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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.

Robert J. Bensley, PhD, MCHES
Professor, Public Health Programs
Coordinator, Bachelor of Science Public Health

Amy Jessop, PhD
Associate Professor, Public Health Programs

Shannon McMorrow, PhD.
Assistant Professor, Public Health Programs
Vivian Grace Valdmanis, PhD
Professor, Public Health Programs

Sandra Vamos, EdD
Associate Professor, Public Health Programs and Healthcare Services and Sciences

R. Mark Kelley, PhD
Professor, Public Health Programs
Coordinator, Master of Public Health
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
The administrative tasks of the MPH program are given as follows:

Dr. Mark Kelley: mark.kelley@wmich.edu; 269-387-1097 (office); 309-252-0261 (cell);
  - Recruitment/retention
  - Policies
  - Student issues
  - MPH Administrative staff
  - Budget
  - Managing curriculum
  - Faculty expertise to teach courses
  - All summer activities

Dr. Amy Jessop: amy.jessop@wmich.edu; 616-771-9929 (office)
  - Admissions
  - Student advising

Dr. Sandra Vamos: Sandra.vamos@wmich.edu; 269-387-9601 (office)
  - Coordinating the CEPH accreditation process
From the Director:

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 build and promote diversity in all we do as we attain to meet the following mission, vision and values:

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, feelings 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.

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
Responsible Conduct of Research Notification

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.
MPH Mission, Vision and Values

The MPH follows specifically designed Mission, Vision, and Values that are given below and in tandem with the School’s Mission, Vision, and Values are the guiding principles to which we adhere.

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

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. Our new competency-driven curriculum features integrated interdisciplinary courses helping graduate think across disciplines, which is needed in today’s public health practitioner in an every-changing environment.

Students enrolled in the WMU MPH program will focus on developing skills relevant to Public health practice including management skills, community organization, interdisciplinary research,
utilizing and analyzing health data, develop communication skills and combining the private and public sector in assessing community, population and societal needs. Through the 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.

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, interpretation, translation and dissemination 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, as well as national and international agencies and organizations. 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**

- Deliver a 42-credit hour curriculum that meets the Council on Education for Public Health (CEPH) accreditation requirements, aligns with the MPH program mission, vision and values as it 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.

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. Official transcript 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:
   - 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.
   - Why are you interested in WMU’s MPH program?
   - What roles and/or experiences have you had in public health that has sparked your interest?
   - What are your expectations for a future career in public health (highlighting your emphasis area of interest)?
   - Evidence that 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.
   - If their degree is awarded prior to entry their admission status is changed to “regular admission.”
   - 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.

- 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.
- 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 possible.

**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](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.

**Length of MPH Program**

The WMU curriculum is 42-credit hours. Completion of the MPH is planned for two academic years plus one semester.

**Program Structure/Format**

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. Practical experiences are embedded in classes throughout the program. The MPH will be offered in a hybrid structure in which 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. 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**

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 Council on Education for Public Health (CEPH) accreditation criteria indicate all graduate professional public health degree students must demonstrate proficiency in three broad categories: Foundational Knowledge, Foundational Competencies, and Concentration Competencies. The competencies for Foundational Knowledge and Foundational Competencies are identified by CEPH.

The Concentration Competencies are more advanced than or distinct from any CEPH-provided foundational competency. CEPH encourages all schools and programs to develop these as they related to the school and program’s mission and respond to such needs and priorities. The WMU MPH Concentration Competencies are also intended to prepare students for CHES/MCHES certification as the National Commission for Health Education Credentialing competencies are linked to and integrated into the curriculum.

The competencies to be learned and mastered for each course for each course will be identified in course syllabi and assignments included in each course will identify the competencies they address. This ensures that students will know how competencies mesh with gaining the requisite knowledge to become an effective and well-taught public health practitioner.

All of the WMU MPH competencies are presented below.

