsible for conforming to all published academic policies and degree requirements. They are likewise responsible for the regulations concerning the degree they plan to obtain and any special requirements within the program or academic unit. In addition, it is the student's responsibility to conform to University policies regarding the standard of work necessary to maintain enrollment in the Graduate School.

The University makes every effort to provide accurate advising information. However, it is the student's responsibility to make certain that they have fulfilled all graduation requirements.

Graduate students are expected to maintain at least a 3.0 ("B") cumulative grade point average for all courses in the graduate plan of study. Students who encounter academic difficulty will be warned by the Graduate School and may be discontinued from their degree program or from the University when academic standards are not maintained. Students must also maintain academic standards as determined by their program.

Section 2: PROGRAM COMPONENTS

2.1 MPH PROGRAM CURRICULUM

University of South Dakota & South Dakota State University Master of Public Health (MPH)	Credit Hours
Required courses, all students	33
Electives	9
Total required for the degree	42

Required Courses: All Students

All students are required to complete 33 credit hours of core coursework. Below are the core courses for the MPH program and the semester offered. Students should work directly with their advisor to outline their individual plan of study and the sequence in which they take each course.

Prefix & Number	Course Title	Credit Hours	Semester Available
PUBH 701	Biostatistics for Public Health (USD)	3	Fall/Spring
PUBH 702	Public Health Theory and Practice (SDSU)	3	Fall
PUBH 710	Epidemiology (USD)	3	Fall/Spring
PUBH 733	Environmental Health (SDSU)	3	Summer
PUBH 740	Intro to US Health Systems & Policy (USD)	3	Fall
PUBH 750	Social and Behavioral Sciences in Public Health (USD)	3	Fall
PUBH 755	Program Planning and Evaluation (SDSU)	3	Spring
PUBH 760	Public Health and Native American Communities (USD)	3	Spring
PUBH 721	Applied Practice Experience I (both)	1	Spring
PUBH 722	Applied Practice Experience II (both)	1	Summer
PUBH 723	Applied Practice Experience III (both)	1	Fall
PUBH 729	Leadership and Project Management in Public Health (SDSU)	3	Fall/Spring
PUBH 730	Integrative Learning Experience (both)	3	Spring/Summer/Fall

Students are required to take 9 credit hours of electives, two of which must be PUBH, and may choose courses from either USD or SDSU. Additionally, students may identify courses not listed below that they wish to count as electives by requesting permission from the Curriculum Committee to have the course listed on their plan of study. Approved electives are listed below.

South Dakota State University Elective Courses

Prefix & Number	Course Title	Credit Hours	Semester Available	Prerequisite
NURS 670	Health Policy, Legislation, Economics, and Ethics	3	Summer	NURS 615
NURS 675	Cultural Competence in Health Care	3	Spring	Instructor Approval
NURS 760	Advanced Concepts in Health Promotion and Disease Prevention	3	Fall	NURS 615
NUTR 660	Maternal and Child Nutrition	3	Spring	None
NUTR 715	Public Health Nutrition	3	Fall/Spring	
NUTR 724	Nutrition Education in the Community	3	Spring	None
NUTR 727	Obesity Across the Lifespan	3	Fall	None
NUTR 760	Vitamins & Minerals in Human Nutrition	3	Spring	None
NUTR 761	Nutrition and Aging	3	Fall	NUTR 315-Prerequisite
PUBH 751	Public Mental Health	3	Summer	None
PUBH 761	Social Epidemiology	3	Spring (Even Year)	None
PUBH 762	Cultural Perspectives in Public Health	3	Spring (Odd)	None
PUBH 792	Public Health Topics	1-3	All	None
PUBH 764	Applied Dissemination and Implementation Research in Health	3	Fall (Odd Year)	None
PUBH 767	Public Health Toxicology	3	Fall (Even Year)	None
PUBH 540	Health Geography	3	Fall	None
STAT 515	R Programming	3	Fall	None

University of South Dakota Elective Courses

Prefix & Number	Course Title	Credit Hours	Semester Available	Prerequisite
ADS 754	Public Policy and Addiction	3	Fall	None
HSC 763	Qualitative Research Methods in the Health Sciences	3	Summer	None

PUBH 711	Applied Topics in Biostats	3	Summer	PUBH 701
PUBH 770	Public Health Immunology	3	Spring	None
HSAD 559	Health Service for Long Term Care	3	Fall	None
HSAD 560	Administration of Long Term Care	3	Spring	None
HSAD 710	US Health Services System	3	Fall	None
HSAD 740	International Health Systems	3	Fall	None
SOCW 600	Social Policy Analysis	3	Spring	None
HSC 700	Globalization and Health	3	Fall	None
HSC 565	Perspectives of Child and Adult Maltreatment: A Multidisciplinary Approach	3	Summer	
HSC 575	Process and Outcomes Evaluation	3	Spring	None
MSAS 763	Professional Writing for Public Administrators	3	Spring	None
SOCW 640	Diversity and Social Justice in Rural and Urban Communities	3	Summer	None
PSYC 784	Disaster Mental Health	3	Summer	None
PUBH 792	Public Health Topics	1-3	All	None
PUBH 763	Causal Inference in Public Health	3	Fall (Odd Year)	PUBH 701
PUBH 765	Community Health Assessment and Action Planning	3	Spring (Even)	None

