Master of Public Health

Student Handbook

Updated July 2018
Greetings from the Public Health Program Faculty & Staff!

On behalf of the faculty and staff of the Public Health Program, welcome to the Master of Public Health (MPH) program at Western Michigan University. This is an exciting time for public health – there are many systematic and policy changes and we, at this program, hope to engage in not only didactic learning, but also in creative thinking and problem solving. We are glad you have joined us on this journey of continuing your education and training. We value your decision to choose WMU and will prepare you for a successful career in public health.

We encourage all students to carefully read this document and ask questions as necessary. Western Michigan University’s program in public health is a 21st century program that moves beyond the traditional public health definitions, to encompass the ideas of physical, mental, and social well-being. The Master of Public Health (MPH) incorporates solutions that include social, political, cultural, and economic aspects of health so that action can be taken in concert with other sectors of the local, national, or global community. We aim to do this by synthesizing public health core courses with these aspects demonstrating the practical use of a multi-disciplinary approach to problem solving, program development, and leadership models.

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  Professor and Co-Coordinator, Public Health Programs
  Master of Public Health Program

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  Master of Public Health

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Georgiana Onicescu, Ph.D.
Assistant Professor, Department of Statistics

R. Mark Kelley, PhD
Professor and Co-Coordinator, Public Health Programs
Director, School of Interdisciplinary Health Programs

For administrative staff support or any questions, please contact nancy.kibler@wmich.edu or karen.monroe@wmich.edu
If you wish to call: 269-387-3800
Beginning in Fall 2018 the MPH program leadership responsibilities will be provided through Co-Coordinators: Dr. Bob Bensley and Dr. Mark Kelley. The respective responsibilities between the two co-coordinators are the following.

Dr. Bob Bensley: robert.bensley@wmich.edu; 269-716-2301 (cell)
Co-Coordinator of Professional Preparation and Education
- Managing curriculum processes,
- Determining scheduling of curriculum,
- Faculty expertise to teach courses,
- Expanding our presence outside WMU (e.g., MALPH, community partners, community colleges, Eta Sigma Gamma Trifecta, etc.),
- Overseeing the practicum process,
- Professional preparation of students (conference attendance and involvement, case study competition, Eta Sigma Gamma, collaboration with trifecta chapters, extra-curricular experiences).

Dr. Mark Kelley: mark.kelley@wmich.edu; 269-387-1097; 309-252-0261 (cell);
Co-Coordinator of Administrative Issues including
- Marketing,
- Recruitment/retention,
- Admissions,
- Policies,
- Interfacing with WMU structures,
- Resolving student conflict,
- Budget,
- Managing Grand Rapids administrative staff,
- Coordinating CEPH accreditation process,
- All summer activities.
Greetings from the Director

School of Interdisciplinary Health Programs

We build and promote diversity in all we do

Our MISSION is developing competent, diverse, and compassionate professionals, sought by communities, to improve health and well-being.

Our VISION is to produce cutting-edge programs of choice that inspire multidisciplinary professionals to shape the future of health and well-being.

Our VALUES are

- **Learner-Centered** – Facilitate learning through challenging and effective experiences
- **Professional Excellence** - Pursuing your best every day
- **Transparency** – Communications and decisions are open, clear, and accountable
- **Healthy Relationships** – Mutual respect and attentiveness to the ideas, feeling, and concerns of others as well as willingness to share one’s own
- **Equity** – Sharing the ownership of our unique and collective experiences and responsibilities.

The School of Interdisciplinary Health Programs, in which the MPH program is housed at WMU, brings together academic programs focusing on core cross-disciplinary, inter-professional competencies needed for effective practice in health care and human services. The School has eight programs including Interdisciplinary Health Services, Gerontology, Integrative Holistic Health and Wellness, Public Health Education, Suicide Prevention, Peace Corp Preparation, and the Western Regional Area Health Education Center.

We are excited to have the Master of Public Health with its three core functions described by the Institute of Medicine to: 1) assess the status of health and the health care system; 2) assure that programs and services to achieve and maintain health are in place; and 3) lead the development of public policy on health issues. MPH graduates will be equipped to lead their communities in performing these functions.

Thank you for choosing WMU’s MPH,

R. Mark Kelley, Ph.D.
Professor and Director
School of Interdisciplinary Health Programs
Western Michigan University
269-387-1097
mark.kelley@wmich.edu
IMMEDIATE ATTENTION REQUIRED

As a new graduate student, you are required by the WMU Graduate College to complete the online Responsible Conduct of Research (RCR) - Basic course. You should be already registered for the course and able to access it on WMU’s e-learning system. You can start the RCR-basic course in the fall of your first semester in the program so that you can wrap it up before December break. As many of you may well know, your first semester at a new institution often comes with an adjustment period, and so having the RCR-Basic course complete will give you one less thing to do while adjust to your department/program and academic discipline.

Students who do NOT complete the RCR-basic course by the December deadline will be unable to register for classes due to a hold on their account. The hold will be lifted only when the course is completed. Please know that completing this course aligns WMU graduate students with national expectations for higher education and post-graduate careers regarding research ethics and integrity.

Please contact Michael Lindquist at michael.a.lindquist@wmich.edu if you have questions about this requirement or course content, quizzes, and cumulative exam. Technical assistance may be reached at the WMU Help Desk 269-387-4357 option 1 or email helpdesk@wmich.edu.
Master of Public Health

Mission Statement

Western Michigan University’s (WMU) program in public health is a 21st century program that moves beyond the traditional public health definitions, but encompasses the ideas of physical, mental, and social well-being. The Master of Public Health (MPH) incorporates solutions that include social, political, cultural, and economic aspects of health so that action can be taken in concert with other sectors at the local, national, or global levels. We aim to do this by synthesizing public health core courses with these aspects demonstrating the practical use of a multi-disciplinary approach to problem solving, program development, and leadership models.

Vision

Every child, adult and community served by the program and its graduates can live life to its full potential and happiness unhindered by disease or disability.

