

MASTER OF PUBLIC HEALTH PROGRAM

STUDENT HANDBOOK

2026 - 2027



THE HERBERT H. &
GRACE A. DOW COLLEGE OF

**HEALTH
PROFESSIONS**

CENTRAL MICHIGAN UNIVERSITY

Master of Public Health Program (MPH)

Division of Public Health - School of Health Sciences Central Michigan University

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WELCOME FROM THE DEAN

Dear MPH Students,

Welcome to the Master of Public Health Program in The Herbert H. and Grace A. Dow College of Health Professions at Central Michigan University!

I am delighted that you have chosen to pursue your graduate education with us. By joining our MPH program, you are becoming part of a community of students, faculty, and public health professionals who are committed to improving the health and well-being of individuals, families, and communities.

Public health is about making a difference where it matters most. Whether your passion is preventing disease, promoting health, shaping policy, conducting research, or addressing the unique challenges facing rural and underserved populations, your education at CMU will prepare you to lead with knowledge, compassion, and purpose.

Our faculty are dedicated to your success and bring a wealth of experience from research, practice, and leadership in public health. They are committed to supporting your academic and professional growth while challenging you to think critically, embrace new perspectives, and become an effective advocate for population health.

I encourage you to take advantage of every opportunity this program has to offer. Engage with your classmates, learn from your faculty mentors, seek out meaningful experiences, and remain curious. The relationships you build and the knowledge you gain here will serve you throughout your career.

Thank you for choosing Central Michigan University to pursue your passion. I wish you every success as you begin this exciting journey, and I look forward to the many ways you will contribute to improving health in the communities you serve.

All the best for a rewarding and successful year,

A handwritten signature in black ink that reads "Jennifer Simpson". The signature is fluid and cursive, with the first name "Jennifer" being larger and more prominent than the last name "Simpson".

Jennifer Simpson, AuD
Dean, The Herbert H. and Grace A. Dow College of Health Professions
Central Michigan University

HOW TO USE THIS HANDBOOK

Dear MPH Students,

Welcome to the Master of Public Health (MPH) Program at Central Michigan University. Whether you are pursuing your degree on campus or through our dynamic online platform, you are joining a vibrant learning community dedicated to improving the health and well-being of populations locally and globally.

The field of public health has never been more critical or dynamic. In recent years, public health professionals have been on the frontlines to address pandemics, health inequities, mental health crises, and the impact of climate change on human health. These challenges have highlighted the urgent need for skilled public health leaders who can adapt to emerging threats, use data and technology to guide decision making, and advocate for policies that promote equity and sustainability.

Today's higher-education environment reflects this evolving landscape. Students are seeking flexible, interdisciplinary, and career-focused programs that equip them with practical skills and real-world experience. Our MPH program is designed to meet these needs, offering an applied competency-based curriculum grounded in evidence-based practice, equity, and innovation. We leverage advances in online education, health informatics, and interprofessional collaboration to prepare for leadership roles across the public, private, and non-profit sectors.

Public health is by nature multidisciplinary. Our curriculum draws on environmental health, disease prevention, global health, epidemiology, health policy, informatics, health economics, ethics, and behavioral science. Our mission extends beyond research and assessment, including shaping policies, empowering communities, and training the next generation of public health leaders who are ready to translate knowledge into impactful action.

If your passion is to make a difference in people's lives, you have made the right choice. In today's competitive and rapidly changing job market, employers are seeking graduates who not only have strong academic preparation, but also practical experience and leadership potential. Throughout your time in the program, you will have opportunities to participate in applied learning experiences such as internships, community-based projects, and collaborative research. We also encourage you to take advantage of professional development resources, career counseling, and networking opportunities with alumni and public health professionals. These experiences will help build a strong resume, expand your professional network, and position yourself for meaningful careers in public health practice, research, policy, and advocacy.

As you embark on this exciting and transformative journey, I encourage you to review this MPH Student Handbook carefully. While it does not replace the official CMU Graduate Bulletin, it outlines the key policies, procedures, and expectations specific to the MPH program. Understanding these guidelines will help you successfully navigate your academic experience.

If you have questions or need support along the way, please reach out to your Academic Advisor or the MPH Program Director. We are here to guide and support you every step of the way.

I look forward to working with you and seeing the impact you will make in the field of public health.

Best wishes,

A handwritten signature in black ink, appearing to read 'Inungu', with a long, sweeping horizontal line extending to the right.

Joseph Inungu, MD, DrPH
Professor and MPH Program Director

INTRODUCTION

The MPH degree is part of the continuum of health sciences and public health education offered at Central Michigan University; this includes an undergraduate major in Public Health. Public Health is organized efforts in a community to improve the health of its population. It applies systematic and analytic reasoning to evaluate the etiologies of disease and illness causation within a population.

The Master of Public Health (MPH) degree is recognized as the flagship degree program in public health. The program at CMU is designed for individuals with a bachelor's degree and for working professionals who already have a bachelor's degree and wish to pursue a graduate degree.

The program explores challenges and problems affecting the population's health, particularly the health of rural and underserved groups, by focusing on areas of study such as epidemiology, environmental health, rural health, public health leadership, program planning, evaluation, and health policy and management. Students build competencies in understanding the major social, behavioral, cultural, political, environmental, and regulatory factors affecting the health of populations. This understanding enables students to apply specific new and innovative techniques to address the health challenges of rural and underserved populations across the state, country and globally.

Because of the interdisciplinary nature of the training in public health, graduates of the MPH Program find work in a variety of fields. Many graduates will work in a hospital or health care setting, while others will work for federal or local governments, as well as for non-profit organizations, pharmaceutical companies, research or policy advocacy agencies, or international health organizations. They will be expected to play leadership roles in improving the health of populations, oversee clinical health care delivery, promote health, and prevent disease, and to supervise provisional health services. Competencies gained enable graduates to specifically interpret national health data and use relevant information to plan for policy changes and advocate for improved quality management methods in the healthcare industry. As one of the few MPH programs with focus on rural health, the CMU MPH Program is designed to provide students with in-depth training on public health issues affecting people living in rural and underserved areas in Michigan, the United States, or throughout the world.

The program is accredited by the Council on Education for Public Health (CEPH) through July 1, 2032.



VISION STATEMENT¹

Central Michigan University will be nationally known for preparing innovators, learners, and leaders who positively impact their local and global communities.

MISSION STATEMENT²

Central Michigan University is defined by the success of our students and alumni, and by our collective impact with the communities we serve.

CORE VALUES²

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation.

Integrity: A steadfast adherence to the principles of honesty, trustworthiness, reliability, transparency, and accountability.

Respect: Consideration of the rights, opinions, and ideas of others in a civil, fair, and thoughtful manner.

Compassion: Empathy, concern and support for the needs and challenges of others.

Inclusiveness: Conducting the activities of the university in a way that embraces shared governance, inspires tolerance, and welcomes diversity into our community.

¹ Adopted by the Board of Trustees September 28, 2023

² Adopted by the Board of Trustees September 28, 2023

Equity: A mindfulness towards ensuring that the opportunities and resources made readily available to all, are also cultivated and shared in a manner that takes context, nuance, and specificity into account.

Social Responsibility: Fostering citizenship to promote the public good, environmental sustainability, global understanding, and informed political engagement.

Excellence: Expectation that all activities are conducted with attention to quality and the highest levels of academic and professional standards.

Innovation: Supporting progressive and meaningful research, creative activity, and teaching. Addressing challenges and issues from multiple perspectives to solve problems and advance knowledge.



THE HERBERT H. &
GRACE A. DOW COLLEGE OF
**HEALTH
PROFESSIONS**
CENTRAL MICHIGAN UNIVERSITY

VISION STATEMENT

The Herbert H. and Grace A. Dow College of Health Professions is to be nationally recognized for the development of professionals who contribute to an inclusive, healthy society.

MISSION STATEMENT

Through The Herbert H. and Grace A. Dow College of Health Professions, we foster and sustain a culture of excellence through collaborative clinical/professional practice, learner-centered education, leadership, research, and service.

CORE VALUES³

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation.

[University Mission, Vision and Values](#)

³ Adopted by the Board of Trustees, December 2, 2010.

PUBLIC HEALTH PROGRAM (PHP)

VISION STATEMENT

Healthy people in healthy communities.

MISSION STATEMENT

The mission of CMU's Public Health Programs is to promote and protect the health of rural and underserved communities in Michigan, the nation, and the world through education, research, and service.

CORE VALUES

Excellence: Expecting that all activities are conducted with attention to quality and the highest levels of academic and professional standards.

Innovation: Supporting progressive and meaningful research, creative activity, and teaching, addressing challenges and issues from multiple perspectives to solve problems and advance knowledge.

Equity: Committing to the fundamental fairness of a healthy world through the promotion of policy and social environment that allows individuals to attain complete physical, mental and social well-being.

Cultural Humility: Fostering a lifelong awareness of respect, compassion, inclusiveness, and social responsibility for others.

Advocacy: Taking action to create change. It includes any action that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others.

Learner-Centered: Providing a collegial, stimulating, and supportive environment to foster individual and professional development.

PROGRAM GOALS

Education: Provide innovative and stimulating environments to prepare learners with knowledge and skills to address the core functions of public health in rural and underserved communities in Michigan, the nation, and the world.

Research: Conduct and disseminate relevant and collaborative research that advances public health knowledge and promotes population health and health equity in rural and underserved communities.

Service: Engage faculty, learners, and community partners in collaborative service with cultural humility to leverage their capacity to improve health in rural and underserved populations.

MASTER OF PUBLIC HEALTH (MPH)

ADMISSION REQUIREMENTS

Applications for the MPH program must be submitted online via the College of Graduate Studies (CGS) website at <https://fireup.cmich.edu/apply/>. The Admission Office staff meticulously review all applications for completeness. Candidates who do not meet the specified criteria are subsequently denied admission. The remaining applications are forwarded to the MPH Program Director for a second evaluation, with particular focus on borderline cases, before making the final recommendation to the CGS.

The following materials are required:

1. The online application for admission.
2. An application fee.
3. Bachelor's degree from an accredited institution of higher learning. Students must provide official documents including official transcripts of classes completed. Students who have graduated from a CEPH certified program will have priority consideration for admission.
4. Official transcripts for all undergraduate, graduate, or medical school academic work. A GPA of 3.0 on a 4.0 scale is expected. Applicants with an overall GPA of less than 3.0 may be considered for regular admission if they have a 3.0 GPA in the last 60 hours of course work. Applicants with an overall GPA of 2.50 to 3.0 and who do not have a GPA of 3.0 for the last 60 hours taken, may be considered for conditional admission following the process for conditional admission below.
5. Resume that includes at least the following:
 - Educational experience
 - Professional goals and objectives
 - Work history
 - Professional experiences, memberships, and participation in professional activities
6. Statement of Purpose. A personal statement (1-2 pages) describing your reasons for pursuing a graduate degree in public health; and how admission to the CMU

program relates to the applicant's professional aspirations and commitment to pursuing a career in public health.

7. Two letters of recommendation from person(s) that can attest to the applicant's ability and likelihood of success in a graduate program or interview with the MPH Program Director or assigned designee.
8. Because of the nature of the program and academic content, it is recommended that the applicant have competency in the following areas: math and statistics, biology, and written and verbal skills. Applicants who may not have had such courses or developed these competencies should ensure they develop them prior to starting the program.
9. Non-English speakers: TOEFL, IELTS, or other English proficiency exam is required if a graduate is from a non-English speaking country. Applicants must be able to study and communicate in English, and achieve the minimum score required by the CMU College of Graduate Studies. Prospective students may demonstrate proficiency by any one of the following methods: TOEFL (79), IELTS (6.5), PTE (53), and Duolingo (100).

Conditional Admission

For students who may not meet one or more of the admission requirements, admission with stipulations may be considered by the program. In such cases, the student will need to earn at least a 3.0 GPA during the first twelve credits taken in the program. Applicants wishing to be considered for admission with stipulations will need to submit a rationale for granting such conditional admission which will then be reviewed by the program which has the final authority in making a decision.

MPH PROGRAM AND CURRICULA

The MPH courses are sequenced to start in the fall semester of the academic calendar, and classes are offered at the main campus in Mount Pleasant and online.