2.2 APPLIED PRACTICE EXPERIENCE (PUBH 721, 722, 723)

The Applied Practice Experience provides a structured opportunity for students to engage in public health practice and demonstrate attainment of at least 5 public health competencies. Students will work in partnership with a local, state, or tribal public health or community-based organization to identify and address population health issues and needs. All students will produce a minimum of two deliverables for the organization. Students may work independently or with small teams to complete this experience. For students working in teams, each student will produce an independent report and deliverables. Due to the current Covid-19 pandemic, your practicum may have to be completed virtually to protect your health as well as public health.

The Applied Practice Experience is ongoing and designed to be completed across the PUBH 721 (Spring), 722 (Summer), and 723 (Fall) series. Below is a list of examples for potential Applied Practice Experience activities, which may be combined or stand alone to address specific needs:

Analytical/Assessment Skills
- Analyze, interpret, and summarize de-identified data (survey or public records)
- Analyze barriers to implementing a program and share recommendations
- Conduct needs assessments
- Evaluate the effectiveness of existing programs
- Organize, analyze, and summarize study data for a report or manuscript
- Policy Development/Program Planning Skills
- Design programs/curriculum on health topics
- Design or adapt an interprofessional activity (with two or more disciplines) to address health issue at the community or policy levels
- Develop and coordinate programs and activities
- Gather information on public health policy issues and develop policy recommendations

Advocacy & Grant Writing Skills
- Create an advocacy or social marketing campaign
- Promote public health policies, programs, and resources
- Provide support and assistance in developing research and grant proposals

2.3 INTEGRATIVE LEARNING EXPERIENCE (PUBH 730)

This culminating course in the MPH program allows students to integrate and synthesize the curriculum through a capstone project that reflects a current topic of importance to contemporary public health science and practice. The course is intended to be taken in the student's final semester of the MPH program. In addition to the completion of a capstone project, students will be expected to present their work to a graduate committee and complete a final capstone paper. As this is a fully online program, students are not expected to come to campus for any reason. Accommodations will be made for online presentations.

Students planning to enroll in this course must have their capstone project advisor identified and capstone proposal approved in advance of starting the course. Students work with a capstone advisor and MPH faculty to complete one of the following projects:

1. Research Project — Students completing a research project will develop a written report (manuscript) suitable for publication in a peer-reviewed journal. Students will identify a problem to be studied, review the literature, collect and analyze the data in order to answer the research question posed, discuss the findings, present conclusions, and make recommendations based on the findings.
2. Systematic Review — Students conducting a systematic literature review will define a study question, identify appropriate literature using PRISMA Guidelines, read and review the literature, summarize the findings, present conclusions, and make

recommendations based on the systematic review. This option is intended to demonstrate the student's ability to critically review literature, analyze, and synthesize published findings on a public health topic.

3. <u>Program Evaluation</u> — Students will develop a plan to evaluate or monitor an existing public health program. Documentation will include a description of the program under review, the purpose of the evaluation, the methods and procedures used to evaluate the program, and present the results of the evaluation.

4. <u>Written Plan for a Program</u> — Students will develop a plan and describe the implementation process for a new public health program. Students will conduct a needs assessment, create a program mission, goals, and objectives, develop an intervention, describe how the program will be implemented, and explain how the program would be evaluated.

5. <u>Grant Proposal</u> — Students writing a grant proposal for a public health initiative will identify the problem for which the grant would be used, explain the significance, list the hypotheses/questions to be answered, review the literature associated with the problem, create goals and objectives, methods, create a timeline and budget, and explain how the intervention would be evaluated. *Students will submit a full grant proposal in addition to the capstone paper.

6. <u>Manual</u> — Students creating a manual for a public health initiative will demonstrate the need for the manual, create goals and objectives for the manual, create a table of contents, develop the content for the manual, describe how the manual will be used, and explain how the manual would be evaluated. *Students will submit a full manual in addition to the capstone paper.

7. <u>Policy Analysis</u> — Students conducting a policy analysis of an important public health issue will utilize a framework to ensure a thorough analysis of the policy process, content, and the link to health outcomes. Students will identify key stakeholders and outline a potential plan to advocate for policy changes.

3.1 MPH PROGRAM ACADEMIC STANDING

Graduate students are expected to maintain at least a 3.0 ("B") cumulative grade point average for all courses in the graduate plan of study. Students who encounter academic difficulty will be warned by the MPH Program and may be discontinued from their degree program or from the University when academic standards are not maintained. Students must also maintain academic standards as determined by the MPH program.