Values

The values of the Master of Public Health program include:

- **Attainment of good physical and mental health for all as a paramount goal of a compassionate society.**
- **Equity in opportunities for all people to live healthy and productive lives.**
- **Integrity in research, data analysis, and interpretation of findings.**
- **Respect for personal, cultural, and community values.**
- **Excellence and innovation in teaching, research, and service.**
- **Support and promotion of evidence-based practice.**
- **Innovation that translates programs and ideas into practical solutions.**
- **Empathy and compassion for all, irrespective of differences.**
- **Freedom of thought and expression.**
- **Diversity and inclusion of people and ideas.**

Program Focus

Students enrolled in the WMU MPH program will focus on developing LEADERSHIP SKILLS including management skills, community organization, communications, and interdisciplinary research. Incumbent on these leadership skills is for students to have competence in utilizing and analyzing health data, develop communication skills, and combining the private and public sector in assessing community, population, and societal needs. Through our curriculum and course assignments, students will be introduced to topics and public health theories and practices so that skills will be developed so that graduates with a WMU MPH will be confident entering into their careers adding to the well-being of their community.

The term leadership is often used synonymously with words such as management and administration and leadership in public health does include skills in these areas. However, leadership connotes much more, and much has been written in the literature about the differences between leadership and management and administration. At the center of the differences is that a leader has vision-driven goals and the ability to garner the power of people, both within and outside their organization, to use their specific strengths and
knowledge to bring about success. Management on the other hand may be focused on systems and directing and controlling people.

Public health today requires that decision-making is based upon scientifically-sound evidence from well-constructed research. This means that public health leaders must have very strong skills in the generation, analysis, and interpretation of health data. Many important developments in public health have arisen as the result of studies undertaken by local and state public health or local not-for profit agencies. Leaders must also be keenly aware of limitations and biases of studies and how these can be communicated to the public, community leaders, and legislators.

Program Goals and Objectives

The CEPH accreditation criteria require documentation of one or more goal statements for each major function through which the program intends to attain its mission, including at a minimum, instruction, research, and service goals and a set of objectives related to each goal area. The proposed goals and objectives for the WMU Master of Public Health program are as follows:

Instructional Goal

Provide an innovative and intellectually stimulating program that will provide graduates with the skills, knowledge, and competencies needed to be effective leaders and innovators in public health practice, research, and service.

Instructional Objectives

- Develop a 46 credit hour curriculum that meets the Center for Education in Public Health (CEPH) accreditation requirements, aligns with the MPH program mission, vision, and values, and provides the specific skills, knowledge, and competencies needed to be leaders in the public health profession.
- Develop, test, and implement a rigorous evaluation of faculty, courses, and the curriculum.
- Integrate into all courses a component which assesses and improves students’ skills in critical thinking, analysis, and communication, including written, oral, and electronic communication.
- Develop cultural competence necessary for successful practice in public health arenas.
- Utilize student feedback, systematic evaluations, and current pedagogical research in continuous quality improvement in the content and delivery of the MPH curriculum.
- Ensure that students will meet MPH program competencies upon graduation.
- Develop and implement a system that ensure that students have ongoing faculty support and access to other university resources needed to be successful in this hybrid delivered program.
- Design, test, and implement an on-going faculty development program on the use of on-line teaching methods, as well as classroom didactic skills.
- Explore the potential for joint degrees with other programs and colleges within WMU.
- Review progress on educational goals and objectives annually and make program revisions and additions as needed.
Research Goal

Conduct research that will enhance the health of the public.

**Research Objectives**

- Faculty develops research collaborations that utilize a community-based participatory research model that prioritizes equitable involvement of community members and community-based organizational representative in all aspects of the research process.
- Research relevant public health issues using innovative research techniques and publishing in peer-reviewed journals.
- Provide, through course design and research collaboration, opportunities to develop the skills needed to identify and analyze evidence-based health research findings and translate them into public health policy and practice.
- Integrate student-learning into research projects to provide opportunities for innovative and critical-thinking and development of their study design and analysis skills.
- Develop, with students, research collaborations, designed to enhance the health of the public, with other departments and programs within WMU, the WMU Medical School, the Michigan public health community, and other community-based agencies.
- Publish at least three studies on issues of public health significance in peer-reviewed journals annually within two years of the start of the MPH program. One peer-reviewed paper should include students.
- Review progress on research goals and objectives at least annually and make program revisions as needed.

Service Goal

Foster active engagement by faculty and students in services and projects that promote and enhance public health.

**Service Objectives**

- Play an active leadership role in capacity-building in public health and other community health agencies through consultation and continuing education.
- Promote effective public health practice through community collaborations, service activities, and projects.
- Provide technical assistance on public health issues to public health and other community agencies working to promote and enhance public health.
- Increase awareness of the program’s contributions to and impact on public health.
- Review progress on service goals and objectives at least annually and make program modifications as needed.
- In collaboration with AHEC, design, promote, and implement an annual symposium on important public health issues.

Administration Goal

Develop and strengthen the administrative infrastructure of the MPH program to meet the program’s mission and goals.

**Administrative Objectives:**
• Recruit and retain well-qualified faculty with the teaching and research experience and skills needed to provide a high-quality education for students using a hybrid format.
• Recruit and retain well-qualified students who meet and exceed admission guidelines and standards.
• Seek a diverse cadre of faculty and students.
• Develop and strengthen fiscal resources to support faculty research and student assistance as well as review progress on administration goals and objectives at least annually and make program modifications as needed.

Target Population

The primary focus for the MPH program is mid-career professionals who are already working in public health or in other health-related areas and who are interested in increasing their competencies and skills in the tools and techniques of public health and updating their knowledge of the science and art of public health.

Admission Policy and Process

Preamble: The admission processes of the MPH program will reflect the following values.

• We want to be the program of choice for high quality students in our region.
• We will correspond with students in a manner consistent with how we desire others to communicate with us.
• We will minimize the time between when the application is completed and response to the student.

Admissions Process: To this end the following process will be followed.

• All completed applications will be reviewed by the admission committee members within one week of the date when the application is complete. All admission review panel members are expected to review completed applications within one week of receiving notification that the application is complete.
• Students will receive correspondence from MPH (Email or regularmail) at the end of the week following their application being completed. This correspondence will indicate that the student is "admitted", "admitted with conditions," "not admitted," or will request additional information about a specific item(s) that needs clarification.
• All applicants who are “admitted” by all or the majority of reviewers and all applicants who are “denied” admission by all or the majority of the reviewers will not be discussed further unless there is a request to do so from a reviewer.
• All applicants for whom there is not a majority, will be discussed further by the review panel via email, phone or interactive video to reach a decision.