Students admitted in the spring semester should take courses that might not have stringent prerequisites or with the permission of the instructor. Students admitted in the spring semester of the program may be delayed for at least one semester of the expected completion date.

The Council on Education for Public Health (CEPH) and the Association of Schools and Programs of Public Health (ASPPH) requirements for the Master of Public Health program curriculum are rooted in five disciplines including: epidemiology, biostatistics, environmental health, health education and behavioral science, and health services administration. The CMU MPH Program requires a minimum of 48 credit hours for completion. The graduation requirements of the MPH curriculum include completion of:

1. Required Courses

- Foundational public health courses (19 credits)
- Required public health courses (12 credits)
- Concentration courses (12 credits)

2. Applied Practice Experience (2 credits)

3. Culminating Experience (3 credits)

The student can choose between the following:

- An integrative learning experience demonstrating synthesis of foundational and concentration competencies.
- A publishable paper, policy brief, program evaluation, or major grant proposal.

All students in the MPH program complete a *foundation of public health courses* consisting of introductory subject matter from each of the five principal areas of public health practice to gain a broad knowledge base of public health. We encourage students to complete the MPH foundational courses within the first two semesters of enrollment, if possible.

MPH PROGRAM COMPETENCIES

The curriculum for the MPH program is competency based. Upon completion of the MPH Program, all graduates are expected to have mastered a set of public health competencies during their training. Students will be evaluated through their coursework which may include, but is not limited to, written assignments, quizzes, exams, discussion boards, case studies, portfolio, major writing, oral presentations, etc.

The Council on Education for Public Health (CEPH) has designated **22 foundational competencies** that include the following:

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

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

Communication

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

Interprofessional Practice

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

Systems Thinking

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

MPH PROGRAM CONCENTRATIONS

The MPH program at CMU currently offers two concentrations: **Public Health Practice** and **Health Systems Administration**. As the program continues to grow, additional areas of specialization will be developed and added over time to further enhance the curriculum and meet emerging public health needs.

MPH: Public Health Practice Concentration

Public Health Practice concentration provides students with in-depth training in core public health concepts and in public health issues that prevail in rural and underserved communities. Such breadth is usually expected for professionals who will assume positions of leadership in public health.

The Public Health Practice concentration is recommended for health professionals including physicians, nurses, social workers, and nutritionists, who work in public health settings.

Students who complete this concentration will be well prepared for leadership positions at local, state, and federal health organizations. Additionally, nongovernmental, faith-based, and community-based organizations including county, state, and national health departments, private foundations, and public health practice organizations seek out

individuals with the Public Health Practitioner background. They also qualify for positions in multinational organizations including the WHO, UNICEF, UNFPA, the World Bank, and the CDC, and development organizations like the USAID. Further academic training is also an option for graduates interested in teaching and research.

Public Health Practice Concentration – Competencies

1. Apply social marketing and strategic communication principles to improve health outcomes in rural and underserved populations.
2. Synthesize current literature and expert opinion for decision-making at multiple levels for rural and underserved populations.
3. Apply the core concepts of Family-Centered Care to the design, delivery, and evaluation of health care programs or public health policies that are grounded in mutually beneficial partnerships among health care providers, patients, and families.
4. Apply theoretical/conceptual models from health education and related disciplines and behavioral economics to develop an evidence-based intervention to address a mental health issue such as substance abuse.
5. Apply strategic planning knowledge and skills to strengthen public health organizations in rural and underserved communities.

MPH CURRICULUM

Public Health Practice Concentration: 48 credits

FOUNDATIONAL COURSES: 19 Credits		CREDITS
MPH 640	Biostatistics in Public Health	4
MPH 642	Social and Behavioral Sciences in Public Health	3
MPH 646	Epidemiology for Public Health	3
MPH 648	Health Policy and Management	3
MPH 650	Biological Basis of Public Health	3
MPH 652	Environmental Health Sciences	3
REQUIRED COURSES: 14 Credits		
MPH 644	Rural Health	3
MPH 654	Public Health Leadership	3
MPH 655	Program Planning and Evaluation	3
MPH 670	Methods in Public Health Research	3
MPH 790	Applied Practice Experience	2 (spec)

REQUIRED CULMINATING EXPERIENCE: 3 Credits		
MPH 796	Integrative Learning Experience	3
PUBLIC HEALTH PRACTICE CONCENTRATION: 12 Credits		
MPH 662	Public Health and Aging	3
MPH 664	Public Health Communication and Informatics	3
MPH 666	Substance Abuse Services	3
MPH 667	Maternal and Child Health	3

MPH: Health Systems Administration Concentration

Health Systems Administration concentration prepares students to administer, manage and evaluate health organizations and programs in a wide range of settings. These settings include, but are not limited to local, state, national and international public health agencies, hospitals and health systems, ambulatory care facilities, long-term care entities, insurance companies, consulting firms, managed care organizations, and non-profit community organizations.

Coursework includes health care administration and ethical compliance, foundation of healthcare finance, Healthcare planning and marketing, Organizational Behavior and Leadership in addition to required public health courses.

Health Systems Administration Concentration – Competencies

1. Critically appraise the legal/ethical dilemmas in public health systems.
2. Demonstrate how health service managers can apply financial management theory and principles to make decisions that promote the financial well-being of the organization.
3. Analyze financial statements and performance indicators to evaluate the fiscal health of public health organizations and inform resource allocation.
4. Design and conduct market analysis to effectively position healthcare services.
5. Apply leadership theories and human resource management strategies to build and sustain effective, diverse, and high-performing public health organizations.

MPH CURRICULUM

Health Systems Administration Concentration: 48 credits

FOUNDATIONAL COURSES: 19 Credits		CREDITS
MPH 640	Biostatistics in Public Health	4
MPH 642	Social and Behavioral Sciences in Public Health	3
MPH 646	Epidemiology for Public Health	3
MPH 648	Health Policy and Management	3
MPH 650	Biological Basis of Public Health	3
MPH 652	Environmental Health Sciences	3
REQUIRED COURSES: 14 Credits		
MPH 644	Rural Health	3
MPH 654	Public Health Leadership	3
MPH 655	Program Planning and Evaluation	3
MPH 670	Methods in Public Health Research	3
MPH 790	Applied Practice Experience	2 (spec)
REQUIRED CULMINATING EXPERIENCE: 3 Credits		
MPH 796	Integrative Learning Experience	3
HEALTH SYSTEMS ADMINISTRATION CONCENTRATION: 12 Credits		
HSL 631	Healthcare Law, Compliance & Risk Management	3
HSL 651	Fundamentals of Health Care Finance	3
HSL 661	Health Care Planning & Marketing	3
MSA 601 or MGT 643	Organizational Behavior and Leadership or Human Resources Management	3

COURSE REGISTRATION FOR ONLINE STUDENTS

The **online** Master of Public Health program is offered in a cohort format. A cohort is a group of students that move through the program together by following a set sequence of courses. This format allows you to get to know your classmates, their work experiences, and contributions, and to form personal and professional connections that can last beyond

the classroom. The CMU Online staff will register you for ALL online courses based on the registration agreement you signed to secure your seat in the cohort. Students are enrolled in one course during each of the eight-week terms offered during the fall, spring, and summer semester. It takes approximately two-and-a-half years to complete the program. There is a full-time enrollment option available for interested students with a two-year completion. Please contact cmuonline@cmich.edu for additional information.

ACCELERATED MASTER OF PUBLIC HEALTH DEGREE

Central Michigan University undergraduate students who would like to pursue advanced studies in Public Health may consider an option whereby they can complete their bachelor's degree and Master of Public Health in five years. The Accelerated Master's Degree Program (AMDP) requirements are identical to those of the Master of Public Health but allow students to apply up to 18 credit hours of graduate coursework toward both their bachelor's degree and their Master of Public Health.

Admission Requirements

Interested undergraduate students must have completed a minimum of 90 credit hours (including transfer and/or AP credits) toward a bachelor's degree, including all University Program requirements, the semester that they apply for admission to the Accelerated Master's Degree Program. Students must also have an overall GPA of 3.0 or higher and have completed all university competency requirements at the time of application.

Program Design

Regardless of the bachelor's degree program involved, students complete up to 12 credit hours of graduate-level public health coursework during their undergraduate senior year. Once satisfactorily completed, these credits count toward both the bachelor's degree and the 48-credit Master of Public Health degree. For undergraduates in the College of Health Professions, these credits replace required college and/or general electives, resulting in no change in the number of credits required for graduation at the bachelor's level. Students from other colleges should choose the electives in consultation with the Program Academic Advisor in the junior year. Students must be admitted to the program before graduate courses can be taken.

Application Process

Undergraduate students seeking admission into the AMDP program must submit:

- An online Graduate admission application to the Accelerated Master of Public Health degree program during their junior year.
- The Accelerated Master's Acknowledgement and Approval Form with signatures from the undergraduate advisor and the MPH program director.

Retention Standards

1. Students maintain a cumulative 3.0 GPA in the program.
2. Students who do not maintain a cumulative 3.0 GPA or who have more than two C grades in required courses will be placed on academic probation. Continued academic probation in multiple terms will result in dismissal from the Accelerated Master's Degree Program.
3. Students who do not finish the requirements for the BS/MPH will be allowed to finish their BS degree; graduate coursework completed will not revert to undergraduate credit.

PLAN OF STUDY

Each student admitted into the program is expected to develop a plan of study in consultation with their Program Academic Advisor. The course load is an important consideration for students who are currently employed or have major demands on their time because of family or other reasons.

To maintain a full-time status, graduate students should take 9 or more credit hours in the fall and spring semester and 6 credit hours in the summer semester. Students who wish to take over 13 credit hours must obtain the approval of both the Academic Advisor *and* the MPH Program Director.

SAMPLE DEGREE MAPS

These degree maps illustrate one path to completing your degree, based on faculty members' advice on course sequence and a department's tentative plans for scheduling courses. This document provides general direction. For more specific advice and up-to-date schedules, it is expected that students will regularly discuss their plans of study with a faculty advisor and monitor the current class schedules as students are responsible for

ensuring that all requirements for graduation have been met.

Public Health Practice Concentration Degree Map

COURSE	CREDITS
FIRST YEAR	
Semester: FALL	Total Credit Hours: 12
MPH 642 Social & Behavioral Health	3
MPH 644 Rural Health	3
MPH 646 Epidemiology for Public Health	3
MPH 648 Health Policy & Management	3
Semester: SPRING	Total Credit Hours: 13
MPH 640 Biostatistics in Public Health	4
MPH 650 Biological Basis of PH	3
MPH 652 Environmental Health Sciences	3
MPH 670 Methods in Public Health Research	3
Semester: SUMMER	Total Credit Hours: 5
MPH 666 Substance Abuse Services	3
MPH 790 Applied Practice Experience	2
SECOND YEAR	
Semester: FALL	Total Credit Hours: 9
MPH 654 Public Health Leadership	3
MPH 655 Program Planning & Evaluation	3
MPH 667 Maternal & Child Health	3
Semester: SPRING	Total Credit Hours: 9
MPH 662 Public Health & Aging	3
MPH 664 Communication & Informatics	3
MPH 796 Integrative Learning Experience	3
CONCENTRATION TOTAL CREDIT HOURS: 48	

Health Systems Administration Concentration Degree Map

COURSE	CREDITS
FIRST YEAR	
Semester: FALL	Total Credit Hours: 12
MPH 642 Social & Behavioral Health	3
MPH 644 Rural Health	3
MPH 646 Epidemiology for Public Health	3
HSL 631 Healthcare Law, Compliance & Risk Management	3
Semester: SPRING	Total Credit Hours: 13
MPH 640 Biostatistics in Public Health	4
MPH 652 Environmental Health Sciences	3
MPH 670 Methods in Public Health Research	3
HSL 661 Health Care Planning and Marketing	3
Semester: SUMMER	Total Credit Hours: 8
MPH 664 Communication	3
MPH 666 Substance Abuse Services	3
MPH 790 Applied Practice Experience	2
SECOND YEAR	
Semester: FALL	Total Credit Hours: 9
MPH 648 Health Policy & Management	3
MPH 654 Public Health Leadership	3
MSA 601 Organizational Behavior or MGT 643 Human Resources Management	3
Semester: SPRING	Total Credit Hours: 6
HSL 651 Fundamentals of Health Care Finance	3
MPH 796 Integrative Learning Experience	3
CONCENTRATION TOTAL CREDIT HOURS: 48	

MPH APPLIED PRACTICE EXPERIENCE

Successful completion of the MPH program requires fulfillment of an applied practice experience. CMU structures the practice experience requirements to support its mission and students' career goals, to the extent possible.