- Students will be expected to maintain a cumulative GPA of 3.0 or better in all courses of the MPH program.
- All courses must be passed with a grade of C or higher
- Students will be placed on Academic Probation if their cumulative GPA falls below a 3.0.
- Academic Probation
    - Once placed on academic probation, the student must follow the terms of probation set forth by the program director.
    - This will be accompanied by a recommendation from the Program Director/Coordinator/Advisor, and a plan of remediation to return to a GPA of 3.0 within one semester.

3.2 GRADUATION REQUIREMENTS

Upon successful completion of all coursework, students will present their capstone project and complete an oral exam with faculty members.

The following forms must be on file with the Graduate School prior to graduation by the deadline on the portal – always a semester before you plan to graduate:

- Program (Plan) of Study- should be submitted during the first semester of graduate school or before 50% of coursework is complete. It must be approved by academic advisor. Please ensure any changes to original plan of study are updated before applying for graduation.
- Graduation application- must be filed by the posted deadline during the student's final semester. Graduation applications are submitted by the student through MyState. A $50 charge is assessed and a registration hold is placed on any student who does NOT meet requirements during the term in which they applied to.
- Graduation Approval Form (advisor's signature & Program Director and/or Department Chair) is due to the Graduate School Office upon completion of the capstone paper and presentation or final course completed). SDSU students must initiate form, USD faculty initiate form for USD students.
- Please visit the Graduate School website for deadlines and forms.

Section 4: STUDENT SERVICES

4.1 GENERAL ASSISTANCE

4.1.1 University of South Dakota

Registrar's Office: The Office of the Registrar serves as the institutional guardian for official academic information and records in supporting the faculty, staff and students of the University of South Dakota. www.usd.edu/registrar

Graduate School: www.usd.edu/graduate-school

USD Online: You need more tools, but also flexibility. That's why we're committed to bringing our knowledge to you. USD Online and Off-Campus Education offers accredited, high-quality academic programs and courses with the flexibility, convenience and affordability you desire. With more choices than ever, we have a program for you. www.usd.edu/usd-online

Disability Services: Disability Services is an integral part of the University of South Dakota. Committed to ensuring that students and campus visitors with disabilities have full and equal access to all the programs and activities USD offers, in accordance with Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Act Amendments Act (2009). Accommodations are available to students with documented learning, physical or psychological disabilities.
www.usd.edu/student-life/disability-services

Career Services: The Academic & Career Planning Center is undergoing some exciting changes to our online job posting site, Coyote Careers. Over the next few weeks we will be implementing a new career services system that will allow you to view and apply for jobs, connect with employers, and sign up for on- campus interviews and career events. We believe the new system will be much more user friendly than our current system. Coyote Careers is exclusive to current USD student and alumni and the employers contacting us have expressed an interested in hiring USD students and alumni. www.usd.edu/acpc/coyote-careers

Financial Aid: Enhanced job opportunities. Broadened global perspective. Unlimited possibilities. A college education is an investment in your future. The Office of Financial Aid works with students and parents to explore the many resources available to help make your college education even more affordable.
www.usd.edu/financial-aid

Help Desk: www.usd.edu/technology/contact-the-help-desk

Additional Resources:

a. Graduate School Forms: https://portal.usd.edu/academics/graduate-school/forms.cfm
b. Timelines from Admission to Graduation:
http://catalog.usd.edu/index.php
c. Academic Calendar: www.usd.edu/registrar/calendars/academic-calendar-2021-22
d. Writing Center: www.usd.edu/academics/writing-center

4.1.2 South Dakota State University

Records & Registration: This one-stop-shop for university records stores all official information on enrollment and grades. The office of Records and Registration coordinates class schedules, maintains WebAdvisor, processes transcripts and assist students in the very important task of updating their own information, including address and name changes. At SDSU, we pride ourselves on the preservation of the confidentiality and integrity of all student information and strictly abide by the Family Educational Rights and Privacy Act (FERPA) and other student records privacy laws. For questions, please visit: www.sdstate.edu/campus/records

Graduate School: The SDSU Graduate School website contains helpful information including the graduate catalog, resources for students, graduate deadlines, thesis formatting, workshops and events, tuition and funding, and much more. Visit www.sdstate.edu/graduate

Continuing and Distance Education: Continuing & Distance Education is the hub for online degree and certificate programs, University Centers collaboration, non-credit offerings, professional development, conferences and workshops. Our services and activities are delivered to expand the reach of the University to a unique and diverse community of learners. For additional information or assistance, please visit: www.sdstate.edu/cee

Disability Services: South Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services (www.sdstate.edu/disability-services, Phone: 605-688-4504; Fax: 605-688-4987; E-mail: Nancy.Crooks@sdstate.edu or ; Address: Room 271, Box 2815,University Student Union, Brookings South Dakota 57007) SDSU.Disabilityservices@sdstate.edu; Address: Room 271, Box 2815,University Student Union, Brookings South Dakota 57007)