Admission Requirements: The minimum requirements for admission to the Master of Public Health at WMU are listed below. Achievement of these minimum standards does not guarantee acceptance.

1. Bachelor’s degree from an accredited institution, indicated on an official transcript.
2. One official transcripts from each institution attended since high school.
3. An overall grade point average of at least 3.0 in the last two years of undergraduate work.
4. Up-to-date **resume** or curriculum vitae.

5. Three (3) **professional references** - one from an individual who can attest to academic potential, at least one from a supervisor who can attest to work skills and one reference from public health or health related fields

6. A **Personal Statement** that includes:
   a. **Academic Statement**: Please provide a concise academic statement of your plans for graduate study, your career goals and how WMU’s graduate program will help you meet your career and educational objectives.
   b. Why are you interested in WMU’s MPH program?
   c. What roles and/or experiences have you had in public health that has sparked your interest?
   d. What are your expectations for a future career in public health (highlighting your emphasis area of interest)?
   e. Evidence that the applicant’s employment, academic, or volunteer background is related to public health in a governmental, nonprofit or health-care organizational setting.

**Conditional Admission Policy:** An applicant may be “admitted with conditions” under the following situations. In each instance, both the reason for conditionally admission and the pathway for the removal of conditional admission must be described in the letter the student receives.

1. **No undergraduate degree**: If the applicant has not finished their undergraduate degree but are scheduled to complete it before entering the MPH program.
   a. If their degree is awarded prior to entry their admission status is changed to “regular admission.”
   b. If their degree is not awarded prior to entry into the program, they are removed from the cohort and encouraged to re-apply after their degree is completed.

2. **Missing official transcripts**: When the applicant has provided one or more unofficial transcripts, they may be “admitted with conditions” if all other admission requirements have been met. In this instance, conditional admission status is removed when all official transcripts are received.

3. **GPA below 3.0 in last two years**: If the applicant’s GPA in the last two years is below 3.0 but higher than 2.75 they may be admitted with conditions. In this instance, the reviewer(s) who support “admission with conditions” must provide a written description of the evidence they find in the applicant’s materials that argue for a probability of a high level of success in the pursuit of the MPH at WMU.
   a. In this instance conditional status is changed to regular admission status when the student completes two consecutive semesters of being in “Good Standing” as described in the WMU Graduate College Catalog.
   b. Students whose progress results in a “Warning,” “Probation,” “Extended Probation” or “Final Probation” status, as described in the WMU Graduate College Catalog, will follow the guidelines followed therein.

The deadline for applications is June 30 for the following fall cohort, but students are encouraged to apply as early as May 1.

**Length of MPH Program**

The WMU curriculum is 46 credit hours. Completion of the MPH is planned for twenty-four months.

**Program Structure/Format**

The program will use a cohort-based learning model. Students will be admitted once a year and will move through a sequence of classes designed so that subsequent classes build upon those offered.
previously. The program will include a practicum designed to provide students with applied, practical experience in a community or public health setting. The program will culminate with two courses that require that a student design and implement a Capstone Project that will demonstrate their ability to integrate a wide range of public health knowledge, skills, and competencies.

The MPH will be offered in a hybrid structure. Much of the coursework will be done in a distance learning (online) format. However, there will still be structured instruction where students and faculty meet in person. **Attendance to the face-to-face is mandatory and students should plan accordingly. There are two face-to-face sessions in the fall and spring semesters; a 5 day face-to-face during the summer I term. Dates for the face-to-face meetings are set in advance and students are notified in a timely manner.**

We consider the public health experience to be consistent with the World Health Organization’s definition of health: Physical, mental, and social well-being, not simply the absence of disease. Therefore, we are looking for and encourage applications from innovative individuals who are interested in any of these aspects of health as well as the traditional areas of public health: Epidemiology, Biostatistics, Health Administration, Health Behavior and Education, and Environmental Health.

**Competencies**

CEPH accreditation criteria indicate all graduate professional public health degree students must complete sufficient coursework to attain depth and knowledge in the five core areas of public health knowledge and concepts and competencies from these areas must be integrated into the MPH curriculum. As part of the accreditation process, programs must delineate a list of competencies that describe the knowledge skills and abilities a successful graduate should have at the end of the program. The CEPH allows MPH programs to develop their own competencies or to adapt or adopt competencies developed by other recognized public health organizations. The competencies will be allocated by specific courses and the practicum so that all the following are met.

**Foundational Knowledge**

**Profession and Science in Public Health (PS)**

PS1: Explain public health history, philosophy, and values

PS2: Identify the core functions of public health and the 10 Essential Services


PS3: Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health

PS4: List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program

PS5: Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening etc.

PS6: Explain the critical importance of evidence in advancing public health knowledge
Factors Related to Human Health (FR)

FR1: Explain the effects of environmental factors on a population’s health

FR2: Explain the biological and genetic factors that affect a population’s health

FR3: Explain behavioral and psychological factors that affect a population’s health

FR4: Explain the social, political, and economic determinants of health and how they contribute to population health and health equities

FR5: Explain how globalization affects global burdens of disease

FR6: Explain an ecological perspective on the connections among human health, animal health and ecosystem health

Foundational Competencies

Evidence-based approaches to Public Health (EB)

EB1: Apply epidemiological methods to the breadth of settings and situations in public health practice

EB2: Select quantitative and qualitative data collection methods appropriate for a given public health context

EB3: Analyze quantitative and quality data using biostatistics, informative, computer-based programming and software as appropriate

EB4: Interpret results of data analysis for public health research, policy or practice.