GOALS OF THE APPLIED PRACTICE EXPERIENCE (APE)

The applied practice experience allows students to integrate classroom instruction with real-life experiences. It offers the opportunity to:

1. Broaden and improve student proficiency in a specified area of public health practice through a meaningful field experience.
2. Demonstrate integration of knowledge and a deeper understanding of public health practice through the attainment of competencies.
3. Expose the student to the expertise and leadership of a public health professional, as embodied by the site mentor.

FORMS OF APPLIED PRACTICE EXPERIENCE

The applied practice experience may be concentrated in one semester of the program or spread throughout the program if a student has completed their core and required courses (at the end of the first year of courses) for the MPH program. Opportunities for experiences may include⁴:

1. A practicum or internship completed during a summer or academic term.
2. Course-based activities (e.g., performing a needed task for a public health or health care organization under the supervision of a faculty member as an individual or group of students).
3. Activities linked to service learning, as defined by the program, school or university.
4. Co-curricular activities (e.g., service and volunteer opportunities, such as those organized by a student association.)
5. A blend of for-credit and/or not-for-credit activities.

Although shadowing a public health practitioner or site mentor is part of the activities, it is not sufficient by itself for successful completion of the applied practice experience. Applied practice experiences can take place in a variety of agencies or organizations,

⁴ 2021 CEPH Criteria.

including governmental, non-governmental, non-profit, industrial, and for-profit settings, or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.

The Division of Public Health at CMU has long-standing relationships with many agencies. Activities proposed for an applied practice experience should be mutually beneficial to both the agency and the student. The student should plan for applied practice experiences in coordination with the APE coordinator at least one semester prior to enrollment in course MPH 790 Applied Practice Experience.

POTENTIAL INTERNSHIP PROJECTS

The following is a list of potential internship products. It is intended to give students project ideas to consider when developing a work plan. Students are required to demonstrate application of foundational and concentration competencies. The site supervisor and student will determine the project deliverables that will be developed and deemed beneficial to the organization and demonstrate competency application by the student. The APE Coordinator is also able to assist in determining appropriate projects, if necessary.

- Collection & Analysis Report
- Curriculum/Training Guide/Manual
- Dashboard user guide
- Data analysis results or output
- Data extraction
- De-identified data set
- Evaluation or evaluation plan
- Facilitating intervention (link to video)
- Fact sheet for a target audience
- Health communications
- Health Resource booklet
- Link to webpage designed by student
- Literature review
- Manuscript
- Monitoring & Evaluation Tool development
- Multi-media presentations
- Plan Key informant interview summary report
- Policy analysis
- PowerPoint presentation
- Program/Project Management Plan
- Quality Improvement Plan
- Research Study proposal
- Risk Assessment Analysis report
- Spreadsheets
- Standard Operating Procedures
- Statistical Analysis Plan
- Survey or data collection tool

For additional information related to the MPH Applied Practice Experience, please see Appendix D and/or contact Mary Kushion at kushi1ml@cmich.edu or 989-774-2716.

EVALUATIONS AND APPLIED PRACTICE EXPERIENCE COURSE GRADES

Upon completion of APE experiences, students are expected to submit a portfolio that *demonstrates attainment of at least five competencies, of which at least three must be foundational competencies, and two must be concentration competencies.* Additional competencies can be addressed, if appropriate. The site supervisor must also complete and submit a formal evaluation of the student's performance as a requirement for evaluation.

Students may complete experiences as individuals or as groups in a structured experience. However, each student must submit documentation demonstrating individual competency attainment.

INTERNSHIP PLACEMENTS FOR INTERNATIONAL STUDENTS IN THE U.S.

The current Homeland Security interpretation of Curricular Practical Training (CPT) regulations is that internships require CPT authorization. The government's interpretation of employment is focused on the duties involved and not payment, thus a CPT authorization through the Office of Global Engagement (OGE) is necessary. If a student were to pursue an employment or internship off-campus without this authorization, the student's F-1 immigration status may be in jeopardy. Additional information can be found at: <https://www.cmich.edu/offices-departments/international-student-scholars/optional-practical-training/pre-completion>

Prior to starting your internship, the following items must be completed:

1. Enrollment in MPH 790
2. Internship offer letter
3. Affiliation agreement (the MPH internship coordinator will determine if an agreement is necessary.)
4. International students must have CPT approval. They must apply for approval through the Office of Global Engagement.
5. Submission of the APE form for review and approval to the MPH internship coordinator.
6. Completion of the HP Learning Modules.

MPH INTEGRATIVE LEARNING EXPERIENCE

OVERVIEW

An Integrative Learning Experience (ILE) is mandated by the Council on Education for Public Health (CEPH) for all students pursuing a Master of Public Health degree. To satisfy this requirement at CMU, each student must enroll in a 3-credit hour course, MPH 796. Typically, this course is undertaken during the student's final semester, subsequent to the completion of all foundational courses, core courses, and the Applied Practicum Experience (APE). MPH 796 delves into research concepts and affords students the opportunity to engage with peers in discussing their ILE proposals to maintain focus and progress.

ILE offers graduate students the chance to demonstrate mastery of content in each area of study, as well as exhibit their analytical prowess by independently identifying a problem or question worthy of exploration, addressing said problem, and presenting or communicating the findings to an audience in a structured and coherent manner.

GOALS OF THE INTEGRATIVE LEARNING EXPERIENCE (ILE)

The ILE offers graduate students the opportunity to:

- Demonstrate synthesis of foundational and concentration competencies.
- Synthesize relevant public health theories and knowledge of significant community health issues.
- Communicate public health information in writing (e.g., a well-written master's level analytical paper) and orally (including organization of material and presentation effectiveness).
- Demonstrate leadership skills.

OPTIONS FOR THE INTEGRATIVE LEARNING EXPERIENCES

The non-thesis project (Plan B or creative project) enables students to showcase their capacity to plan, develop, and execute a project of significance within any area of public health interest. Students undertake research on a topic from a personal perspective, supported by existing research in the field. The document should transcend a mere compilation of published facts or studies; rather, it should exhibit creativity and the student's ability to critically analyze the topic, synthesizing related facts into a comprehensive review. Through its composition, the student learns to restructure and present arguments encountered during the research process. Clarity of thought, creativity, and the power of expression are expected, akin to the standards set for a thesis. A broad spectrum of projects can be considered:

1. **Research Paper** – A research paper should address an important public health issue and provide a unique contribution to the overall literature on the topic. Students conducting research will identify a public health issue, review the literature associated with the topic, use existing data (quantitative and/or qualitative), analyze the data to either support or refute a pre-selected hypothesis or answer research questions, discuss the findings, present conclusions, and make recommendations based on the study.
2. **Narrative or Systematic Review of the Literature** – A narrative literature review involves the investigation of a specific public health question using published studies. Students conducting a systematic review will define a study question, create a strategy to identify appropriate literature, read and review the literature, extract the appropriate information from the literature, summarize the findings, present conclusions, and make recommendations based on the systematic review. A systematic review attempts to answer specific clinical questions (for example, the effectiveness of a new drug compared to the standard drug used to treat an illness). To answer these questions, the researchers must carry out a comprehensive review of published papers following a thorough, reliable, and reproducible research approach.
3. **Evaluation of an Existing Program** – Students evaluating an existing program will provide a description of the program, explain the purpose of the evaluation, and describe the methods used to evaluate the program, identify the logistics to carrying out the evaluation, and present the results of the evaluation.

4. **A Substantive Grant Proposal** – Students writing a grant proposal for a public health initiative will identify the problem for which the grant would be used, explain the significance, list the hypotheses/questions to be answered, review the literature associated with the problem, create goals and objectives, include a theoretical framework, methods, create a timeline and budget, and explain how the intervention would be evaluated. A grant proposal of 10 pages or less will not be considered.
5. **Policy Brief** - A policy brief is a concise document that presents research findings and recommendations to inform and influence policy decisions. It is typically targeted at policymakers, stakeholders, and experts, providing a clear and persuasive argument for a particular course of action. The brief highlights key issues, synthesizes relevant research, and proposes solutions, aiming to be accessible and practical. Its format is straightforward, often including an executive summary, evidence-based options, and an actionable conclusion. The goal is to facilitate informed decision-making in a clear and efficient manner.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS/RS, and RHIA) may serve as an element of the integrative learning experience but are not in and of themselves sufficient to satisfy this criterion.

STEPS IN CARRYING OUT THE INTEGRATIVE LEARNING EXPERIENCE

Students are encouraged to engage in discussions about potential ILE (Integrative Learning Experience) ideas with course faculty and faculty mentors throughout their course of study. Upon enrolling in MPH 796, students are required to select two faculty members from the public health division (preferred) to serve as their Plan B Committee members, with one of them acting as the chair. Students collaborate with their Plan B Committee members to finalize the ILE option and topic. Subsequently, students prepare a one-page research prospectus, which is then submitted to the MPH Director and the MPH 796 instructor for review. While attending the MPH 796 course, students work independently with their ILE committee members. It should be noted that the MPH 796 instructor may or may not be a member of the ILE committee.

Regardless of the option selected, **successful completion of an integrative learning experience requires two outcomes: (1) *a high-quality written product that is***

appropriate for the student's educational and professional objectives and (2) an oral presentation. Candidates shall acquaint themselves with the evaluation system for the written paper and the oral presentation. The rubric systems are shown below.

Achievement of Competencies

Regardless of the option of Integrative Learning Experience chosen, students are expected to select 3 foundational and 2 concentration competencies that will be met during the Integrative Learning Experience. Every student must discuss at least 3 foundational and 2 concentration competencies that were met WHEN completing their ILE. This discussion should be the first page of the appendix. The 3 foundational and 2 concentration competencies MUST also be discussed during the oral presentation.

Public Presentation of the Project

Students are required to give a 25 to 30-minute oral presentation of their ILE project. It is the student's responsibility to arrange for the date and time of their presentation ***at least one week in advance***. The date and time of the presentation must be announced to the public (including students, faculty, and staff of the university) at least one-week prior to the actual presentation and the location of the presentation must be well known to the public. Students presenting should expect participants to ask questions related to their Integrative Learning Experience project.

Students will have the option of presenting via the appropriate Internet media (including Skype, Go to Meeting, WebEx, Microsoft Team, etc.) and this must be similarly announced inviting students, faculty, and the public. Alternative venues can be arranged, such as at a professional meeting or seminar, but this must be approved by the program director.

EVALUATIONS AND INTEGRATIVE LEARNING EXPERIENCE COURSE GRADES

At the end of the semester, students who do not complete their ILE may receive a Z grade. Upon completion of both ILE requirements - the written product and oral presentation - students must submit the Plan B Sign-Off Completion Form and a revised copy of the ILE document **to** the faculty committee members, the course instructor, and the MPH Program office. Following receipt of the Sign Off Completion form, the MPH 796 instructor removes the Z score. In his absence, the Department chair is responsible for removing the Z grade.

For additional information related to the MPH Integrative Learning Experience, please see Appendix E or contact Sergey Soshnikov at soshn1s@cmich.edu or 989-774-2744.

GRADUATION

GRADUATION PROCEDURES

Awarding of the MPH degree is dependent upon the successful completion of all requirements. Students have a total of seven years to complete all degree requirements. Students must submit an Application for Graduation along with the required fee no later than the deadline specified below. Applications are processed in the order they are received for each graduation date.

Students should submit an Application for Graduation by the semester before their anticipated graduation date. Applications can be submitted through Degree Progress. Applications should be submitted based on the following timeline; however late applicants may be able to graduate.

- April 1st for Fall graduation
- October 1st for the following Spring graduation
- February 1st for Summer graduation

*Note to Graduate Degree Applicants: At the time of filing the graduation application, it is the responsibility of the student to determine whether their advisor will be available to approve the thesis or any other papers necessary for graduation. For deadline information, contact the College of Graduate Studies.