In addition, our office provides assistance for students with a wide range of disabilities. Your first

step is to fill out the [Student Information Form,](#) linked here or in Documents box at right. Along with this application, you'll need to send documentation of the disability. After that, we'll set up an appointment to discuss services we can provide that will enhance your learning experiences at SDSU. www.sdstate.edu/campus/disability/index.cfm

Office of Career Development: Facilitating the transition from student to professional and helping students and employers connect are two goals that drive the services of the Office of Career Development. From students exploring career options and job possibilities to employers posting jobs and conducting on- campus interviews, we provide help both online and in person. www.sdstate.edu/careercenter/

Financial Aid: All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA). You will need to reapply for each year you are attending school. It is highly recommended that you apply, even if you think you are ineligible. Please review the following guidelines and contact the SDSU Financial Aid office at 605.688.4703 directly for questions.
www.sdstate.edu/admissions/financing

Information Technology Help Desk: www.sdstate.edu/information-technology

Additional Resources:
- Graduate School Forms: www.sdstate.edu/graduate/forms/index.cfm
- Academic Calendar: www.sdstate.edu/academics/academic-calendar
- Graduate School Student Resources: www.sdstate.edu/graduate/current/index.cfm

4.2 ACADEMIC ADVISOR SYSTEM

Every student is assigned an academic advisor. Academic advisors serve to provide guidance regarding university coursework and programmatic requirements. Specific roles and responsibilities of the academic advisor are detailed below.

4.3 ROLE OF THE STUDENT AND ADVISOR IN ACADEMIC ADVISING

Each student is assigned an academic advisor and is encouraged to meet with that advisor at least once each semester to review plans/progress and to schedule classes. Academic advising, formal or informal is provided by teaching, research, administrative, or service appointed faculty and staff. Academic advising is included in faculty workload assignments.

Purpose of Academic Advising:
Academic advising is formal and informal guidance intended to help students investigate, identify, and accomplish individual academic and career plans.

Goals of Academic Advising:
- Inspire students to understand their freedom of choice and accept their responsibility for academic progress and planning.
- Assist students in the exploration and definition of immediate and lifelong goals.
- Encourage students to explore and become involved in beneficial experiences that contribute to a complete university experience.

Role of the Advisee:

The advisee role in academic planning is to be involved, responsible, and committed to developing and implementing a future career, academic, and employment plan. The advisee must meet with an advisor at least once per semester.

Rights of the Advisee:
- The right to an advisor who fulfills the SDSU/USD advising goals, role, and responsibilities.
- The right to know and have timely access to an assigned advisor.
- The right to protection and review of academic advising---related files and materials in accordance with the Family Educational Rights and Privacy Act (FERPA).
- The right to receive pertinent and accurate information as needed for career, academic, and employment planning.
- The right to request a change of academic advisor assignment and the right to clear procedures for conveying concerns relative to quality of advising help.

Responsibilities of the Advisee:
- Responsible for initiating and advancing timely career and academic related plans and discussions with advisor.
- Responsible for initiating regular progress appointments and seeking advisor assistance when problems arise.
- Responsible for fulfilling additional requirements as agreed upon during discussions with advisor.
- Responsible for recognizing that the ultimate responsibility for timely completion of academic requirements rests with the advisee.

Role of the Academic Advisor:

The academic advisor role is to be a sensitive, knowledgeable, and skilled link that enhances the advisee's relationship with the University. The academic advisor assists the student in achieving educational goals.

Responsibilities of the Academic Advisor:

- **Maintain Advisee Records.** Keep current advisee records and personal information in accordance with confidentiality requirements.
- **Furnish Accurate Academic Information.** Provide advisees with correct and relevant information about University, college, and departmental graduation requirements.
- **Know Advisees.** Know assigned advisees and their individual educational and career goals.
- **Guide Major Program Planning.** Recommend courses, which correspond with advisees' academic background and educational goals.
- **Monitor Academic Decision-Making.** Inform advisees about relevant alternatives, limitations, and possible consequences of academic decisions, including information on academic standards, appeals, and charges of academic dishonesty.
- **Refer to Campus and Community Resources.** Encourage and guide advisees to utilize available campus and community student help and student development resources.
- **Encourage Timely Progress Toward Degree.** Advocate timely planning and progress toward educational goals with prompt attention to problems.
- **Advocate Professional Responsibilities.** Help advisees recognize relevant institutional and/or professional responsibilities. Make recommendations to appropriate University officials when advisee behavior compromises professional and/or institutional standards to such an extent that professional disclosure is necessary.
- **Retention.** Support student through advising to increase probability of degree completion.

Section 5: MISCELLANEOUS INFORMATION

5.1 JOB OPPORTUNITIES

Notices of internship opportunities and other public health positions that are received by the program are forwarded out to students. The opportunity to meet with potential employers may also be provided (TBD). You may also want to visit the websites below for more information.

Potential Career Opportunities

- What Can You Do With a Masters in Public Health?