Public Health and Health Care Systems (PH)

PH1: Compare the organization, structure and function of health care, public health, and regulatory systems across national and settings

PH2: Discuss the means by which structural bias, social inequalities, and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning and Management to Promote Health (PM)

PM1: Assess population needs, assets and capacities that affect communities’ health

PM2: Apply awareness of cultural values and practices to design or implementation of public health policies or programs

PM3: Design a population-based policy, program, project or intervention

PM4: Explain basic principles and tools of budget and resource management

PM5: Select methods to evaluate public health programs

Policy in Public Health (PPH)

PPH1: Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
PPH2: Propose strategies to identify stakeholders and build coalitions and partnership for influencing public health outcomes

PPH3: Advocate for political, social or economic policies and programs that will improve health in diverse populations

PPH4: Evaluate policies for their impact on public health and health equity

**Leadership (L)**

L1: Apply principles of leadership, governance and management which include vision, empowering others, fostering collaboration and guiding decision making

L2: Apply negotiation and mediation skills to address organizational or community challenges

**Communication (C)**

C1: Select communication strategies for different audiences and sectors

C2: Communicate audience-appropriate public health content, both in writing and through oral presentation

**Inter-professional Practice**

IP1: Perform effectively on inter-professional teams

**Systems Thinking**

ST1: Apply systems thinking tools to a public health issue

The MPH Core Competency Model includes competencies in the five traditional core areas of public health and seven interdisciplinary/cross-cutting areas and applies to students upon graduation from a CEPH-accredited school or program of public health. The competencies for each course will be given in individual syllabi along with the assignments as to the competencies are to be met. This ensures that students will know how competencies mesh with gaining the requisite knowledge to become an effective and well taught public health practitioner.
Curriculum

The following courses make up the curriculum for the Master of Public Health program:

- MPH 6000: Public Health Biology – 3 credit hours
- MPH 6004: Public Health Policy and Administration – 4 credit hours
- STAT 6030: Fundamentals of Biostatistics – 3 credit hours
- MPH 6012: Epidemiology – 4 credit hours
- MPH 6016: Environmental Health Sciences – 4 credit hours
- MPH 6020: Case Studies in Public Health – 2 credit hours
- MPH 6024: Public Health Planning and Evaluation – 4 credit hours
- MPH 6028: Public Health Communication and Marketing – 3 credit hours
- MPH 6032: Health Education and Behavior – 4 credit hours
- MPH 6036: Public Health Preparedness – 2 credit hours
- MPH 6040: Public Health Informatics – 2 credit hours
- MPH 6044: Public Health Practicum I – 3 credit hours
- MPH 6048: Public Health Practicum II – 1 credit hour
- MPH 6052: Integrative Project I – 1 credit hour
- MPH 6056: Public Health Leadership – 3 credit hours
- MPH 6060: Integrative Project II
- MPH 6064: Public Health Ethics and Law – 2 credit hours

The MPH at WMU is designed as a cohort program. Students are required to take the courses in the order presented to facilitate a cohort environment that will enable students to get to know each other for academic and social support. The rotation of the courses is presented in two formats following: a comprehensive program view and a year-by-year view.
## Course Schedule – Entire program

### Combined Year One and Two Grid

<table>
<thead>
<tr>
<th>Fall</th>
<th>Year One</th>
<th>Year Two</th>
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<tbody>
<tr>
<td>MPH 6000:</td>
<td>Hybrid Public Health Biology 3 Credit Hours</td>
<td>MPH 6004: Hybrid Public Health Policy and Administration 4 Credit Hours</td>
</tr>
<tr>
<td>Corequisite: MPH 6004</td>
<td>Grade of B or better required</td>
<td>Corequisite: MPH 6000 Grade of B or better required</td>
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<tr>
<td>Year Two</td>
<td>MPH 6028: Hybrid Public Health Communication and Marketing 3 Credit Hours</td>
<td>MPH 6032: Hybrid Health Education and Behavior 4 Credit</td>
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<tr>
<td>Prerequisite: MPH 6024 with a grade of B or better</td>
<td>Prerequisite: MPH 6024 with a grade of B or better</td>
<td>Corequisite: MPH 6028 Grade of B or better required</td>
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<td>Corequisite: MPH 6032</td>
<td>Grade of B or better required</td>
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<thead>
<tr>
<th>Spring</th>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 6030: Biostatistics 3 Credit Hours</td>
<td>MPH 6012: Hybrid Epidemiology 4 Credit Hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: MPH 6000 &amp; MPH 6004 with a grade of B or better</td>
<td>Grade of B or better required</td>
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<tr>
<td>Year Two</td>
<td>MPH 6036: Hybrid Public Health Preparedness 2 Credit Hours</td>
<td>MPH 6040: Hybrid Public Health Informatics 2 Credit Hours</td>
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<tr>
<td>Corequisite: MPH 6040 &amp; MPH 6044 Grade of B or better required</td>
<td>Corequisite: MPH 6036 &amp; MPH 6044 Grade of B or better required</td>
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<tr>
<td>Year Two Continued</td>
<td>MPH 6044: online Public Health Practicum I 3 Credit Hours</td>
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</tr>
<tr>
<td>Prerequisite: MPH 6016 &amp; MPH 6028 &amp; MPH 6032 with a grade of B or better in all prerequisites</td>
<td>Corequisite: MPH 6036 &amp; MPH 6040 Grade of B or better required</td>
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## Summer I

### Year One

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MPH 6016:</td>
<td>5 day intensive Environmental Health Sciences</td>
<td>MPH 6020: Case Studies in Public Health</td>
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<tr>
<td></td>
<td>4 Credit Hours</td>
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<td><strong>Prerequisite:</strong> MPH 6012 with a grade of B or better</td>
<td><strong>Corequisite:</strong> MPH 6020</td>
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<td></td>
<td><strong>Grade of B or better required</strong></td>
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<tr>
<td>MPH 6020:</td>
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<td></td>
<td><strong>Corequisite:</strong> MPH 6020</td>
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### Year Two

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<tbody>
<tr>
<td>MPH 6052: online:</td>
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<td>MPH 6048: online:</td>
<td>1 Credit Hour</td>
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<tr>
<td>Public Health Practicum II - online</td>
<td><strong>Prerequisite:</strong> MPH 6044 with a grade of B or better</td>
<td><strong>Corequisite:</strong> MPH 6052 &amp; MPH 6056</td>
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<td></td>
<td><strong>Grade of B or better required</strong></td>
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<tr>
<td>MPH 6056: online:</td>
<td><strong>Prerequisite:</strong> MPH 6036 &amp; MPH 6040 &amp; MPH 6044 with a grade of B or better</td>
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<tr>
<td></td>
<td><strong>Corequisite:</strong> MPH 6048 &amp; MPH 6056</td>
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<td><strong>Grade of B or better required</strong></td>
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### Year Two Continued