### 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.

<table>
<thead>
<tr>
<th>Concentration Competencies (CC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC1: Apply public health practices to address emerging global health issues. (Note: “global” refers to that which exists outside the domestic boundaries of the U.S.).</td>
</tr>
<tr>
<td>CC2: Develop proposals and plan grant-related activities to address public health issues or concerns.</td>
</tr>
<tr>
<td>CC3: Demonstrate cultural competency skills in application to diverse settings and issues in public health practice.</td>
</tr>
<tr>
<td>CC4: Design a training or advocacy tool using best practices that supports the practice of public health applying relevant theories and health literacy and health communication principles.</td>
</tr>
<tr>
<td>CC5: Assess the unique public health implications considering the relationship among environmental, social, behavioral, political, economic and other key determinants that influence community and state-level health among Michigan residents.</td>
</tr>
</tbody>
</table>

Curriculum

The following courses make up the curriculum for the Master of Public Health program. To understand the sequencing of the curriculum please refer to the MPH Curriculum Sequencing chart.

- MPH 6010 - Public Health Concepts - Credits: 3 hours
- MPH 6030 - Social and Behavioral Aspects of Health - Credits: 3 hours
- MPH 6050 - Global and Cultural Issues - Credits: 3 hours
- MPH 6070 - Environmental Health Science - Credits: 3 hours
- MPH 6110 - Descriptive Epidemiology and Biostatistics - Credits: 3 hours
- MPH 6120 - Analytic Epidemiology and Biostatistics - Credits: 3 hours
- MPH 6210 - Public Health Planning and Evaluation - Credits: 3 hours
- MPH 6220 - Health Education and Promotion Strategies - Credits: 3 hours
- MPH 6230 - Public Health Communication Strategies - Credits: 3 hours
- MPH 6310 - Public Health Policy - Credits: 3 hours
- MPH 6320 - Public Health Systems Administration - Credits: 3 hours
- MPH 6330 - Grant and Proposal Writing - Credits: 3 hours
- MPH 6410 - Research Methods in Public Health - Credits: 3 hours
- MPH 6420 - Integrated Learning Project Proposal - Credits: 1 hour
- MPH 6430 - Integrated Learning Project Capstone - Credits: 2 hours

The MPH at WMU is designed as a quasi-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.
# Year by Year Course Schedule

## Year One: 18 Credit Hours

<table>
<thead>
<tr>
<th>Year One – Fall</th>
<th>MPH 6010: Hybrid Public Health Concepts 3 Credit Hours</th>
<th>MPH 6110: Hybrid Descriptive Epidemiology and Biostatistics 3 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Restrictions:</strong> Restricted to Master of Public Health students or program Coordinator permission Grade of CB or better required</td>
<td><strong>Restrictions:</strong> Restricted to Master of Public Health students or program Coordinator permission Grade of CB or better required</td>
</tr>
<tr>
<td>Year One - Spring</td>
<td>MPH 6030: Hybrid Social and Behavioral Aspects of Health 3 Credit Hours</td>
<td>MPH 6120: Hybrid Analytic Epidemiology and Biostatistics 3 Credit Hours</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> MPH 6010 with a grade of CB or better</td>
<td><strong>Prerequisite:</strong> MPH 6110 with a grade of CB or better</td>
</tr>
<tr>
<td></td>
<td><strong>Restrictions:</strong> Restricted to Master of Public Health students or program Coordinator permission Grade of CB or better required</td>
<td><strong>Restrictions:</strong> Restricted to Master of Public Health students or program Coordinator permission Grade of CB or better required</td>
</tr>
<tr>
<td>Year One - Summer I</td>
<td>MPH 6070: Online Environmental Health Sciences 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> MPH 6010 with a grade of CB or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Restrictions:</strong> Restricted to Master of Public Health students Grade of CB or better required</td>
<td></td>
</tr>
<tr>
<td>Year One - Summer II</td>
<td>MPH 6050: Online Global and Cultural Issues 3 Credit Hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> MPH 6030 with a grade of CB or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Restrictions:</strong> Restricted to Master of Public Health students Grade of CB or better is required</td>
<td></td>
</tr>
</tbody>
</table>