COMMENCEMENT

Graduates are encouraged to attend the ceremony in which their degree or major is listed. Graduating students will be e-mailed approximately four to five weeks prior to their commencement ceremony. The e-mail will include instructions about tickets, cap and gown, announcements, and commencement day. August graduates are emailed commencement information for the December ceremony in September. For more information about commencement visit the commencement website: [Commencement | Central Michigan University \(cmich.edu\)](https://www.cmich.edu/commencement)

MPH HOODING CEREMONY

The Master of Public Health program organizes the Hooding Ceremony, for both the Main campus and Online students, the day of the University's May graduation ceremony. The Hooding Ceremony provides a unique opportunity to celebrate the success of our graduates and honor their accomplishments. Although the hooding ceremony is generally carried out by the designated academic authority (Dean, Department Chair, Division or Program Director), parents and family members may get to hood a student after prior arrangements with the program.

The Hooding Ceremony is a great opportunity for graduating students to network with alumni. These engagements serve as valuable platforms for students to gain insights into real-world public health practices and to establish professional connections.

POST GRADUATION

The MPH program is dedicated to supporting students in their career development through comprehensive career services provided by experienced advisors. The Program also encourages our alumni to utilize the CMU Career Services advisors who offer personalized guidance and resources to assist in navigating their career paths within the public health field. They inform alumni about a range of career services, including networking events, mentorship programs, and job placement support. These services include resume reviews, interview preparation workshops, and job search strategies to equip alumni with the necessary skills and resources for a successful transition into their desired public health careers. The MPH program empowers our alumni to achieve their professional goals and make meaningful contributions to the field of public health.

EXIT AND ALUMNI SURVEYS

We invite and encourage our graduates to participate in the exit and alumni surveys. Exit surveys are conducted to gather feedback from graduating students, providing valuable insights into their program experiences and areas for improvement. Furthermore, alumni surveys are regularly administered to gauge the effectiveness of the program in preparing graduates for their careers in public health. These surveys serve as an essential tool for program quality improvement by soliciting feedback on curriculum relevance, faculty support, and overall satisfaction with the MPH program.

MPH POLICIES AND PROCEDURES

GRADUATE STUDENT BULLETIN

All graduate CMU students should be familiar with the Central Michigan University Graduate Student Bulletin available at [CMU Bulletins - SmartCatalog](http://www.academiccatalog.com) www.academiccatalog.com. The Graduate Student Bulletin lists all policies and procedures, academic policies and student conduct expectations as set forth by the College of Graduate Studies.

PROGRAM TIME REQUIREMENTS

To maintain a full-time status, graduate students should take nine or more credit hours in the fall and spring semester, and five credit hours in the summer semester. Full-time students are expected to complete all program requirements in two years. However, students who choose to pursue the MPH degree on a part-time basis (Enrolling in less than nine (9) credit hours a semester or less than six (6) credit hours in summer session) may spend between three and four years of study.

A student may request a leave of absence by submitting a Leave of Absence Request form to Graduate Studies. If approved, continuous registration will be waived during the approved leave period. Regardless of whether the student has a leave of absence, the student must still complete the degree within the time-to-degree limitations set forth under the degree requirements. The University's Continuous Registration Policy and Leave of Absence Request form is available at [Graduate Student Forms](#).

CLASS ATTENDANCE AND PARTICIPATION

MPH students are expected to attend and participate in all class sessions. It is their responsibility to provide the course instructor with a reason for any absence. Failure to attend class regularly or to participate fully in course activities will negatively affect students' final grades. Students are encouraged to read each instructor's syllabus and comply with the individual attendance policy.

RETENTION REQUIREMENTS

1. Students must maintain a cumulative 3.0 GPA to graduate.
2. Students who may be admitted with stipulations must demonstrate during the first semester that they can achieve a 3.0 GPA.
3. Students who do not maintain a cumulative 3.0 GPA or who have more than two C or C+ grades in foundational or required courses may be placed on academic probation. Continued academic probation in multiple terms will result in dismissal from the program.
4. Students will be allowed to repeat a course no more than two times to improve the grade. Students may not have more than two C or C+ grades in foundational and required courses to graduate. Grades of C- or less do not count for graduation.

ACADEMIC ADVISING

Upon admission into the MPH program each student is assigned an Academic Advisor to provide individual guidance throughout your matriculation as you prepare your professional program of study and meet appropriate program policies and university deadlines. The academic advisors are assigned by the MPH program director. If you need to make a change to your advisor, you need to reach out to the MPH program director to make the request.

CAREER SERVICES ADVISORS AND SUPPORT

The MPH program is dedicated to supporting students in their career development through comprehensive career services provided by experienced advisors. These advisors offer personalized guidance and resources to assist students in navigating their career paths within the public health field.

Students have access to a range of career services, including networking events, mentorship programs, and job placement support. Networking events facilitate interactions between students and public health professionals, providing valuable opportunities for mentorship, collaboration, and career exploration. Mentorship programs connect students with seasoned professionals who offer guidance, advice, and industry insights to support students' professional growth and development.

Additionally, job placement support services are available to assist students in securing internships, fellowships, and employment opportunities in various sectors of public health.

Career advisors provide resume reviews, interview preparation workshops, and job search strategies to equip students with the necessary skills and resources for a successful transition into their desired public health careers. Through these comprehensive career services, the MPH program empowers students to achieve their professional goals and make meaningful contributions to the field of public health. Students can access the CMU career development center at [Career Development Center](#).

FACULTY OFFICE HOURS

It is common practice for faculty to post their office hours at their office or state them in their course syllabi. Students are expected to call or email the interested faculty to schedule an appointment at a convenient time.

STUDENT ORIENTATION

The MPH Program Director or assignee will send an email to inform students about the place and time for the orientation. The orientation will generally be held during the first week of each fall (and spring) semester. The orientation is an opportunity to meet with the MPH faculty and other faculty members from the School of Health Sciences (HSC) to gain insight into the developments of the MPH and other existing programs in the School, about course registration, and to meet with other MPH students. With the assistance of the program faculty, students will be guided in the selection of the first semester courses. The orientation is also an opportunity to identify faculty research areas that could be of interest to the student or meet with community-based groups for internship and capstone project. The MPH Student Handbook and other Graduate School information will be made available to students during the orientation. The orientation is also an opportunity for students and faculty to exchange information about the direction of the Program. Students' input is considered crucial.

GRADING SYSTEM

Letter grades A, B, C, E, I, or Z. will be assigned for graduate credit. The MPH program requires that students earn at least a B in MPH core courses to qualify for graduation. A student whose cumulative GPA drops below 3.0 or who makes a C- or E in a graduate course is automatically placed on academic probation and is notified by a letter from the MPH program. The student must repeat the course and earn a grade of at least B to remain in good standing in the MPH program. It is very important that before enrolling in additional courses, a student on probation seeks out advising and makes a sound plan for

completing the coursework.

A temporary grade of "I" (incomplete) may be assigned by a faculty member indicating that the student was unable to complete the course at the end of the semester due to circumstances beyond the student's control. The "I" grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course. If substantial justification does not exist, a grade of "E" is assigned when a student fails to complete a course. An "I" grade must be removed no later than one calendar year from the time the grade is awarded.

The "Z" (deferred) grade may be assigned by a faculty member to allow an extension of time for the student to complete the work for an independent study, field experience, thesis, International Program Study courses, or for other courses specifically approved. More information may be found at: [CMU Bulletins - Policies and General Information](#).

School of Health Sciences Grade Scale

GRADE	QUALITY POINTS PER HOUR	Meaning
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
E	0	Failing
CR	Credit	Pass
NC	No Credit	Fail
I	Incomplete	
W	Withdrawal	
Z	Deferred Grade	

TRANSFER CREDITS FROM ANOTHER UNIVERSITY

Students may transfer a maximum of 50% of the semester hours if the credits are not used towards a credential (exception: maximum of 30 semester hours on the 54-credit hour joint master's degree in history are transferable).

For a course to be considered for transfer, the following conditions must be met:

- The student must make a written request for transfer of credit by submitting a [Graduate Transfer Credit Request Form](#) available from the Office for Graduate Studies.
- Approved transfer credits must be earned within the time limit for program completion (Certificate: 4 years, Master's Degree: 7 years, Doctoral degree: 8 years).
- Admission Processing must receive an official transcript from each institution from which transfer credit is being requested.
- The student must submit the course syllabus so that its content may be reviewed by the Program Director.
- The MPH program does not accept any courses with a final grade of C, D or E for transfer.

The Central Michigan University Registrar's Office determines transfer credit equivalencies. Students should contact the Registrar's Office with questions or concerns about how courses will appear on their transcript.

ASSISTANTSHIPS AND OTHER FINANCIAL AID

The School of Health Sciences has a limited number of positions to support graduate studies. MPH students may obtain a *Graduate Assistantship (GA)*. If you are awarded a *Graduate Assistantship*, you should familiarize yourself with the University requirements and obligations as stated in the Graduate Student Bulletin. GA positions are assigned based on merit, program needs, and funds availability. Priority is given to students who have spent at least one semester in the program.

CANCELLATION OF CLASSES DUE TO INCLEMENT WEATHER

Notification of cancellation of classes due to hazardous weather conditions will be sent to every student and aired over area radio stations on the day of cancellation. Instructors of the courses being cancelled because of the bad weather will post an announcement on Blackboard.

USE OF HUMAN SUBJECTS IN RESEARCH

All research involving the use of human subjects conducted by CMU faculty, staff, or students, or sponsored in part or whole by CMU must be reviewed and approved prior to the start of the project and then conducted in full compliance with Institutional Review Board (IRB) policies and procedures. This includes research conducted in conjunction with classroom assignments as well as a student's thesis, or Plan B paper. It also includes all interviews, questionnaires, surveys, observations, educational tests, and secondary analysis of data previously collected.

If at any time you don't know what to do, think that your research might involve special circumstances, have questions about the policies or procedures, or need additional information, please call the IRB, Office of Research and Sponsored Programs, Foust 251, (989) 774-6401, or go online to: [Office of Research Compliance](#).

STUDENT COMPLAINT PROCEDURES

In general, the process for resolving student complaints is to attempt to resolve problems as they occur at the level closest to the problem. When this is impossible or unsuccessful, problems can be moved up through the academic hierarchy from program to department to college.

In principle, efforts will be made to resolve complaints by encouraging students to consult with the faculty member in question. At the student's request, the department chair will become involved if such a conversation with the faculty is not possible or if such a conversation does not lead to a resolution of the complaint.

In all cases, university rules regarding the resolution of student complaints will be followed. Depending on the nature of the student's complaint or grievance, they may choose to pursue any of the following options:

- Concerns related to final grades and other assessments of course performance can be addressed via the Grade Grievance Policy (see below).
 - o Academic concerns not involving final grades can be reported via the same channels, including the faculty member, chairperson and Dean's Office if necessary, as outlined in section 2.1.14 of the [Code of Student Rights, Responsibilities and Disciplinary Procedures](#).

- Concerns related to discrimination, harassment or sexual misconduct are reported to the [Office of Civil Rights and Institutional Equity](#).
- The Ombudsperson receives non-official university complaints and refers students to parties external to their office (i.e., the Dean's Office, Provost's Office, etc.) for resolution. While they assist academic units, they are not involved in the actual resolution of a student's complaint or concern.

GRADE GRIEVANCE POLICY

The University recognizes that it is the instructor's prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the department, and the college. If a question is raised by a student concerning a grade, the instructor should discuss the matter willingly and give evidence to make clear his/her basis for determining the grade. In turn, the student should recognize the need to demonstrate a valid basis for complaint. At any time, either upon the student inquiry or upon their own initiative, the instructor who believes a change of grade is justified may initiate a request for a change in grade.

Refer to the Graduate Bulletin for the steps to follow for reviewing allegations of capricious grading under the grade grievance policy. The bulletin is accessible online at [CMU Bulletins - CMU Bulletins](#).