- 100 Awesome things you can do with an MPH degree

- A Guide to Public Health Careers

- Public Health Foundation

Public Health Job Boards

- Emory Public Health Job Database
- South Dakota Department of Health
- PublicHealthJobs.org
- Public Health CareerMart
- Minneapolis-area Public Health Organizations (via Macalester College)
- Centers for Disease Control and Prevention
- EpiMonitor Job Bank
- Council of State and Territorial Epidemiologists
- American Public Health Association Job Seeker
- University of Washington Job Board

5.2 STUDENT RECORDS

Student records contain confidential information and are kept in the University Registrar Office. Students may access their own records by contacting the Registrar Office.

6.1 COMPLAINTS BY STUDENTS

1. Where minor concerns arise, students are asked to raise these concerns with the instructor or appropriate staff member with the goal of resolving the issue at this level. Students who have general complaints about any issue may voice their concerns informally to their academic advisor, the program director, or the program coordinator. It is recommended the student visit with the appropriate Department Head and Dean as needed.

2. If a complaint cannot be handled through these channels, the students may address the concern/complaint formally through the Academic Affairs Office pursuant to SDBOR Policy 2.9.

> • **Academic Affairs**
>   **South Dakota State University**
>   **Morrill Hall (SAD) 230**
>   **Brookings, SD 57007**
>   **Phone: 605-688-4173**
>   **Email:** office-of-academic-affairs
>   Academic Appeals Policy >>

3. **Non-Academic Concern and/or Complaint**

If you have concerns or complaints unrelated to academics, there are many options to report. If your concern requires immediate assistance, please dial 911.

You can make an online report, or you may also call the toll-free hotline at 844-880-0004. The online report and hotline are provided by Lighthouse Reports. You may choose to remain anonymous when providing information.

To make a report in person, please contact the Vice President for Student Affairs Office at 605-688-4493 or the Office of Title IX/EO at 605-688-4128 or visit us in Morrill Hall, room 100.

If you would like to talk with someone **confidentially** without making a report, please contact SDSU Counseling Services or Student Health Clinic at 605-688-4157.
Please visit Report It for additional information.

2. Grievance Processes

There are several Board of Regents policies guiding student rights and grievance processes. Please see SDBOR Policy 1:18 'Human Rights Complaint Procedures' and SDBOR Policy 2.9 'Student Appeals for Academic Affairs'. These policies help enforce local laws and regulations prohibiting discrimination and outline the steps that govern disputes involving students, respectively.

SDBOR 3:4 policy refers to situations involving the Student Conduct Code and SDBOR 2.33 refers to student academic misconduct procedures. SDBOR 2:9 policy governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs. After the investigation, the Office of Student Rights & Responsibilities should provide confirmation to the Graduate School if misconduct occurred or if the charges were not valid.

6.2 TRANSFER CREDITS

USD/SDSU MPH Program policy states that students may request that up to 12 credit hours are transferred. Criteria for approval of transfer credits are as follows:

- Content of the course to be transferred must be relevant to the degree program. Core courses must meet CEPH competencies.
- Content must be comparable in focus and quality to that offered by the program. It is the responsibility of the student to provide a full course syllabus or other course information as requested. Information will be reviewed by the Curriculum and Assessment Committee.
- Student must receive a grad equivalent to a "B" or better in the requested course.
- Course(s) must be taken no more than 7 years prior to degree conferment.
- Student must be in good academic standing with the MPH program.

Transfer credits from other colleges or universities are also evaluated by the Graduate School. Students seeking graduate transfer credit hours must furnish official transcripts to the Graduate School.

If a student has already taken one of the MPH core courses from USD or SDSU, that course may be counted toward the total credits required by the program; however, no more than 6 credit hours that have been applied to a previously earned degree will be accepted towards the MPH program's credits.

6.3 PHYSICAL OR LEARNING DISABILITIES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (USD: The Commons Room 116, Vermillion, SD 57069. Phone: 605-658-3745 Fax: 605-677-3172, disabilityservices@usd.edu; SDSU: www.sdstate.edu/disability-services, Phone: 605-688-4504; Fax: 605-688-4987; E-mail: Nancy.Crooks@sdstate.edu or SDSU.Disabilityservices@sdstate.edu; Address: Room 271, Box 2815,University Student Union, Brookings South Dakota 57007) as early as possible in the semester.

6.4 REGISTRATION & STATUS

To maintain active status, students must be registered each semester of the academic year (excluding summer). Students completing their final oral exam or other degree requirements during a summer semester must be registered. Students who are not registered each semester (excluding summer) will be moved to a leave of absence status for three semesters (see below for details).

6.5 LEAVE OF ABSENCE

Situations may arise that require students to leave the public health program for extended periods to deal with family, health, military and other substantial obligations. Up to three consecutive semesters (1 calendar year) can be taken as a leave of absence without reapplying to the program. To facilitate the decision-making process, a student should begin the process of exploring a leave request by discussing his/her situation with their academic advisor or Program Coordinator or Program Director. If a student is does not return after three semesters will be required to reapply before continuing their graduate studies.