## Year Two: 19 Credit Hours

<table>
<thead>
<tr>
<th>Year Two – Fall</th>
<th>MPH 6210: Hybrid Public Health Planning and Evaluation 3 Credit Hours</th>
<th>MPH 6410: Hybrid Research Methods in Public Health 3 Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> MPH 6050 with a grade of CB or better</td>
<td><strong>Prerequisite:</strong> MPH 6120 with a grade of CB or better</td>
</tr>
<tr>
<td></td>
<td><strong>Restrictions:</strong> Restricted to Master of Public Health students Grade of CB or better required</td>
<td><strong>Restrictions:</strong> Restricted to Master of Public Health students Grade of CB or better required</td>
</tr>
</tbody>
</table>
| Year Two - Spring | MPH 6220: Hybrid  
Health Education and Promotion Strategies | MPH 6230: Hybrid  
Public Health Communication Strategies  
3 Credit Hours  
Prerequisite: MPH 6210 with a grade of CB or better  
Restrictions: Restricted to Master of Public Health students  
Grade of CB or better required |
|-------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Year Two - Summer I | MPH 6310: Online  
Public Health Policy  
3 Credit Hour  
Prerequisite: MPH 6210 with a grade of CB or better  
Restrictions: Restricted to Master of Public Health students  
Grade of CB or better required | MPH 6420: Online  
Integrated Learning Project Proposal  
1 Credit Hour  
Prerequisite: MPH 6410 with a grade of CB or better in both  
Restrictions: Restricted to Master of Public Health students  
Grade of CB or better required |
| Year Two - Summer II | MPH 6320: Online  
Public Health Systems Administration  
3 Credit Hours  
Prerequisite: MPH 6210 with a grade of CB or better  
Restrictions: Restricted to Master of Public Health students  
Grade of CB or better required | |
| Year Three: 5 Credit Hours | | |
| Year Three - Fall | MPH 6330: Online  
Grant and Proposal Writing  
3 Credit Hour  
Prerequisite: MPH 6220, MPH 6230, MPH 6310 and MPH 6320 with a grade of CB or better in all  
Restrictions: Restricted to Master of Public Health students  
Grade of CB or better required | MPH 6430: Online  
Integrated Learning Project Capstone  
2 Credit Hours  
Prerequisite: MPH 6420 with a grade of CB or better  
Restrictions: Restricted to Master of Public Health students  
Grade of CB or better required |
### Combined Years One, Two and Three Grid