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<th>Course</th>
<th>Prerequisite</th>
<th>Corequisite</th>
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<tr>
<td>MPH 6056:</td>
<td>5 day intensive Public Health Leadership</td>
<td>MPH 6064: Public Health Law &amp; Ethics</td>
</tr>
<tr>
<td></td>
<td>3 Credit Hours</td>
<td>2 Credit Hours</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> MPH 6036 &amp; MPH 6040 &amp; MPH 6044 with a grade of B or better</td>
<td><strong>Corequisite:</strong> MPH 6060</td>
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<tr>
<td></td>
<td><strong>Corequisite:</strong> MPH 6048 &amp; MPH 6052</td>
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<td></td>
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## Summer II

### Year One

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Corequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 6024: online:</td>
<td>online Public Health Planning and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Credit Hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> MPH 6020 with a grade of B or better</td>
<td><strong>Corequisite:</strong> MPH 6064</td>
</tr>
<tr>
<td></td>
<td><strong>Grade of B or better required</strong></td>
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</table>

### Year Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Corequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH 6060: online:</td>
<td>online Integrative Project II</td>
<td>MPH 6064: online Public Health Law &amp; Ethics</td>
</tr>
<tr>
<td></td>
<td>1 Credit Hour</td>
<td>2 Credit Hours</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> MPH 6052 with a grade of B or better</td>
<td><strong>Corequisite:</strong> MPH 6060</td>
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<td></td>
<td><strong>Corequisite:</strong> MPH 6064</td>
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### Year One: 24 Credit Hours

<table>
<thead>
<tr>
<th>Year One - Fall</th>
<th>MPH 6000: Public Health Biology 3 Credit Hours</th>
<th>MPH 6004: Public Health Policy and Administration 4 Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Corequisite: MPH 6004</td>
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<td>Corequisite: MPH 6000</td>
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<td><strong>Grade of B or better required</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year One - Spring</th>
<th>STAT 6030: Biostatistics 3 Credit Hours</th>
<th>MPH 6012: Epidemiology 4 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MPH 6000 &amp; MPH 6004 with a grade of B or better</td>
<td><strong>Grade of B or better required</strong></td>
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<table>
<thead>
<tr>
<th>Year One - Summer I</th>
<th>MPH 6016: Environmental Health Sciences 4 Credit Hours</th>
<th>MPH 6020: Case Studies in Public Health 2 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MPH 6012 with a grade of B or better</td>
<td><strong>Prerequisite:</strong> MPH 6012 with a grade of B or better</td>
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<td><strong>Corequisite:</strong> MPH 6020</td>
<td><strong>Corequisite:</strong> MPH 6020</td>
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<tr>
<td><strong>Grade of B or better required</strong></td>
<td><strong>Grade of B or better required</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year One - Summer II</th>
<th>MPH 6024: Public Health Planning and Evaluation 4 Credit Hours</th>
<th>MPH 6020: Health Education and Behavior 4 Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> MPH 6020 with a grade of B or better</td>
<td><strong>Prerequisite:</strong> MPH 6024 with a grade of B or better</td>
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<tr>
<td><strong>Corequisite:</strong> MPH 6028</td>
<td><strong>Corequisite:</strong> MPH 6028</td>
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<tr>
<td><strong>Grade of B or better required</strong></td>
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### Year Two: 22 Credit Hours

<table>
<thead>
<tr>
<th>Year Two - Fall</th>
<th>MPH 6028: Public Health Communication and Marketing 3 Credit Hours</th>
<th>MPH 6032: Health Education and Behavior 4 Credit</th>
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<tbody>
<tr>
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<td><strong>Prerequisite:</strong> MPH 6024 with a grade of B or better</td>
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</tr>
<tr>
<td><strong>Corequisite:</strong> MPH 6032</td>
<td><strong>Corequisite:</strong> MPH 6028</td>
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</tr>
<tr>
<td><strong>Grade of B or better required</strong></td>
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<table>
<thead>
<tr>
<th>Year Two - Spring</th>
<th>MPH 6036: Public Health Preparedness 2 Credit Hours</th>
<th>MPH 6040: Public Health Informatics</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade of B or better required</strong></td>
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</tr>
<tr>
<td>Year Two - Summer I</td>
<td>Year Two - Summer II</td>
<td></td>
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<tr>
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</tr>
<tr>
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<tr>
<td><strong>Corequisite:</strong> MPH 6040 &amp; MPH 6044</td>
<td><strong>Corequisite:</strong> MPH 6040 &amp; MPH 6044</td>
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<td><strong>Grade of B or better required</strong></td>
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</tr>
<tr>
<td>MPH 6044: online</td>
<td>2 Credit Hours</td>
<td></td>
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<tr>
<td><strong>Public Health Practicum I</strong></td>
<td><strong>Integrative Project I - online</strong></td>
<td></td>
</tr>
<tr>
<td>3 Credit Hours</td>
<td>1 Credit Hour</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> MPH 6016 &amp; MPH 6028 &amp; MPH 6032 with a grade of B or better in all prerequisites</td>
<td><strong>Prerequisite:</strong> MPH 6036 &amp; MPH 6040 &amp; MPH 6044 with a grade of B or better in all prerequisites</td>
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<tr>
<td><strong>Corequisite:</strong> MPH 6036 &amp; MPH 6040</td>
<td><strong>Corequisite:</strong> MPH 6048 &amp; MPH 6056</td>
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</tr>
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<td><strong>Grade of B or better required</strong></td>
<td><strong>Grade of B or better required</strong></td>
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</tr>
<tr>
<td>MPH 6056: 5 day intensive</td>
<td>MPH 6054: online</td>
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<tr>
<td><strong>Public Health Leadership</strong></td>
<td><strong>Integrative Project II - online</strong></td>
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<tr>
<td>3 Credit Hours</td>
<td>1 Credit Hour</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> MPH 6036 &amp; MPH 6040 &amp; MPH 6044 with a grade of B or better</td>
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<td><strong>Public Health Law &amp; Ethics</strong></td>
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<td><strong>Corequisite:</strong> MPH 6064</td>
<td><strong>Corequisite:</strong> MPH 6060</td>
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</tbody>
</table>
Practical Skills/Practicum

The CEPH accreditation criteria indicate that “a planned, supervised, and evaluated practice experience is an essential component of a professional public health degree program.”