DIVERSITY, EQUITY, AND INCLUSION

The Office for Institutional Diversity, Equity, and Inclusion (OIDEI) at CMU has identified four core principles (in accordance with the American Association of Colleges and Universities [AACU] guidelines) in the new model for diversity and inclusiveness. They are as follows:

Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). Individual differences can also be expressed through cultural, political, gendered, or religious world views as held by a community practice.

Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness,

content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that can close the achievement gaps in student success and completion.

Equity-mindedness: A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff (*Center for Urban Education, University of Southern California*), and to institute policy and procedures that are rooted in social justice methodology to create a global workforce trained in pedagogies of difference, fairness, justice, and democratic practice.

Utilizing these principles, CMU's Office for Institutional Diversity, Equity, and Inclusion partners with campus entities to design, develop, implement, and inform campus and non-campus partners on the strengths we as a community share, so that we do educate and inform the global citizenship that we now face in an increasingly diverse world.

Additional information is available at: [Division of University Engagement and Student Affairs](#)

ACADEMIC INTEGRITY POLICY

POLICY ON ACADEMIC INTEGRITY⁵

This Policy applies to all student experiences in which academic credit is involved (e.g., courses, internships, practica, theses). Note that integrity is also a core ethical value in public health, and violations of academic integrity may result in dismissal from the MPH program.

ACADEMIC MISCONDUCT

Expectations for conduct by graduate students and guidelines for dealing with alleged academic misconduct are outlined in the CMU Graduate Bulletin. More information may be found at: [CMU Bulletins - Academic Policies and Information](#)

⁵ Adapted from the CMU Social Work Program 2019 Student Handbook

ACADEMIC INTEGRITY

Because academic integrity is a cornerstone of the University's commitment to the principle of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. The academic community places high value on truth and has a corresponding intolerance for scholastic dishonesty. Written work that students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A student shall not upload, purchase, use, or otherwise share papers, assignments or tests with other students or internet sites that collect or sell previously used class materials. A violation includes uploading, purchasing, using, or otherwise sharing papers including after the class is complete.

This section discusses possible academic dishonesty behaviors. The definitions and clarifications, while not exhaustive, are meant to provide additional information and examples of these behaviors. Questions regarding this policy or requests for additional clarification can be directed to the [Office of Student Conduct](#) or the [Office of Graduate Studies](#).

ACADEMIC DISHONESTY BEHAVIORS

A. Cheating on Examinations

Definition

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.

Clarification

- Students completing any type of examination or evaluation are prohibited from looking at another student's materials and from using external aids of any sort (e.g., books, notes, calculators, and conversation with others) unless the instructor has indicated specifically in advance that this will be allowed.

- Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their place.
- Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

B. Plagiarism

Definition

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which was wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue and will have plagiarized in any situation in which their work is not properly documented.

Clarification

- Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
- When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
- Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
- This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

C. Fabrication, Forgery and Obstruction

Definition

Fabrication is the use of invented, counterfeited, altered, or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

Clarification

- Fabricated or forgery information may not be used in any laboratory, experiment, report or research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
- Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.
- Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records or on records of agencies in which students are fulfilling academic assignments.
- Students may not steal, change, or destroy another student's work. Students may not impede the work of others by theft, defacement, or mutilation of resources to deprive others of their use.

D. Multiple Submission

Definition

Multiple submission is the submission of the same or substantially the same work for credit in two or more courses.

Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.

Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

Clarification

- Students may not normally submit any academic work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions

of the same or substantially the same work in the same semester or in different semesters.

- Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
- Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it PRIOR to the submission of the current endeavor.
- Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

E. Complicity

Definition

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

Clarification

- Students may not allow other students to copy from their papers during any type of examination.
- Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.
- Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.

F. Misconduct in Research and Creative Endeavors

Definition

Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

Clarification

- Students may not invent or counterfeit information.
- Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.
- Students may not represent another person's ideas, writing or data as their own.
- Students may not appropriate or release the ideas or data of others when such data has been shared in the expectation of confidentiality.
- Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.
- Students must adhere to all federal, state, municipal, and university regulations for the protection of human and other animal subjects.
- Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.
- Students must abide by the university's Policy on Research Integrity where applicable, which can be found under Policies and Procedures here: [Policies and Procedures](#)

G. Computer Misuse

Definition

Misuse of computers is disruptive, unethical, or illegal use of the University's computer resources, including any actions which violate the University's Rules for Computing and Networking Resources. Misuse of computers also includes disruptive, unethical, or

illegal use of the computers of another institution or agency in which students are performing part of their academic program.

Clarification

- Students may not use the University computer system in support of any act of plagiarism.
- Students may not monitor or tamper with another person's electronic communication.
- Students may not use University computer resources to engage in illegal activity, including but not limited to the following: illegal accessing other computer systems, exchanging stolen information, and violating copyright agreements which involve software or any other protected material.

H. Misuse of Intellectual Property

Definition

Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

Clarification

Students may not violate the university policy concerning the fair use of copies. This can be found in the [Manual of University Policies Procedures and Guidelines No.3-61: Intellectual Property](#).

I. Artificial Intelligence-Generated Materials

Generative Artificial Intelligence (AI) tools and platforms (e.g., ChatGPT, Google AI, Boost.ai, Jasper, etc.) are new technological additions to the higher education landscape and are rapidly evolving. Submitting text and other products generated by AI tools and platforms as your own original work is prohibited and a violation of CMU's Academic Integrity policy. If the use of AI tools and platforms is appropriate within the context of a course, guidance on properly utilizing them, and appropriate methods of citation for direct quotations, ideas, diagrams, code, or paraphrased text generated through AI will be provided by your instructor.

ETHICAL AND PROFESSIONAL BEHAVIOR

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

In order to (a) protect the intellectual property interests of the instructor, (b) the academic integrity of the course for current and future students, (c) the privacy interests of student members of the class, and (d) to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, students are not permitted to do any of the following without prior written consent of the instructor:

- Recording of classroom lectures and conversations.
- Recording or capturing online interactions among the instructor or students.
- Sharing, transmitting, or publishing class materials (including lectures, slides, recordings, and discussion boards provided by the instructor) to individuals or entities not enrolled in the course and after the course is over.

Unauthorized recording, sharing, or transmitting of classroom activity and materials, including after the course has ended, is considered (a) a violation of the CMU Code of Student Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning, (b) a violation of the Academic Integrity Policy, and/or (c) grounds for grading penalties up to and including failure in the course.

DISCRETION OF INSTRUCTORS

Since the circumstances in which allegations of academic misconduct arise are many and varied, no single process will be appropriate to every situation. The procedures offered below are meant to cover the majority of situations. However, reasonable deviations from these procedures may be appropriate, so long as they are consistent with the following guiding principles:

- Students must be informed about the nature of and basis for any allegations of academic misconduct and the consequences that may be imposed.

- Students have a right to contest any allegations of academic misconduct, and to provide their side of the story to the instructor.
- Once the instructor has considered the evidence and considered anything that the student may say on their own behalf, the instructor has the right to exercise their professional judgment in determining whether the student has engaged in academic misconduct, and to determine the consequences of such misconduct on the student's grade for the assignment and/or the course.
- A student accused of academic misconduct has a right to appeal the instructor's decision once they have discussed the matter with the instructor.
- All parties should act in a reasonably prompt manner, given the circumstances.

Nothing in this policy shall prohibit an instructor from informally discussing a student's work with the student to determine whether academic misconduct has occurred, or to educate the student about standards of academic integrity, without or prior to accusing the student of engaging in academic misconduct. It is recognized that some cases of academic misconduct may be borderline, accidental, or minor. Instructors are free to address such cases as occasions for further education rather than allegations of misconduct. For example, it would be consistent with this policy for an instructor to forgo the procedures outlined below and simply educate a student who has engaged in what appears to the instructor to be minor, borderline, or accidental academic misconduct, and to allow the student to redo the work (for full or partial credit) to avoid any question of academic integrity.

ACADEMIC CONSEQUENCES OF VIOLATIONS OF THE POLICY ON ACADEMIC INTEGRITY

A student is not permitted to withdraw from a course in which an instructor has imposed academic consequences (such as a reduction in grade) for academic misconduct. The instructor shall exercise his or her professional judgment in determining the appropriate academic consequences of the violation. Academic consequences may include a warning or reprimand, a requirement to resubmit work (with or without an additional reduction in grade for the assignment), a lowering of the grade for the assignment (including withholding of any credit for the assignment), or a lowering of the grade for the entire course (including failing the course).

In addition, instructors are encouraged to report serious incidents of academic misconduct to the Office of Student Conduct for formal proceedings seeking disciplinary sanctions under the [Code of Student Rights, Responsibilities and Disciplinary Procedures | Office of Student Conduct](#).

PROCESS FOR HANDLING ALLEGED VIOLATION OF THIS POLICY⁶

A. Initial Notification

If an instructor believes that a student has committed a violation of the Policy on Academic Integrity, the instructor will attempt to contact the student within a reasonable period (normally ten (10) university business days) to notify the student of the suspected violation of the Policy on Academic Integrity. This contact may be in written form (including e-mail), by phone, or in person. In any case, the instructor should convey to the student the following information:

- A description of the nature of the alleged violation (e.g., plagiarism on a term paper; looking at another student's work on an exam, etc.).
- The basis for believing that the student has violated the Policy (e.g., a Turnitin originality report, a description of a report made by someone who observed the academic misconduct, etc.).
- The academic consequences that the instructor may impose if they conclude that there is sufficient evidence that academic misconduct has occurred.
- An offer to discuss the matter further and to respond to the allegations. Depending on the circumstances, this further discussion may occur at a separate time, or it may be continuous with the initial notification. The discussion may take place in person, via email, or by phone.

If the student declines to discuss the matter with the instructor, then they forfeit the right to appeal the instructor's decision.

The instructor is encouraged to keep a record of this contact.

⁶ Adapted from the CMU Social Work Program 2019 Student Handbook

B. Discussion between Instructor and Student

The instructor will offer the student an opportunity to discuss the allegation of academic misconduct, and to present any evidence or other information on his or her behalf. This discussion may be continuous with the initial contact, or it may occur at a later time. It may take place by phone, email, or in person. The instructor will determine the most appropriate format for this discussion, considering the details of the situation and the student's availability and preferences about how the discussion is to be conducted.

If this discussion occurs during a face-to-face meeting, either the instructor or the student may request that a representative of the Ombuds office or a mutually agreeable third party attend to serve as a neutral facilitator or observer. However, neither the instructor nor the student may be represented or accompanied by an attorney or any other advisor.

Regardless of the format of this discussion, the student will be provided the opportunity to respond to the allegation and to explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating, or mitigating circumstance, or acknowledging a violation.

C. Determination of Academic Consequences of Violation

After either (1) the instructor and student have discussed the alleged violation of the Academic Integrity Policy, or (2) the student has admitted that they violated the Academic Integrity Policy, or (3) the student has declined to discuss the violation, then the instructor will exercise their professional judgment in determining whether a violation has occurred, and, if so, what academic consequences are appropriate and what grade is appropriate for the assignment and course. Once this decision has been made, the instructor should communicate their decision to the student in writing. This may be done through regular mail, campus mail, email, or hand delivery to the student. The instructor should retain a copy of this communication. Instructors are encouraged to report serious violations of the Policy on Academic Integrity to the Office of Student Conduct, and to include a copy of this communication in the report.

If the student wishes to discuss the allegations but it is not possible to have this discussion before grades are due, or if the instructor is unable to contact the student

before grades are due, the instructor shall determine whether to (1) forgo submitting a grade for the student or (2) submit a grade which has been lowered to reflect the consequences of academic misconduct. If the instructor decides not to submit a grade until the matter is resolved, the system will assign a grade of “N,” which the instructor will remove once the discussion with the student has occurred. If the instructor submits a grade before a discussion with the student occurs, the instructor should notify the student of this decision and offer to discuss the matter. If, as a result of the discussion, the instructor determines that the evidence of the violation was faulty or insufficient to warrant a determination of academic misconduct, or if they determine that mitigating factors presented by the student warrant a less serious academic consequence than was reflected in the grade submitted, then they will file a change of grade request. In such a case, the instructor should communicate this decision to the student.

D. Appeal of an Instructor’s Decision

A student may appeal the instructor’s decision that a violation of the Policy has occurred, and/or the academic consequences imposed by the instructor. However, if a student has refused to discuss the matter with the instructor, they forfeit the right to such an appeal.