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<th>Fall</th>
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<tbody>
<tr>
<td><strong>Year One</strong></td>
<td><strong>MPH 6010:</strong> Hybrid&lt;br&gt;Public Health Concepts&lt;br&gt;3 Credit Hours&lt;br&gt;<strong>Restrictions:</strong> Restricted to Master of Public Health students or program Coordinator permission&lt;br&gt;Grade of CB or better required</td>
<td><strong>MPH 6110:</strong> Hybrid&lt;br&gt;Descriptive Epidemiology and Biostatistics&lt;br&gt;3 Credit Hours&lt;br&gt;<strong>Restrictions:</strong> Restricted to Master of Public Health students or program Coordinator permission&lt;br&gt;Grade of CB or better required</td>
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<td><strong>Year Two</strong></td>
<td><strong>MPH 6210:</strong> Hybrid&lt;br&gt;Public Health Planning and Evaluation&lt;br&gt;3 Credit Hours&lt;br&gt;<strong>Prerequisite:</strong> MPH 6050 with a grade of CB or better&lt;br&gt;<strong>Restrictions:</strong> Restricted to Master of Public Health students&lt;br&gt;Grade of CB or better required</td>
<td><strong>MPH 6410:</strong> Hybrid&lt;br&gt;Research Methods in Public Health&lt;br&gt;3 Credit&lt;br&gt;<strong>Prerequisite:</strong> MPH 6120 with a grade of CB or better&lt;br&gt;<strong>Restrictions:</strong> Restricted to Master of Public Health students&lt;br&gt;Grade of CB or better required</td>
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<td><strong>Year One</strong></td>
<td><strong>MPH 6030:</strong> Hybrid&lt;br&gt;Social and Behavioral Aspects of Health&lt;br&gt;3 Credit Hours&lt;br&gt;<strong>Prerequisite:</strong> MPH 6010 with a grade of CB or better&lt;br&gt;<strong>Restrictions:</strong> Restricted to Master of Public Health students or program Coordinator permission&lt;br&gt;Grade of CB or better required</td>
<td><strong>MPH 6120:</strong> Hybrid&lt;br&gt;Analytic Epidemiology and Biostatistics&lt;br&gt;3 Credit Hours&lt;br&gt;<strong>Prerequisite:</strong> MPH 6110 with a grade of CB or better&lt;br&gt;<strong>Restrictions:</strong> Restricted to Master of Public Health students or program Coordinator permission&lt;br&gt;Grade of CB or better required</td>
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<td><strong>Year Two</strong></td>
<td><strong>MPH 6220:</strong> Hybrid&lt;br&gt;Health Education and Promotion Strategies&lt;br&gt;3 Credit Hours&lt;br&gt;<strong>Prerequisite:</strong> MPH 6210 with a grade of CB or better&lt;br&gt;<strong>Restrictions:</strong> Restricted to Master of Public Health students&lt;br&gt;Grade of CB or better required</td>
<td><strong>MPH 6230:</strong> Hybrid&lt;br&gt;Public Health Communication Strategies&lt;br&gt;3 Credit Hours&lt;br&gt;<strong>Prerequisite:</strong> MPH 6210 with a grade of CB or better&lt;br&gt;<strong>Restrictions:</strong> Restricted to Master of Public Health students&lt;br&gt;Grade of CB or better required</td>
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<td>Summer I</td>
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| **Year One** | MPH 6070:  
*Online*  
Environmental Health Sciences  
3 Credit Hours  
**Prerequisite:** MPH 6010 with a grade of CB or better  
**Restrictions:** Restricted to Master of Public Health students  
**Grade of CB or better required** |
| **Year Two** | MPH 6420:  
*Online*  
Integrated Learning Project Proposal  
1 Credit Hour  
**Prerequisite:** MPH 6220, MPH 6230 & MPH 6410 with a grade of CB or better in both  
**Restrictions:** Restricted to Master of Public Health students  
**Grade of CB or better required** |

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<th>Summer II</th>
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| **Year One** | MPH 6050:  
*Online*  
Global and Cultural Issues  
3 Credit Hours  
**Prerequisite:** MPH 6030 with a grade of CB or better  
**Restrictions:** Restricted to Master of Public Health students  
**Grade of CB or better required** |
| **Year Two** | MPH 6320:  
*Online*  
Public Health Systems Administration  
3 Credit Hours  
**Prerequisite:** MPH 6210 with a grade of CB or better  
**Restrictions:** Restricted to Master of Public Health students  
**Grade of CB or better required** |

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<th>Fall III</th>
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| **Year Three** | MPH 6430:  
*Online*  
Integrated Learning Project Capstone  
2 Credit Hours  
**Prerequisite:** MPH 6420 with a grade of CB or better  
**Restrictions:** Restricted to Master of Public Health students  
**Grade of CB or better required** |
| **Year Three** | MPH 6330:  
*Online*  
Grant and Proposal Writing  
3 Credit Hour  
**Prerequisite:** MPH 6220, MPH 6230, MPH 6310 and MPH 6320 with a grade of CB or better in all  
**Restrictions:** Restricted to Master of Public Health students  
**Grade of CB or better required** |
Applied Practice Experience

The CEPH accreditation criteria require that students demonstrate attainment of competencies through applied practice experiences. The MPH meets this requirement by providing students with practical experiences in applied public health settings that will be embedded in coursework throughout the program but primarily in year two (2). WMU values this experience as an essential component of a professional public health degree program and strives to collaborate with a diverse range of both governmental and non-governmental organizations.

Integrative Capstone Project

The CEPH accreditation criteria indicate that all graduate professional degree programs must require students to have a culminating experience. In the final two semesters of the program, through enrollment in MPH 6420 Integrated Learning Project Proposal and MPH 6430 Integrated Learning Project Capstone, WMU MPH students complete an integrated learning experience (ILE) that demonstrates synthesis of foundation and concentration competencies. In MPH 6420 students, working with faculty, select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals.