The (MPH) requires the completion of a practicum that provides students with practical experience in an applied public health or community health agency or organization. In combination, The Public Health Practicum I and II courses require that students complete a total of 120 and 60 clock hours in a practice setting, respectively, for a practicum total of 180 hours. A practicum handbook will be distributed to first year students during the spring semester to ensure enough time to set up practicums with necessary paperwork.

Integrative Capstone Project

The CEPH accreditation criteria indicate that all graduate professional degree programs must require students to have a culminating experience. A culminating experience is one that requires students to integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice.

This requirement is met through the Integrative Capstone Project which is required during the last two academic sessions. Students will complete this project through enrollment in the Integrative Project I and II courses, respectively MPH 6052 and MPH 6060. In combination, the Integrative Project I & II Courses provide students with a culminating experience through which they can demonstrate their mastery of public health competencies.

WMU MPH Transfer Policy

If you have received another graduate degree PRIOR to entry into the MPH program, up to 12 credits from that degree may be considered for transfer credits. You will need to provide the syllabus for that course and have passed that course with a B or better. Course syllabi must match or are similar to current MPH course offerings. This information should be given to your advisor. Appropriate paperwork will be completed to finish the transfer of credits.

1. Only courses with a grade of “B” or above will be accepted.
2. The applicant’s GPA from the transfer institution for graduate courses must be 3.0 or above.
3. The transfer institution must be accredited for graduate study and the official transcript from the transfer institution must identify the course as graduate level.
4. All graduate credits earned at the transfer institution and at WMU must be within a six-year period.
5. At least 34 credit hours of the MPH program must be completed at WMU.
6. Any credits transferred into a master’s program from other institutions may not exceed sixteen semester credit hours.
7. A maximum of two semester hours of graduate credit for any workshop completed at another accredited institution may be applied to a master's degree at WMU. Exceptions may be approved by the graduate dean only upon the recommendation of the MPH program advisor or coordinator.
8. The MPH Coordinator or a faculty member reviews the transfer course request. Materials examined might include the syllabus, readings, and/or assignments.
9. Coordinator or faculty review will result in one of three decisions: a) the course is the equivalent to a WMU MPH course thus waiving the WMU course; b) there is considerable content that is similar but other content needs to be successfully completed before the course is accepted; or c) the transfer course is rejected.

10. Once the MPH program has reviewed and recommended transfer courses, the Graduate College needs to approve the transfer course(s) for inclusion in the student’s program of study.

11. A letter will be sent to the student detailing the decision.

12. The transferred courses are shown in the Graduate Student Permanent Program of Study.

Information on Financial Aid

The sources for financial aid are given in the WMU graduate School Catalog that can be accessed at http://catalog.wmich.edu/index.php?catoid=25. Students are welcome to discuss any financial aid opportunities with the program co-coordinators or the director of the School of Interdisciplinary Health Programs.

Attendance, Missed Exams, and Late Assignment Policy

Preamble: The following policies are intended to provide guidance to instructors in creating syllabi for courses and to students regarding program expectations. Given the focus on the MPH to serve working adults, it is essential that instructors balance the need to be consistent and provide equitable opportunities for students in their classes. Therefore, there is a need to have meaningful deadlines with consequences to strongly discourage missed and late assignments and tests. These policies are designed to provide consistency within the program and among classes while allowing instructor discretion.

Attendance policy

While the course specific attendance policies are an instructor decision, the MPH program faculty have agreed on the following policies/statements. Expected class meeting dates and times are planned in advance and provided to students at entry into the program.

- Students are expected to plan to attend all face-to-face (F2F) meetings. A student should not be absent from any part of a weekend class and/or summer session. Only in extreme circumstances may a student be excused by the instructor for missing any portion of a weekend class and/or summer session. These circumstances are limited to major illness, serious injury, a death in the immediate family, hospitalization, or military orders. The student may be required to complete additional make-up assignments for time missed. Unexcused absences will result in the loss of course points, as determined by the instructor.

- When the absence is a result of an unplanned emergency students will in most cases be able to make up the work for at least partial credit. Unplanned emergencies are defined as medical emergencies with the student or immediate family members, hospitalization of the student or immediate family members, or other emergency events for which the student could not have been expected to plan an alternative to missing class.

- When the absence is the result of a planned event students should not expect to be able to make up the activities of the class. Planned events may include but are not limited to vacation, weddings, flights, and other events planned by the student.
When the university is closed due to weather or other unforeseen events, the F2F will not be re-scheduled, but additional learning activities will be created to ensure that the material covered in the F2F will be assessed.

Incomplete grades policy

- This is a temporary grade the instructor may give to a student when **illness, necessary absence or other reasons beyond the control of the student** prevent completion of course requirements by the end of the semester or session. This grade may not be given as a substitute for a failing grade.
- A grade of “I” must be removed by the instructor who gave it or—in exceptional circumstances—by the department chairperson. If the unfinished work is not completed and the “I” grade removed within one calendar year of the assignment of the “I” the grade shall be converted an “X” for graduate courses.
- A grade of I does not meet any the prerequisite requirement. Many courses are used as prerequisites for subsequent courses and an incomplete grade does not meet the prerequisite grade requirement (in many cases “B or better”). Because this does not allow for the student to continue progressing through the program, efforts to avoid the assignment of an incomplete grade should be maximized.
- If an incomplete grade is assigned, the timeline for completion of the required course work should be prior to the beginning of the following semester, especially in the event the incomplete course is a prerequisite to courses offered in the following semester(s).
- A grade of I is not figured into the GPA until it is replaced with another grade. Students should not re-register for the class, but should work with the instructor to complete the outstanding assignments.