The appeal must be submitted in writing to the instructor and to the dean (or their designated representative, e.g., an associate dean) of the college in which the violation occurred no later than ten (10) university business days after the instructor notifies the student of her/his final decision, or ten (10) university business days after the final course grades have been posted, whichever is earlier. However, if a discussion between the student and instructor has been scheduled to be held after grades are submitted, then the student shall have ten (10) university business days after the student has been notified of the instructor’s decision. An appeal not made within the time limit will not be heard unless an exception is made by the dean of the college. The written statement of appeal must state: the name of the person appealing, the basis of the appeal, the instructor making the decision from which the appeal is made, and the remedy which the person appealing is requesting from the dean.

As soon as practical, the dean will convene a committee composed of faculty and students to hear the appeal and to make a recommendation to the dean. The dean will

designate one member of the committee as the Proceedings Officer. The role of the committee is to advise the dean.

The student and the instructor are each permitted to have an advisor of his or her choice present at the hearing of the appeal. If either party's advisor is an attorney, that party must notify the Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor's role is limited to providing advice to the student or instructor. The advisor is not permitted to ask or answer questions or make oral arguments.

The Proceedings Officer is responsible for notifying members of the appeals committee of the appeal and for setting a time and place for holding a meeting of the appeals committee. The Proceedings Officer will provide notice of time and place of the meeting of the appeals committee to the student, instructor, and other University persons deemed appropriate by the Proceedings Officer.

The Proceedings Officer will retain the documentary evidence introduced at the hearing, as well as the record made of the hearing; these materials will be available to the appeals committee during its deliberations and will be forwarded to the Dean with the committee's recommendation.

The appeals committee has the discretion to establish hearing procedures which are appropriate to the circumstances, fair to all parties involved, and respectful of the values of academic integrity. Normally, the participants in the appeals hearing will appear in person; however, in unusual cases, the appeals committee may allow participation by telephone.

The purpose of the appeals committee is to determine whether the instructor abused his or her professional discretion in finding that academic misconduct occurred and/or in the choice of academic consequences for such misconduct. It is not the purpose of the appeals committee to substitute its judgment for that of the instructor. It is not the purpose of the appeals committee to decide whether it would have reached the same decision had it been the instructor. It is not the function of the appeals committee to rehear the charges against the student. The burden of proof shall be upon the student to show that there was insufficient basis for a reasonable instructor to find that academic misconduct occurred, and/or that the instructor's selection of academic

consequences for the misconduct was arbitrary, capricious, or grossly unjust (e.g., a clear departure from the instructor's announced policies). The appeals committee may:

- Uphold the instructor's decision.
- Find that the facts of the situation could not provide a reasonable instructor with sufficient basis for finding that academic misconduct occurred and recommend that the dean of the college set aside the finding or determine the facts differently.
- Find that the instructor's selection of academic consequences for the violation was arbitrary, capricious, or grossly unjust, and recommend that the dean of the college set aside the academic consequences or impose a different academic consequence.

After receiving this recommendation, the dean will either sustain or deny the appeal. The dean's decision will be in writing.

The dean's decision will be final.

If it is necessary, pending the resolution of an appeal, the student will be assigned a deferred grade.

E. Formal Proceedings in the Office of Student Conduct

If the instructor believes that a student has violated the Policy on Academic Integrity and that the violation is sufficiently serious, the instructor may refer the case to the Office of Student Conduct for the consideration of additional sanctions. The following procedures will be followed:

1. The instructor will inform the student that formal proceedings in the Office of Student Conduct are being requested.
2. The instructor will forward all documentation supporting the allegation of violation to the Office of Student Conduct with a cover letter describing the situation. Examples of documentation include the course syllabus, quiz or exam, assignment, source of plagiarism.
3. The "Code of Student Rights, Responsibilities and Disciplinary Procedures" will govern the sanctions which can be imposed, and the appeal process.
4. The Office of Student Conduct will determine a sanction and will notify the instructor of its determination.

5. This sanction will be recorded on the student's permanent disciplinary record, subject to release only under the terms of the Family Educational Rights and Privacy Act.

F. Proceedings With a Department or Program⁷

1. Departmental or Program Action

- a. In cases where an instructor judges a student to have violated the Policy on Academic Integrity, that person is encouraged to report the incident to the chair of the department or unit in which the student's program is housed.
- b. Departments and programs will follow their internal procedures for deciding whether the student's status in the academic program should be reviewed because of the violation of the Policy on Academic Integrity and, if so, what review process will take place.

2. Appeal of Departmental or Program Action

A record of the department, program and/or college decision and appeal (if any) will be part of the file on the violation of Policy on Academic Integrity maintained by the Office of Student Conduct.

UNIVERSITY POLICY ON SEXUAL MISCONDUCT

Central Michigan University is committed to equal educational and employment opportunity and to the elimination of all forms of prohibited discrimination.

Correspondingly, CMU has enacted a Sexual and Gender-Based Misconduct Policy, which was last revised in August 2021. This policy provides information regarding how CMU will proceed once it has become aware of allegations of sexual and gender-based misconduct to prevent its recurrence, remedy its effects, promote safety, and deter individuals from similar future behavior. Under the Sexual and Gender-Based Misconduct Policy, dating violence, domestic violence/intimate partner violence, sexual assault, sexual exploitation, sexual harassment, stalking and retaliation will not be tolerated and are expressly prohibited. CMU strives to eradicate sexual misconduct through primary prevention and on-going awareness programs, education, training, clear policies, and serious consequences for acts of sexual misconduct. The Sexual and Gender-Based Misconduct

⁷ Passed by Academic Senate 05/05/09 - Revised: 03/26/13; 4/21/20; 05/05/22 - Editorially revised: 11/24/15; 02/08/17

Policy applies to all CMU faculty, staff, and students regardless of sex, gender, gender identity, gender expression or sexual orientation.

If you see something, say something. It's on all of us to take a stand against sexual misconduct

Reporting Sexual Misconduct

Except for the confidential resources listed below or those named explicitly within the Sexual and Gender-Based Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator.

Mary Martinez

Title IX Coordinator

Executive Director, Office of Civil Rights and Institutional Equity

Central Michigan University

Bovee University Center 306

Mount Pleasant, MI 48859

Phone: 989-774-3253

Emails: marti14m@cmich.edu & TitleIX@cmich.edu

Web: <https://www.cmich.edu/offices-departments/OCRIE>

You may speak confidentially to the following resources about your experience or concerns regarding sexual and gender-based misconduct. Confidential resources are under no obligation to share your concerns with the Title IX Coordinator.

CMU Confidential Resources:

- Counseling Center – Foust Hall 102, Phone: 989-774-3381, Email: counsel@cmich.edu
- Sexual Aggression Peer Advocates (SAPA) – Foust Hall 150, Phone: 989-774-2255, SAPA Chat Text: 989-621-3359, Email: sapa@cmich.edu
- CMU Sexual Aggression Services – Foust Hall 150, Phone: 989-774-6677
- CMU's Employee Assistance Program (Health Advocate) – Phone: 866-799-2691, Email: answers@HealthAdvocate.com

- Health care providers, including medical professionals at CMU's [Student Health Services](#) providing related health care services. – Foust Hall 220, Phone: 989-774-6599
- Members of the clergy providing related clerical or spiritual guidance.

Mount Pleasant Community Confidential Resources:

- Listening Ear – Phone: 989-773-2918
- McLaren Central Michigan – 1221 South Drive, Phone: 989-772-6700 (Sexual Assault Nurse Examiner [i.e. SANE] is available or on-call at this location.
- MyMichigan Medical Center Mt. Pleasant – 4851 East Pickard Street, Phone: 989-775-1600
- R.I.S.E. Advocacy (Recovery, Independence, Safety, Empowerment) [Formerly Women's Aid Service] – Phone: 989-772-9168, Office: 989-773-0078

ACADEMIC PROBATION, SUSPENSION, DISMISSAL AND REMATRICULATION

Students have the responsibility to realize when they are having academic difficulties and to seek help as needed. Students are encouraged to seek assistance from their instructors, counselors, or advisors, or from Academic Assistance Programs in the Office of Academic Advising and Assistance.

Students experiencing academic difficulties may face sanction from the University in addition to or instead of sanction from the MPH Program. Students are responsible for understanding the following policies found in the University Bulletin:

- Academic Probation Policy
- Academic Suspension Policy
- Academic Dismissal Policy
- Rematriculation Policy
- Retention and Termination Policy

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's educational records within 45 days of the date the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's educational records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Students may ask the University to amend a record they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.

One exception, which permits disclosure without consent, is disclosure to University officials with legitimate educational interests and/or needs to review an educational record to fulfill his or her professional responsibility. A University official for the purpose of this policy is defined as follows:

- Members of the faculty.
- Members of the professional, executive, and administrative staff.

- Members of the Central Michigan University Police Department in an emergency if knowledge of the information is needed to protect the health and safety of a student.
- Students, when properly appointed as members of a hearing panel or screening committee.
- Representatives of the State Auditor General when performing their legal function.
- A person or company with whom the University has contracted (e.g., attorney, auditor, or collection agent) but limited to only the specific student information needed to fulfill their contract.
- Others as designated in writing by the President, a University Vice President or Dean.

Upon request, the University discloses educational records without a student's consent to officials of another school in which a student seeks to enroll.

Another exception, which permits disclosure without consent, is when the information consists solely of "Directory Information". Directory information may be published or released by University faculty and staff at their discretion. Unless a student specifically directs otherwise, as explained more fully in paragraph (4) below, Central Michigan University designates all the following categories of information about its students as "Directory Information":

- a. Name, campus address, home address, telephone listing, and campus e-mail address.
- b. State of residence.
- c. Age, date and place of birth.
- d. Major field of study, including the college, department, or program in which the student is enrolled.
- e. Classification as a freshman, sophomore, junior, senior, or graduate student.
- f. Enrollment status (full-time, half-time, less than half-time).
- g. Participation in officially recognized activities and sports.
- h. Weight and height of members of athletic teams.
- i. Dates of attendance and graduation, and degrees received.
- j. The most recent educational institution attended.

- k. Honors and awards received, including selection to the Dean's or President's list, honorary organization, or the G.P.A. range for the selection.
4. A student has the right to refuse the designation of all categories of personally identifiable information listed above (a. through k.) as Directory Information. If a student exercises this right, it will mean that no Directory Information pertaining to the student will be published or otherwise released to third parties without consent, a court order, or a subpoena.

Any student wishing to exercise this right must inform the Registrar's Office in writing by the end of Phase II registration regarding the withholding of all categories of personally identifiable information with respect to that student. Once a student has requested the withholding of information, "Directory Information" will be withheld until one year after the student's last attendance at the University. Students who do not attend the University for a period of one year will need to file a new request at their return if they wish to reinstate the withholding of directory information.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Central Michigan University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-8520
Web: <https://studentprivacy.ed.gov/file-a-complaint>

ETHICS

The Public Health Leadership Society's Principles of Ethical Practice of Public Health guide the MPH Program at Central Michigan University. The American Public Health Association (APHA) adopted these principles as the standards for appropriate practice of Public Health for faculty and students. Instructions on the use of the Public Health Code of Ethics are provided throughout the curriculum. In addition to using the APHA adopted Code of Ethics as the standard of ethical behavior, many other ethical criteria (i.e., human subjects, agency

standards, state registration) are considered in specific situations. A copy of the APHA adopted Code of Ethics can be found in Appendix C.

Appendix A

DESCRIPTION OF MPH PROGRAM COURSES

MPH 640: Biostatistics in Public Health 4(3-1)

This course provides advanced knowledge and skills in probability and statistics, enabling students to use statistical software to analyze datasets related to public health problems.

MPH 642: Social and Behavioral Sciences in Public Health 3(3-0)

This course introduces social and behavioral science theories applied to public health problems. It introduces health determinants and covers health behavior theories for improving health.

MPH 644: Rural Health 3(3-0)

This class analyzes the unique healthcare needs of rural, underserved, and marginalized populations across the State of Michigan and the United States.

MPH 646: Epidemiology for Public Health 3(3-0)

Epidemiology is the study of distribution and determinants of health or diseases in human populations and application of this knowledge to improve population health outcomes.