6.6 TIME LIMITATION

If the requirements for the master's degree are not completed within six (6) years from the program start date, the "request for extension of the graduate program form" must be submitted to the Graduate School. The request will be reviewed and a decision as to whether the student may continue in the program will be made by the Graduate School Dean.

6.7 INCOMPLETE GRADES

When a graduate student is given an Incomplete grade (I) for any course in the student's plan of study, the instructor may indicate in writing to the student what additional work must be completed and may establish a date at which such work must be completed. If the work is not completed in either the manner or time prescribed, the instructor may change the Incomplete

grade to whatever grade is justified as an evaluation of the student's work or may allow the grade to remain Incomplete. Incomplete grades given without this procedure will remain as Incomplete on the student's record unless changed because of completion of the remaining work in the course. Incomplete coursework must be completed within one calendar year; extensions may be granted by the Graduate Dean.

6.8 MPH PROGRAM GRADING POLICY

A student must earn a letter grade of "C" or higher in required MPH courses for credit to apply to the degree. If a grade lower than a "C" is earned, the course must be repeated. A letter grade of "C" is also acceptable for elective course credit.

Grading Scale:
A = 90 to 100
B = 80 to <90
C = 70 to <80
D = 60 to <70
F = <60
Point fractions are not rounded up to the next whole number for any assignment or the final course grade.

6.9 OTHER UNIVERSITY POLICIES

Academic Integrity

The University of South Dakota and South Dakota State University considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The Universities support the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook, South Dakota State University Policy 2.4, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Section 7: CODE OF CONDUCT

7.1 SELF-REPORT POLICY

The hallmark of becoming a professional is that the individual is willing to accept and profess special values and codes of behavior of the profession.

Responsibilities of Students
Each student is bound by the following specific provisions as part of the Code of Conduct:

- Students are expected to be familiar with and adhere to the policies of the Master of Public Health Program and the Principles of the Ethical Practice of Public Health, both of which are included in this Handbook.
- In order to develop an atmosphere of mutual trust and respect, each student will respect intellectual and physical property and will not use such property without the owner's permission.
- Students are expected to take personal responsibility for their conduct. Students must be aware that the public tends to judge the program/university and its students by their conduct. Students also have an obligation to make it clear that they are speaking or acting as individuals (i.e., not as representatives of the program / university) when taking actions that might reflect on the program/university.
- Academic misconduct is, of course, unacceptable behavior for MPH students. A violation of the standards of academic integrity is viewed as a very serious matter. Deception for the purpose of individual gain is contrary to the high standards of personal and professional conduct expected of students. Thus, a student who engages in any form of academic dishonesty is subject to dismissal or other appropriate disciplinary action as established by the MPH program and/or the course instructor as stated in the instructor's course syllabus.
- The following are examples of academic misconduct but is not an all-inclusive list. Other actions not listed among these may also be considered violations of the minimum standards of academic integrity and thus unprofessional conduct.
- Cheating: Using unauthorized notes, study aids, or information from another student or student's paper on an examination or written assignment. Taking, acquiring and/or using test materials without faculty permission.
- Plagiarism: Submitting a piece of work that, in part or whole, is not entirely the student's own work without giving credit by the use of appropriate references.
- Fabrication: Presenting data in a piece of work that were not gathered in accordance with the guidelines defining the appropriate methods of collecting or generating data and failing to include a substantially accurate account of the method by which the data were gathered or collected.
- Aiding or Abetting Dishonesty: Providing material or information to another person

with the knowledge that such material or information will be used improperly.

- Falsification of Records and Official Documents: Altering documents affecting academic records; forging signatures of authorization; or falsifying information on an official academic document, election form, grade report, letter of permission, petition, or any document designed to meet or exempt a student from an established College or University academic regulation.

Principles of the Ethical Practice of Public Health

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

collaborations and affiliations in ways that build the public's trust
and the institution's effectiveness.

Principle of the Ethical Practice of Public Health, Version 2.2 2002 Public Health Leadership Society

Appendix A

Additional information specific to South Dakota State University

SDSU Office of Career Development (605-688-4425)
The SDSU Office of Career Development is located in the University Student Union. Some of the services provided may be of assistance to pharmacy students in the professional program include:
- Resume and cover letter reviews.
- Workshops on resume writing, interviewing skills and job---hunting strategies.
- Credentials file which students may establish, including letters of reference, for the purpose of distribution by the Office to prospective employers designated by the student.
- Internet resources and general assistance is available to aid students searching for employment.
- Career and academic counseling for students who find that their first choice for a major no longer "fits" their current career goals, interests and abilities.

Counseling Services (605-688-6146)
The Student Health Clinic & Counseling Center (SHCCS) is located in the Wellness Center on North Campus Drive. SDSU provides an on-campus counseling service offering personal, confidential assistance to students. Adjustment to college life, personal decision-making, conflict resolution, self-concept issues, and goal setting are common issues that the Counseling Center staff is prepared to address. These and other services are provided by appointment through one-to-one counseling or group counseling. Special services on stress management, eating disorders, sexuality concerns, and abuse issues are available. Additional services are provided by referral when necessary.