Qualified or “excused” absence policy:

- Decisions related to “qualified or excused” absences rest with the instructor.
- Decisions to declare an absence as “qualified or excused” must be supported with documentation. This documentation should be as specific as possible. For example, in the instance of a medically-related absence, the documentation should clearly show the medical professional believes the student was medically unable to complete the assignment or take the test.
- The documentation should be kept on file by the instructor for a minimum of three academic years in compliance with the Federal guidelines for storage of research documentation

Testing specific policy:

- It is the student’s responsibility to notify the instructor in advance, prior to the deadline or test date, when any test, exam, or quiz will be missed. No make-up opportunities should be expected unless the instructor is notified prior to the missed exam, and make-up opportunities are dependent on both proof of absence and instructor decision. Exceptions to this policy include the unplanned emergencies listed above.
- In an online testing environment, any opened or started test, exam, or quiz is considered an “attempt.” Students should not open or start the exam if they do not have the time to finish it, as only one attempt will be allowed.
• If a test, exam, or quiz is missed, options for “make-up” could include an extension, an alternate time such as during finals week, or an equivalent alternate activity, with the decision resting solely on that of the instructor.
• Instructors and students acknowledge that creating an equitable alternate test, exam, or quiz is difficult and may require that the alternate is of a different format.

Assignment specific policies:

• There is no requirement of the instructor to accept late assignments.
• Late assignments, when accepted by the instructor, will result in reduce value for the assignment. Refer to the course syllabus for course specific reductions. An example of a common reduction would reduce points on the assignment for a specified time frame after which the assignment submission will not be accepted.
• Assignments missed due to technical “glitches” should be documented via screen shots or other means.

Academic Standards

Notwithstanding the Academic Standards policy outlined below, a student admitted with Conditional Admission or Provisional Admission status must meet the specified performance level within the time frame identified in the letter of admission or may not continue to enroll in University courses. Further, the Academic Standards policy inherently presumes the student will first meet satisfactorily any obligations or requirements specified in the letter of admission before the Academic Standards policy shall have any effect on the continuing enrollment of the student.

1. **Good Standing:** A graduate student admitted to a graduate degree or certificate program is in good standing whenever that student’s degree or certificate program grade point average is at least 3.0, and the student has grades below a B or no incomplete grades.
2. **Warning:** Whenever the grade point average for any enrollment period is less than 3.0, but the degree program grade point average is 3.0 or above, the student will be warned. Whenever grade below a B or an incomplete grade is recorded for any course, the student will be warned.
3. **Probation:** If a student’s degree program grade point average falls below 3.0, the student will be placed on probation. If the student receives a grade lower than a B on any two courses, the student will be place on probation. If the student does not complete the work and remove an incomplete in the semester subsequent to receiving an incomplete grade, the student will be placed on probation.
4. **Extended Probation:** The student will be placed on Extended Probation when, following a semester on Probation, the student’s degree program grade point average is below 3.0 and the student’s grade point average for the enrollment period is 3.0 or above.
5. **Final Probation:** The student will be placed on Final Probation when, following a semester on Extended Probation, the student’s degree program grade point average is below 3.0 and the student’s grade point average for the enrollment period is 3.0 or above. If the student does not complete the work and remove an incomplete in the two semesters subsequent to receiving an incomplete grade, the student will be placed on final probation. Any student who has received more than one incomplete will be placed on Final Probation.
6. **Probation Removed**: When the conditions of Good Standing are restored, Probation will be removed.

7. **Dismissal**: Students on Probation or Extended Probation who fail to achieve at least a 3.0 grade point average for the enrollment period, or students on Final Probation who fail to achieve a 3.0 cumulative grade point average will be dismissed from the University.

8. **Removal from program**: If the student does not complete the work and remove an incomplete in the three semesters subsequent to receiving an incomplete grade, the student will be removed from the program.

9. **Students with incomplete grades will not be allowed enroll in MPH 6044, MPH 6048, MPH 6052 or MPH 6060.**

Dismissed students must apply for readmission through the normal admission process. The student will send a Readmission Application to the Admissions Office that, in turn, will forward the student’s Readmission Application to the program or academic unit admission body for decision on readmission.

**Appeal Procedure**: Upon appeal by the student, the program or academic unit admission body will determine whether to grant Extended Probation or Final Probation status. The status must be granted by the program or academic unit admission body for the student to register. The appeal must be initiated, and the decision made by the program or unit prior to the subsequent semester’s last day to add classes.

Students are expected to maintain a 3.0 GPA (80-85% in overall course work). Any shortcoming will be assessed by the faculty in the annual student evaluation, described below.

### Annual Review of Students

Students will be reviewed annually to ensure that students are progressing successfully and addressing any possible shortcomings including deficiencies in GPA, requests for leave of absences (see Graduate catalog for details on this policy for the University), among other issues that may arise. This is done to ensure that all measures are taken to ensure student success in completing the program in a timely fashion. The faculty (including part time faculty) as well as the Director of the school will be present for these evaluations. Students may request face-to-face meeting with the School Director and Program Co-Coordinators after the annual review, which will be provided to each student.

### Diversity Commitment

The College of Health and Human Services is an inclusive community of learners that embraces, respects, and advocates for human diversity. The College has a sustained commitment to eliminating disparities in health care and other human services by using dynamic methods to infuse this perspective into curricula, clinical practice, and research.

### Accommodations for Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Disabled Student Resources and Services at 2119 Faunce Student Services Building at the beginning of the semester. That office must make a disability determination before the instructor can provide any accommodations.
Academic Policies including Academic Honesty

Students are responsible for making themselves aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty and other student conduct. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The policies can be found at http://catalog.wmich.edu/index.php?catoid=29 under Academic Policies, Student Rights and Responsibilities. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Faculty & Student Responsibility for Effective Communication

- We encourage active and frequent communication between students and faculty/staff. This is especially important given the hybrid format of the program.
- We, faculty and staff, will respond to emails typically within 24 hours but always within 48 hours.
- We, faculty and staff, will communicate with students using their WMU email address.
- We, faculty and staff, will endeavor to enable students frequent and open discussions in the form of virtual office hours, special appointments, phone inquiries, and skype conferences when requested.
- Students should participate often in chats, discussions, conference calls and should speak with faculty at least once a semester.
- Students NEED to check their WMU email at least once a day for updates and announcements.
- Students should be proactive in requesting information.
- One of the strengths of the cohort model of education is the collaborative relationships that students form. Your peers will provide valuable insights regarding academic questions, balancing family, work and personal issues with graduate school studies, and other important matters.
Faculty and Staff

Robert J. Bensley, Ph.D., MCHES
Professor and Co-Coordinator, Public Health Programs
Master of Public Health Program