MPH 648: Health Policy and Management 3(3-0)

This course is concerned with the structure and administration of public health organizations and policies that impact health programs delivery, quality, and costs of healthcare.

MPH 650: Biological Basis of Public Health 3(3-0)

Examines modern understanding of how psychosocial factors and pathogens from the environment 'get under the skin' to cause diseases and illnesses in human populations.

MPH 652: Environmental Health Sciences 3(3-0)

This course is designed to interpret environmental factors and conditions affecting health and assess the role of communities in mitigating risks associated with environmental exposures.

MPH 654: Public Health Leadership 3(3-0)

This course introduces students to practical principles of leadership and systems thinking necessary for improving the health of underserved communities or populations.

MPH 655: Program Planning and Evaluation 3(3-0)

Prepares students to conduct community needs assessment, design and implement health interventions to address these needs, and evaluate the effectiveness of these interventions.

MPH 662: Public Health and Aging 3(3-0)

This course introduces students to health issues affecting older persons, their caregivers, families, and communities. Major topics include biology of aging, dementia, and community services.

MPH 664: Public Health Communication and Informatics 3(3-0)

This class explores the effectiveness of communication tools in changing health behaviors and application of technology infrastructure for data gathering and analysis for improving health outcomes.

MPH 666: Substance Abuse Services 3(3-0)

The course examines substance abuse agency service integration for clients, family, and community interventions.

MPH 667: Maternal and Child Health 3(3-0)

Describes the major issues affecting the health and well-being of children and families over the life span.

MPH 670: Methods in Public Health Research 3(3-0)

This course builds competencies necessary to apply systematic methods of investigating population-based health problems and challenges in a manner that translates findings to benefit the community.

MPH 790: Applied Practice Experience 2(Spec)

Provides students with a work-related experience designed to integrate public health theory and practice in an applied setting under supervision. CR/NC only.

MPH 796: Integrative Learning Experience 3(Spec)

This course is a culminating experience for the MPH candidate to synthesize knowledge and skills from different coursework and other experiential learning related to public health challenges at the community level. Not open to students completing a thesis. CR/NC Only.

HSL 631: Healthcare Law, Compliance and Risk Management 3(3-0)

This course emphasizes legal, compliance and risk management theory, principles, and concepts as they relate to healthcare organizational decision-making and accountability. This course may be offered in an online format.

HSL 651: Fundamentals of Healthcare Finance 3(3-0)

The course focuses on introducing accounting and financial management principles and concepts relevant to department-level management of health services organizations.

HSL 661: Healthcare Planning & Marketing 3(3-0)

This course emphasizes models and methods for effective planning for the delivery of healthcare services and the marketing of those services. This course may be offered in an online format.

MGT 643: Human Resource Management 3(3-0)

Theories, systems, practices, problems, and solutions of human resource management in organizations. Credit cannot be earned in both MGT 633 and 643. Prerequisites: Admission to graduate program or permission of the Department Chairperson.

MSA 601: Organizational Behavior and Leadership 3(3-0)

Analysis and application of organizational behavior concepts/theories on the individual, team, and organizational levels for skill development in leading/managing human behavior in complex organizations.

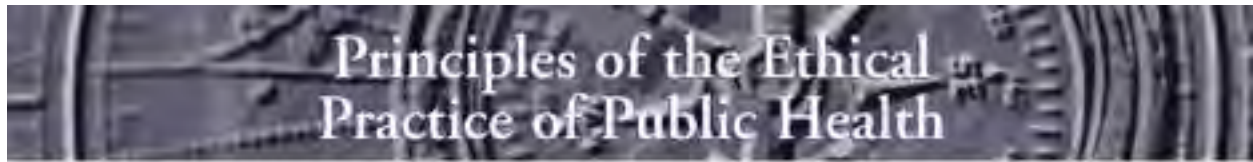
Appendix B

ACRONYMS

AACU	American Association of Colleges and Universities
AMDP	Accelerated Master's Degree Program
APA	American Psychological Association
APHA	American Public Health Association
APE	Applied Practice Experience
ASPPH	Association of Schools & Program of Public Health
Bb	Blackboard
BS	Bachelor of Science
CDC	Centers for Disease Control and Prevention
CEPH	Council on Education for Public Health
CGS	College of Graduate Studies
CHES	Certified Health Education Specialist Exam
CHP	The Herbert H. & Grace A. Dow College of Health Professionals
CMU	Central Michigan University
CPH	Certified in Public Health Exam
CPT	Curricular Practical Training
FERPA	Family Educational Rights and Privacy Act
GA	Graduate Assistantship
GPA	Grade Point Average
HSC	School of Health Sciences
IELTS	International English Language Testing System
ILE	Integrative Learning Experience
IRB	Institutional Review Board
MCHES	Master Certified Health Education Specialist Exam
MD	Medical Doctor
MLA	Modern Language Association
MPH	Master of Public Health
OGE	Office of Global Engagement
OIT	Office of Information Technology
OIDEI	Office of Institutional Diversity, Equity and Inclusion
ORGS	Office of Research and Graduate Studies
PHP	Public Health Programs
REHS/RS	Registered Environmental Health Specialist/Registered Sanitarian Exam
RHIA	Registered Health Information Administrator Exam
TOEFL	Test of English as a Foreign Language
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization

Appendix C

PUBLIC HEALTH CODE OF ETHICS



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

Principles of the Ethical Practice of Public Health: Version 2.1
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A complete copy of the Public Health Leadership Society's Principles of Ethical Practice of Public Health is available at <https://www.apha.org/apha-communities/member-sections/ethics>.

Appendix D



CENTRAL
MICHIGAN UNIVERSITY

Master of Public Health Program

MPH 790: Applied Practice Experience

Student Guide

Academic Year 2026 - 2027

MASTER OF PUBLIC HEALTH PROGRAM

Health Professions Building 2212, Central Michigan University
Mount Pleasant, Michigan 48859

P 989.774.3899 | F 989.774.2908

chp.cmich.edu/mph

Central Michigan University Master of Public Health Program Application Step-By-Step Guide

The Applied Practice Experience (APE) is a 2-credit course (MPH 790) in which students must complete at least two (2) high-quality deliverables/products. The deliverables/products are the items that the student will create for the site by the end of the practice experience. All core and required courses must be completed prior to beginning the applied practice experience. During the APE, students are expected to work in the field alongside other public health professionals. The APE offers the opportunity to build important professional networks.

CEPH accreditation guidelines require all MPH students to “demonstrate competency attainment through applied practice experience.” Competency attainment must arise from significant contact with a practice setting.

GETTING READY FOR YOUR APPLIED PRACTICE EXPERIENCE

The APE is a 2-credit course in which students must complete at least two (2) high-quality deliverables/products in at least one, but preferably two internship sites. The deliverables/products are the items that the student will create or develop for the site by the end of the practice experience.

To complete the APE experiences, students should consider the following steps:

STEP 1

When completing your core and required courses (at the end of the first year of courses), you should start preparing for the Applied Practice Experience (APE). Students are advised to have an initial meeting with the internship coordinator one semester **prior** to when the student plans to register for MPH 790. To identify a project for the APE, use the following questions to assist you:

1. What skills should I develop/enhance? (*e.g., data analysis skills, communication, and leadership skills*)
2. What strengths or expertise will I bring to the hosting organization?
3. What type of setting would I like to explore? (*e.g., local or state health department, community-based organization, etc.*)
4. Are your schedule and availability compatible with the organization's timeline?
5. What are the potential high-quality deliverables/products I can produce?

Examples of products include but are not limited to:

- Preparation of a health promotion presentation or speaking opportunities delivered to multiple audiences.
- Development/implementation of a program to achieve a community/organization health goal.
- Collaboration with health agency to evaluate student internship experiences.

- Facilitation of an evaluation design for non-profit or foundation.
- Assistance in the development of a grant proposal or request for proposal.
- Analysis of health impact to health-related legislation under consideration or recently passed.
- Assistance to a professional organization related to conference planning.
- Assessment of workplace health needs.
- Development of a comprehensive 360 analytic position assess to use in current position.
- Assistance in data collection and analysis.
- Development of fact sheets for ongoing health education and promotion projects.
- Analyze community health needs assessment data and compile health disparities report.
- Creation of promotional materials to support community initiatives.
- Identification of evidence-based programs, policies and practices for strategic planning, quality improvement initiatives or community health improvement planning.

6. What will the required community engagement element include?

STEP 2

Meet with the APE Coordinator to:

1. Discuss potential sites and preceptors.
2. Discuss the competencies. The Applied Practice Experience requires each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies. Students must also select at least one competency from their concentration (Public Health Practice or Health Systems Administration). The competencies are the public health skills that will be acquired by carrying out the tasks and creating the final products. A list of the competencies is provided below:

MPH PROGRAM COMPETENCIES

The curriculum for the MPH program is competency based. Upon completion of the MPH Program, all graduates are expected to have mastered a set of public health competencies during their training. The Council on Education for Public Health (CEPH) has designated 22 foundational competencies that include the following:

Evidence-based Approaches to Public Health

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

Public Health & Health Care Systems

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

Planning & Management to Promote Health

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

Policy in Public Health

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

Leadership

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

Communication

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

Interprofessional Practice

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

Systems Thinking

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

PUBLIC HEALTH PRACTICE CONCENTRATION COMPETENCIES

1. Apply social marketing and strategic communication principles to improve health outcomes in rural and underserved populations.
2. Synthesize current literature and expert opinion for decision-making at multiple levels for rural and underserved populations.
3. Apply the core concepts of Family-Centered Care to the design, delivery, and evaluation of health care programs or public health policies that are grounded in mutually beneficial partnerships among health care providers, patients, and families.
4. Apply theoretical/conceptual models from health education and related disciplines and behavioral economics to develop an evidence-based intervention to address a mental health issue such as substance abuse.
5. Apply strategic planning knowledge and skills to strengthen public health organizations in rural and underserved communities.

HEALTH SYSTEMS ADMINISTRATION CONCENTRATION COMPETENCIES

1. Critically appraise the legal/ethical dilemmas in public health systems.
2. Demonstrate how health service managers can apply financial management theory and principles to make decisions that promote the financial well-being of the organization.
3. Analyze financial statements and performance indicators to evaluate the fiscal health of public health organizations and inform resource allocation.
4. Design and conduct market analysis to effectively position healthcare services.
5. Apply leadership theories and human resource management strategies to build and sustain effective, diverse, and high-performing public health organizations.

STEP 3

1. Complete the six educational modules per the College of Health Professions (CHP) for internship experiences. All CHP students must complete the four (4) educational modules PRIOR to beginning your first APE experience. Due to the ongoing COVID-19 pandemic, all CHP students must also complete two (2) additional educational modules (COVID-19 module and PPE module) as well. To complete these modules, simply log in to Blackboard (Bb) using your CMU global ID and password on the home page, find the course labeled 'HP learning modules under the other courses'.

Important Note: As you complete each module, you should save/print the certificate verifying your completion.

Should you have any questions regarding the Bb Shell and/or educational modules, please contact Ms. Beth Boman CHP Clinical Compliance Coordinator, at boman1ej@cmich.edu.

Should you have any questions regarding the APE course, please contact (Professor Mary Kushion) Internship Coordinator, at kushi1ml@cmich.edu.

2. Assure there are current affiliation agreements in place prior to the start of the APE experiences.

Affiliation agreements are those contracts between Central Michigan University and external entities which involve academic experiences for students in the College of Health Professions (CHP) at off-campus locations. Examples include:

- Field Placements
- Field Experiences
- Off-campus practicum
- Clinical Placements
- Internships
- Applied Practice Experience

If a CHP student will fulfill any part of a degree or non-degree program at other public or private organizations, an affiliation agreement is required prior to the experience.

When an opportunity for a field experience is identified, the Clinical Compliance Coordinator will work with the site to secure this agreement. The CHP has standard agreements but will also accept site agreements as well. Once the agreement is signed by the site, it will be signed by the CMU Office of Academic Affairs and a fully executed agreement will be sent to the site. The process of securing an agreement can take 4 to 12 weeks.