The ILE may take on the following forms;

- Practice based project
- Comprehensive essay exam
- Seminar and presentation to students and faculty
- Evaluation report
- Policy statement and development/analysis

This ILE this is an applied-based project, not simply an academic exercise, and should be designed and implemented in such a way as to be useful to external stakeholders. At least one primary faculty will be the student’s overseer of the ILE. Another qualified individual (a second faculty or preceptor) may be included to assess the final ILE project.

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 will 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.

**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 addressed.

**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 policy:

- 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 any course in which the course with the incomplete grade is a prerequisite.**

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 participate in developing these evaluations. Students may request face-to-face meeting with the School Director and Program Coordinator 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.
Appendix A
Faculty Biographical Sketches
Faculty and Staff

Robert J. Bensley, PhD, MCHES
Professor, Public Health Programs
Coordinator, Bachelor of Science Public Health

Dr. Robert Bensley has a PhD 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 26-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 7 million WIC clients across 35 states and Indian tribal organizations. Dr. Bensley has served as the Project Director and Principal Investigator on over 225 externally funded contracts, totaling over $14 million, most of which support the development and implementation of technology-based behavior change programming associated with child feeding and weight management.

Amy Jessop, PhD
Associate Professor, Public Health Programs

Dr. Amy Jessop a PhD 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, PhD
Professor, Public Health Programs
Coordinator, Master of Public Health
Director, School of Interdisciplinary Health Programs

Dr. R. Mark Kelley earned a PhD 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, PhD
Assistant Professor, Public Health Programs

Dr. Shannon McMorrow, Assistant Professor of Public Health, earned her BS 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 PhD in Interdisciplinary Health Science with a cognate in Global Health from Western Michigan University in 2012. 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 began her academic career in Uganda where she was a lecturer for three years and retains a strong interest in global health and development. Later, Dr. McMorrow was the lead author of a Master of Public Health in Health Disparities curriculum at the University of Indianapolis where she secured approval of the program, assisted with all aspects of starting the program and served as the Interim Director from 2014-2016. Since coming to WMU in 2016, she has assisted with the development of the MPH program and taught several classes across three programs within the School of Interdisciplinary Health Programs. Dr. McMorrow’s current research agenda centers on using community-based participatory research, mainly the Photovoice method, with global populations experiencing disparities. Since starting with WMU, she has secured funding to use Photovoice in a longitudinal study with Congolese refugee women in the U.S, has presented Photovoice work regionally, nationally and internationally, has published Photovoice work across journals in multiple disciplines including Health Education & Behavior and the Journal for International Migration and Integration and is currently co-authoring a book on using photovoice for social justice to be published in 2020.
Vivian Grace Valdmanis, PhD  
Professor, Public Health Programs

Dr. 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 socially and 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 60 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.

Sandra Vamos, EdD  
Associate Professor, Public Health Programs & Healthcare Services and Sciences

Dr. Sandra Vamos has been working in the health education, health promotion, health literacy and public health fields in K-12, higher education and federal government since 1995. Her international work as a faculty member in health education in the U.S., Canada and Europe has focused on improving health literacy as a cross-cutting public health education theme and priority linking disciplines and faculties. She has developed and coordinated innovative health-related university degree programs to train future health professionals - from teacher education to public health professionals. In her former role as lead for health literacy at the Public Health Agency of Canada (PHAC), Dr. Vamos developed a national program of research and practice for PHAC. In this capacity, she worked with many individuals and organizations, including academics, policy-makers and practitioners from across Canada to produce a National Action Plan on Health Literacy. Dr. Vamos has developed and taught a range of health-related courses at the undergraduate and graduate level. Her work has crossed national and institutional borders focusing on the link between health and learning in the schools, universities and public health practice settings. Sandra’s efforts continue to focus on promoting the bigger picture – ‘education for health literacy’.
Appendix B

Curriculum Flow Chart indicating Course Offerings and Prerequisites
MPI Course Sequencing
Appendix C

Handbook Acknowledgement Form
Please read and sign the following declaration:
I ________________ (print name) have read this MPH student handbook and have accessed and read the WMU graduate school catalog. Further, I agree to the conditions set in these documents.
______________________________________________signature

A copy of this form will be kept in your student file.

Thank you