Not all services will be available to distance learning students. Please utilize the national resources below if needed.
Mental Health and Counseling
- SAMHSA's National Helpline – 1-800-662-HELP (4357)
- SAMHSA's National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service (in English and Spanish) for individuals and families facing mental and/or substance use disorders. https://www.samhsa.gov/find-help/national-helpline

National Suicide Prevention Lifeline
- Chat now: National Suicide Prevention Lifeline
- 1-800-273-TALK (1-800-273-8255)

The Trevor Lifeline (Suicide Prevention for LGBTQ Youth)
- 866-4-U-TREVOR (1-866-488-7386)

CDC-INFO (Formerly known as the CDC National STD and AIDS Hotline)
- 1-800-CDC-INFO (1-800-232-4636)

Veterans' Suicide Prevention Lifeline
- 1-800-273-TALK (1-800-273-8255), press 1

Treatment Referral Hotline (Substance Abuse)
- 1-800-662-HELP (1-800-662-4357)

National Sexual Assault Hotline
- 24-hour online hotline: https://ohl.rainn.org/online/
- 1-800-656-HOPE (1-800-656-4673)

National Teen Dating Abuse Helpline
- 1-866-331-9474

Crisis Text Line
- Get Help Now: Free, 24/7, Confidential
- Text START to 741-741

SDSU Behavior Intervention Team (605-688-6146)
SDSU is committed to the safety of everyone in the University community. Toward that end, SDSU has established a Behavior Intervention Team (BIT) to whom faculty, administrators, staff, and students can provide information regarding persons in the University community who may be experiencing behavioral and emotional difficulties.

Coordination of this information will support SDSU in on-going efforts to avert large or small incidents on campus. The central purpose of the BIT will thus be preventative by matching troubled individuals with the right University resources to ensure that a crisis event does not occur. Information you relay to the BIT will be reviewed by experienced administrators and qualified mental health professionals to shape the best possible response. Information regarding students or other persons of concern can be referred in one of two convenient methods 24-hours day / 7 days a week. Remember the BIT is for persons of **potential** concern; individuals who present an immediate threat of violence to themselves or others should be referred to the SDSU Police Department.

Student Health Clinic Services (605-688-4157)
The Student Health Clinic & Counseling Center (SHCCS) is located in the Wellness Center on North Campus Drive. SHCCS is supported by University activity fees, which are paid by on

campus students each semester, but not for online programs. If you are planning on utilizing services on campus please reach out to registration to add the fee.

South Dakota Board of Regents contracts with a private insurer to provide optional supplemental health insurance. Questions about this insurance can be answered by calling SHCCS (605-688-4157) or going to the website for rates and additional information: www.usd.edu/student-life/student-health

Disability Services
Coordinator for Disability Services
SDSU Student Union (SSU) 65 Box: 2214
Brookings, SD 57007
605.688.4504

South Dakota State University reaffirms that it is committed to a policy of non-discrimination on the basis of physical or mental disability/impairment in the offering of all benefits, services, educational and employment opportunities. The Coordinator of Disability Services has been designated the SDSU "Responsible Employee" to coordinate institutional compliance with the non-discrimination requirements of the Americans with Disabilities Act (ADA) of 1990. In that capacity, the Coordinator is committed to ensuring that SDSU provides an inclusive learning environment.

SDSU Graduate School Forms:
Program of Study Forms
➢ Master's Plan of Study

Course / Program Forms
➢ Add/Drop
➢ Petition for Late Drop /Withdrawal
➢ Change of Catalog Request
➢ Change of Degree, Program or Specialization
➢ Change of Student Status
➢ Approval Form for Graduate Credit Transfer
➢ Request to Audit a Course
➢ Admission Deferment Request for Admitted Students
➢ Request for Leave of Absence from a Graduate Program
➢ Petition for Third Enrollment in Graduate Course

Graduation Forms
➢ Application for Degree
➢ Graduation Approval Form
➢ Request to Attend Early Commencement

General Forms
➢ Change of Name Form
➢ Diploma Re-Order Request

➢ Transcript Request Form

Student Grievance Forms
➢ Academic Appeal Form

To download the forms listed above, please follow the link: https://www.sdstate.edu/graduate-school/forms

Additional Information Specific to the University of South Dakota

USD Academic & Career Planning Center

Steve Ward, Director
Academic Commons, I.D. Weeks,
first floor
605-658-3600
advising@usd.edu
The Academic and Career Planning Center (ACPC) provides general academic and career advisement for all USD students. In particular, the ACPC's staff advises new students that have declared a major in the College of Arts & Sciences, most of the majors in the Health Sciences, and individuals who have not declared a major. The Academic and Career Planning Center also acts as a clearinghouse for the declaration or changing of majors. Follow the link for more details www.usd.edu/health-sciences/public-health/careers-in-public-health