Dr. Bensley has a Ph.D. in health education from the University of Utah (1993) and is a professor and coordinator of public health, as well as director of the eHealth Innovations Group at Western Michigan University. As a 25-year member of WMU’s faculty, he specializes in health behavior change interventions and teaches the MPH course focusing on health communication and marketing. Dr. Bensley has global experience in South Africa as a Fulbright Scholar, and his research interests include utilizing technology solutions as a means for communicating messages that enhance behavior change. He has numerous years of experience working with populations through grant-funded program development, implementation, evaluation, and research related activities. He is the founder of wichealth.org, the leading Women, Infants and Children (WIC) Internet-based nutrition education and behavior change program in the US, which has impacted over 5 million WIC clients across 35 states and Indian tribal organizations. Dr. Bensley has served as the Project Director and Principal Investigator on over 200 externally funded contracts, totaling over $12 million, most of which support the development and implementation of technology-based behavior change programming associated with child feeding and weight management.

Amy Jessop, Ph.D.
Associate Professor, Public Health Programs
Master of Public Health

Dr. Jessop a Ph.D. in Health Studies from Temple University and an MPH in Epidemiology/Quantitative Methods from The University of Medicine and Dentistry of New Jersey/Robert Wood Johnson Medical School. Over the past the past 20 years she has worked in research and prevention of infectious diseases including screening test development, surveillance systems, vaccine trails, medical quality improvement, and prevention, diagnosis, and treatment of viral hepatitis and associated conditions. Dr. Jessop is an experienced educator, trainer, and a public health service provider. Her research and service has been recognized by federal, state and local health authorities. She is a founder and director of HepTREC, a center for public health practice dedicated to reducing the impact of viral hepatitis, where she’s developed, implemented and evaluated programs which have educated, vaccinated, and provided care coordination services to thousands of under-served community members and health and social service providers caring for them. Prior to her career in public health, she was employed by corporate, non-profit, and government organizations.

R. Mark Kelley, Ph.D.
Professor and Co-Coordinator, Public Health Programs
Director, School of Interdisciplinary Health Programs

Dr. R. Mark Kelley earned a Ph.D. in Health Science and a M.Ed. in Exercise Science from the University of Arkansas and an undergraduate
degree in Physical Education and Health from John Brown University. He has served in faculty and administrative capacities at several universities including the MidAmerica Nazarene University, University of Tennessee at Martin, Western Illinois University, Oklahoma State University, and the University of Wisconsin – La Crosse, and Southeastern Louisiana University. As a faculty member he has taught in programs in Public Health, School Health Education, Community Health Education, Health Education and Promotion, Emergency Management, and Exercise Science. In administrative roles he has had oversight of graduate and undergraduate programs in Health Science/Public Health, School Health Education, Health Studies, Emergency Management, Health Services Management and oversight of departments of Health Science, Health & Exercise Science, Education, Health and Human Performance, Behavioral Science, Nursing, and Interdisciplinary Health Programs. In addition, he has trained physicians, teachers and public health professionals in Argentina, Belarus, Fiji, Lithuania, Mongolia, Papua New Guinea, Russia, and Tobago. He has published articles focused on adolescent health and serves as a reviewer for several journals including the Journal of Drug Education and the Journal of Alcohol and Drug Education.

**Shannon McMorrow, Ph.D.**  
Assistant Professor, Public Health Programs  
Master of Public Health Program

Dr. Shannon McMorrow, Assistant Professor of Public Health, earned her B.S. in Health Appraisal and Enhancement from Miami University (Ohio) in 1997, her MPH in Community Health Education from San Jose State University in 2004, and her Ph.D. in Interdisciplinary Health Science with a cognate in Global Health from Western Michigan University in 2012.

Her research agenda centers on examining and improving socio-cultural relevance of public health interventions. Dr. McMorrow has published and presented on multiple topics including socio-historical discourse of HIV prevention in Kenyan media, a Photovoice of assessment of obesity determinants for African American teen girls, requiring cultural competency coursework in MPH programs, and building capacity for public health promotion in Uganda. Recent and current funded projects involve community-based participatory research utilizing Photovoice to assess perceptions of health needs of marginalized ground in the U.S. including Congolese refugee women and African American teen girls.

Prior to coming to Western Michigan University, Dr. McMorrow served as a public health practitioner since 1998, taught public health as a faculty member since 2005, and has worked in diverse and multi-disciplinary settings across multiple U.S. states, Belize, and Uganda. She has engaged in public health service and scholarship on diverse issues including sexual and reproductive health, obstetric fistula, Type 2 diabetes, obesity, health disparities, refugee health and more and has a passion for improving social justice within public health and reducing health disparities.

**Vivian Grace Valdmanis, Ph.D.**  
Professor, Public Health Programs  
Master of Public Health Program
Vivian Valdmanis has a Doctor of Philosophy, Policy Development and Program Evaluation from Vanderbilt University and a Postdoctoral Fellowship at the University of Michigan, School of Public Health. Her primary research interest is productivity analysis, focusing on data envelopment analysis and health policy especially in social-economically deprived areas. She has taught health economics, (as well as public policy and analysis, introduction to economics, operations research, and introductory econometrics for health policy and public health as well as US health care systems) for over 20 years. She holds affiliate professorships at IESEG School of Management in Lille and Paris, France and The Technical University of Delft in The Netherlands. She has published over 50 refereed papers and book chapters, presenting her work at national and international professional meetings. She has also researched public health issues in Mongolia, Belize, Ecuador, and Tanzania, writing policy relevant reports to granting and governmental agencies.

Georgiana Onicescu, Ph.D.
Assistant Professor, Department of Statistics

Dr. Onicescu’s methodological research interests are in Bayesian spatial statistics, with an emphasis on spatial survival and spatio-temporal modeling. Her research is also highly collaborative and works with investigators across a variety of disciplines. She is originally from Romania, where she earned a bachelor’s degree in Applied Mathematics and completed postgraduate specialization studies in Computer Science at the University of Bucharest, Romania. She continued her education and work experiences in the United States, where she earned an MS degree in biostatistics from the Johns Hopkins Bloomberg School of Public Health and a PhD degree in biostatistics from the Medical University of South Carolina.
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