USD Disability Services
The Commons Room 116
(605) 658-3745

disabilityservices@usd.edu
www.usd.edu/ds

Disability Services is an integral part of the University of South Dakota and is committed to ensuring that students with disabilities have equal access to all the programs, services and activities USD offers in accordance with Sections 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the American with Disabilities Act Amendment Act (ADAAA) of 2008. To receive academic accommodations, students must contact and register with Disability Services as soon as possible after admittance to USD. Following registration with Disability Services, students are required to submit medical or other diagnostic documentation of their disability and their functional limitations. The student may also be asked to obtain additional evaluations prior to receiving requested accommodations. Students are responsible for making timely and appropriate disclosures, making timely and appropriate requests for accommodation, for keeping Disability Services informed about the implementation of accommodations, and for actively participating in the securing of his/her accommodations and auxiliary aids. Delay on the part of the student in registering with Disability Services, seeking accommodations, or in meeting required conditions, may result in limiting the ability of the University to provide appropriate and reasonable accommodations.

If you are a student with a disability, please contact Disability Services as soon as possible to

request academic accommodations. If you are a student who suspects you may have a disability, contact Disability Services. Disability Services may refer you to the appropriate agency or organization for evaluation.

USD Student Health Services

Sanford Vermillion Medical Center is pleased to be the provider for USD's Student Health Services. Sanford Clinic Vermillion is dedicated to the work of healing and has the vision to significantly improve the human condition through patient care, education and research. We are committed to healthcare excellence at an affordable cost to students. All currently enrolled USD students who pay the general activity fee each semester are eligible to use Student Health. Your Coyote Card must be presented as identification when using Student Health Services. Follow the link for more details www.usd.edu/student-life/student-health

Notice of Nondiscriminatory Policy

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Jean Merkle, 205 Slagle Hall, Vermillion, SD 57069 Phone: 605-658-3665 Jean.Merkle@usd.edu

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, Karen Gerety, The Commons, Room 116, USD, Vermillion, SD 57069. Phone: 605-658-3745 Fax: 605-677-3172 E-Mail: disabilityservices@usd.edu

Federal Law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990), and the Americans with Disabilities Act Amendment Act of 2009. The University has designated Cheryl Tiahrt, Chief Information Officer, as the Coordinator to monitor compliance with these statutes. This obligates USD and

Ms. Tiahrt to provide equal access for all persons with disabilities.

USD Diversity and Inclusiveness Statement

The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.

Diversity and inclusiveness, hallmarks of a twenty-first century institution of higher education, are essential elements of the University of South Dakota's future. Members of diverse groups possess gifts, talents, experiences, histories, and cultures that allow them to make valuable contributions to the educational mission of the institution and to all those associated with the institution. A rich mixture of cultures contributes to a positive and vibrant campus climate that benefits all students. Furthermore, diversity and inclusiveness are assets that can be utilized to help prepare all students for living and working in an increasingly complex and global society. Accordingly, gender, race/ethnicity, socio-economic status, sexual orientation, religion, disability, veteran's status, first-generation status, nationality, citizenship, age, and other personal and social dimensions are respected and also highly-valued at USD, where we continue working to ensure that diversity and inclusiveness pervade every level of the University.

Acknowledging and paying particular attention to our strong historical and cultural Native American roots, USD is committed to strengthening existing relationships and developing new relationships with Native American tribes, organizations, and communities within the state, the region, and the nation.

USD is also committed to graduating globally-aware students who are leaders in working with people from diverse backgrounds. An extremely important element of this commitment is USD's international focus. USD continues to provide and build international-focused opportunities such as study abroad and student exchange, while, also continuing to recruit and retain an increasingly-large and culturally-diverse group of international students who contribute to a vibrant and diverse campus community where everyone belongs.

USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. Approved by Executive Committee on March 14, 2013.

USD Graduate School Forms:
Program of Study Forms
  ➢ Master's Program of Study

Course / Program Forms
  ➢ Add/Drop Form
  ➢ Petition for Late Drop/Withdrawal Form

- ➢ Change of Catalog Request
- ➢ Change of Degree, Program or Specialization within Division
- ➢ Change of Student Status (provisional to full admission)
- ➢ Approval Form for Graduate Credit Transfer
- ➢ Request to Audit a Course
- ➢ Admission Deferment Request for Admitted Students
- ➢ Request for a Leave of Absence from a Graduate Program
- ➢ Petition for Third Enrollment in Graduate Course

Graduation Forms
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- ➢ Graduation Approval Form
- ➢ Request to Attend Early Commencement

General Forms
- ➢ Change of Name Form
- ➢ Diploma Re-Order Request Form
- ➢ Transcript Request Form

Student Grievance Forms
- ➢ Academic Appeal Form

Follow this link to download the above listed forms www.usd.edu/graduate-school/student-resources