Once the agreement is secured (both entities have signed) students may need to be on-boarded per the requirements of the agreement. A student will receive an email from the CHP Clinical Compliance Coordinator asking for specific documents that are required before the placement can begin. Some of these items may include up-to-date immunizations (including influenza and COVID-19), background check, drug screen, TB test, copy of health insurance card, CPR/BLS certification, annual physical, and miscellaneous form required to be completed/signed.

STEP 4

1. Download and complete the APE approval form located in the MPH 790 Blackboard Shell. A sample is provided on the next page.
2. Submit the APE Approval Form(s) with help of your Site Supervisor(s) and submit them to the APE Coordinator for review and approval. **Do not begin your APE until you have received approval from the APE Coordinator.**

STEP 5 – for International Students ONLY

The current Homeland Security interpretation of Curricular Practical Training (CPT) regulations is that internships require CPT authorization. The government's interpretation of employment is focused on the duties involved and not payment thus a CPT authorization through the Office of Global Engagement is necessary. If a student were to pursue an employment or internship off-campus without this authorization, the student's F-1 immigration status may be in jeopardy. Additional information can be found at: <https://www.cmich.edu/offices-departments/international-student-scholars/optional-practical-training/pre-completion>

Prior to starting your internship, the following items must be completed:

1. Internship offer letter
2. Affiliation agreement (the MPH internship coordinator will determine if an agreement is necessary).
3. International students must have CPT approval. They must apply for approval through the Office of Global Engagement.
4. Submission of the APE form for review and approval to the MPH internship coordinator.

For questions, please contact the APE Coordinator or the MPH Program Director.

MPH 790 Applied Practice Experience Agreement Form

*Complete this form with the help of your Site Supervisor(s) and submit it to the APE Coordinator for review and approval **prior to the start of your internship experience.***

Student Name _____	Student ID _____
Academic Year _____	Semester _____
APE Coordinator (Name, Title) _____	
Site Name _____	
Site Address _____	
Site Supervisor (Name, Title) _____	
Mailing Address (if different than above) _____	

Phone _____	Email _____
CHP Educational Modules Complete? Yes _____ No _____	
Signed CMU Affiliation Agreement? Yes _____ No _____	
Beginning Date* _____	Ending Date _____
	Time Commitment _____ hours

**The practical experience cannot begin until a current CMU Affiliation Agreement is signed*

Project Description

Please provide a brief overview of where you will serve, what your project entails, and what product deliverable(s) is(are) expected.

Competencies

Please list the foundational (3) and concentration (2) competencies that the experience will address (minimum of five total) and briefly describe how the experience will meet each competency.

Type - Category	Name	Description of project/ assignment(s) that demonstrate application or practice
Example: Foundational – Planning & Management to Promote Health	9. Design a population-based policy, program, project, or intervention	

Community Engagement

Please explain how these collaborative experiences will help you gain an understanding of the contexts in which public health work is performed in communities (groups), and the importance of learning and contributing to professional advancement in the field.

Student Signature	_____	Date	_____
Site Supervisor	_____		
Signature	_____	Date	_____
APE Coordinator	_____		
Signature	_____	Date	_____

The remainder of the page is intentionally blank.

MPH 790 Applied Practice Experience Portfolio Step-By-Step Guide

Portfolio Highlights

Portfolios are purposeful collections of student work that exhibit effort, progress, and achievement. The assessment portfolio is the type of portfolio the MPH Program uses to demonstrate achievement in public health competencies. An assessment portfolio is designed to include a student's best examples or best products.

Therefore, this portfolio will:

- Be part of the MPH 790 applied practice experience requirements (e.g., internship, practicum, etc.).
- Be based on five identified competencies achieved (three foundational competencies and two concentrate competencies).
- Include specific products to demonstrate mastery of each competency.
- Be scored by the APE Coordinator with a standard rubric.

Essential Components of a Portfolio

1. **Table of Contents**
2. **Personal Introduction** describing the student's background and experiences (e.g., resume, curriculum vitae, statement of purpose, personal statement of goals).
3. **APE Experience 1**
 - a. Applied Practice Experience (APE) Agreement Form
 - b. Narrative Description and Summary of Project including outcomes
 - c. Self-Assessment of the attainment of competencies that describes each artifact or product in a short narrative, how it demonstrates obtainment of the competency, what the student learned as a result (self-reflective), what the student still needs to learn, and how does the student intend to accomplish this.
 - d. Artifacts or products linked to the self-assessment and attainment of competencies. This section must include *CEPH Template D5-1* summarizing the artifacts or products including names and assigned labels and be included as either an attachment or appendix (e.g., Attachment 1, Appendix A). See "Examples of Products/Artifacts" below. The CEPH Template D5-1 is provided on the last page of the guidelines for reference and is included in the MPH Student Handbook.
4. **APE Experience 2 (if multiple APEs were conducted)**
 - a. Applied Practice Experience (APE) Agreement Form
 - b. Narrative Description and Summary of Project including outcomes
 - c. Self-Assessment of the attainment of competencies that describes each artifact or product in a short narrative, how it demonstrates obtainment of the competency, what the student learned as a result (self-reflective), what the student still needs to learn, and how does the student intend to accomplish this.
 - d. Artifacts or products linked to the self-assessment and attainment of competencies. This section must include *CEPH Template D5-1* summarizing the

artifacts or products including names and assigned labels and be included as either an attachment or appendix.

5. **Community Engagement**

- a. Self-Assessment of how these collaborative experiences demonstrate community engagement, have helped the student gain an understanding of the contexts in which public health work is performed in communities (groups), and the importance of learning and contributing to professional advancement in public health fields.
- b. Artifacts or products linked to the narrative description and self-reflection. This section must include *CEPH Template D5-1* summarizing the artifacts or products including names and assigned labels and be included as either an attachment or appendix.

Other evaluation instruments (e.g., preceptors, pre/post evaluations, site evaluations, etc.) may also be included as artifacts or products demonstrating attainment of competencies.

Examples of Products/Artifacts

During internship students must create at least two portfolio products that demonstrate achievement of at least five Public Health Competencies; Three Foundational Competencies; Two must be Concentration Competencies.

Examples of Portfolio Products include but are not limited to:

- Preparation of a health promotion presentation or speaking opportunities delivered to multiple audiences.
- Development/implementation of a program to achieve a community/organization health goal.
- Collaboration with health agency to evaluate student internship experiences.
- Facilitation of an evaluation design for non-profit or foundation.
- Assistance in the development of a grant proposal or request for proposal.
- Analysis of health impact to health-related legislation under consideration or recently passed.
- Assistance to a professional organization related to conference planning.
- Assessment of workplace health needs.
- Development of a comprehensive 360 analytic position assess to use in current position.
- Assistance in data collection and analysis.
- Development of fact sheets for ongoing health education and promotion projects.
- Analyze community health needs assessment data and compile health disparities report.
- Creation of promotional materials to support community initiatives.
- Identification of evidence-based programs, policies and practices for strategic planning, quality improvement initiatives or community health improvement planning.

Essential Components of a Self-Assessment

Your primary purpose in the portfolio is to develop a written narrative to persuade the APE coordinator to grant credit for your attainment of foundational competencies, concentration

competencies, and understanding of community engagement. The best approach to structure your arguments is to develop a claim, provide reasoning to support the claim, and provide supporting evidence.

The APE coordinator will not grant credit simply for time you spent working, training, or engaging in various activities and will consider whether the learning reflected by the self-assessment demonstrates attainment of each competency.

As you draft the content of the self-assessment, consider the following helpful tips:

- Does the introduction make it clear to the APE coordinator the foundational and concentration competencies you are asking credit for and that are addressed (in the same order as the APE agreement) in that APE experience?
- Does each section of the self-assessment provide specific examples and reasoning to support your claims about what you have learned?
- Do the arguments or claims you have made focus on what you have learned and how you learned it?
- Have you provided a self-assessment of no more than 1,000 words for each competency for which you are demonstrating attainment?
- Have you identified the skills and abilities where further professional growth is necessary?

The APE coordinator must be able to read and understand what you have written quickly and easily. If it is too hard to figure out what you mean, the coordinator will be less likely to give credit. The APE coordinator is also less likely to be persuaded by writing that contains numerous errors in grammar, punctuation, and spelling. Not only do such errors slow down the reading and review time, but they also reflect poorly on the student. Do not rely exclusively on your software's grammar and spelling checker to find and correct mistakes.

As you format the content of the self-assessment, consider the following:

- Within each paragraph, have you single-spaced your prose with an extra space between paragraphs and sections of text?
- Have you used an easy-to-read 12-point typeface (e.g., Calibri or Arial)?
- Have you used appropriate APA formatting for references?
- Have you included headings in boldface to help reviewers quickly and easily see what competencies you are asking credit for in your self-assessment?
- Are your sentences clear and concise?
- Have you established clear, coherent, logical connections among ideas in each paragraph? Among paragraphs?
- Have you proofread and copyedited your portfolio thoroughly and carefully for grammar, spelling, and punctuation errors?
- Have you asked someone else to proofread your work?

As you organize the essential components of the portfolio, consider the following:

- If you are submitting your portfolio on paper, have you provided tabs for each section (component) of the portfolio?
- If you are submitting your portfolio electronically, have you provided a title page? Have you added a cover sheet for each section of the portfolio? Have you converted the portfolio into one PDF document?

Site Supervisor Review:

Prior to submission to the APE coordinator, send your portfolio to the site supervisor for review and comment; include the APE coordinator in the email communication. This will prompt the APE coordinator to send the site supervisor evaluation to the supervisor.

APE Coordinator Review:

Once the site supervisor evaluation(s) and portfolio are received the APE coordinator will review the portfolio for approval or revision. The APE coordinator may request additional faculty member review and the MPH program director may elect to review the portfolio. It is important to submit your best work with details and products from your APE experiences.

Additional Guidance:

Students are strongly encouraged to complete and submit their portfolio with 60 days post internship to stay on track for degree completion. Delays in submitting the portfolio could result in a delayed graduation.

CEPH Template D5-1

The CEPH Template D5-1 below allows students to summarize the applied practice experience by listing specific assignments that demonstrate application or practice of MPH competencies. Each student must demonstrate attainment of at least five competencies, of which at least three must be foundational competencies.

Practice-based products that demonstrate MPH competency achievement: Public Health Practice Concentration	
Specific assignment(s) that demonstrate application or practice	Competency as defined above*
	1.
	2.
	3.
	4.
	5.

*Each student must demonstrate attainment of at least five competencies, of which at least three must be foundational competencies.

Portfolio Evaluation

The APE coordinator will review the portfolio to assess attainment of competencies. The site supervisor can also be consulted. The portfolio is graded on a “Satisfactory” or “Unsatisfactory” basis. An incomplete grade or a “Z” will be assigned if a student did not complete the applied practice experience or failed to demonstrate attainment of five competencies. The incomplete will be removed following completion of the applied practice experience and/or attainment of competencies.

Applied Practice Experience Portfolio Evaluation Rubric Students must achieve a Satisfactory score on all elements to receive course credit		
Portfolio Element	Satisfactory	Unsatisfactory
Personal Information Personal information in the form of curriculum vitae is properly formatted and does not contain any spelling errors		
Applied Practice Experiences APE application form(s) provided for each experience, narrative description provides specific details related to the experience and demonstrates knowledge and understanding of the five public health competencies outlined in the APE application form		
Self-Assessment Self-assessment includes reflections on the APE experiences and includes both accomplishments and challenges in demonstrating the five competencies. Self-assessment also includes identified areas of improvement		
Competency Attainment Narrative and practice-based artifacts/work products demonstrate application of competencies outlined in the APE application agreement form. Appendices include the artifacts/work products in a clear format with descriptions.		
Format Portfolio demonstrates the student's ability to organize, integrate and articulate ideas in a portfolio format that is well-organized and has correct spelling, grammar, punctuation, and referencing.		
APE Coordinator Notes:		

Appendix E



CENTRAL
MICHIGAN UNIVERSITY

Master of Public Health Program

MPH 796: Integrative Learning Experience

Student Guide

Academic Year 2026 - 2027

MASTER OF PUBLIC HEALTH PROGRAM

Health Professions Building 2212, Central Michigan University
Mount Pleasant, Michigan 48859

P 989.774.3899 | F 989.774.2908

chp.cmich.edu/mph

Integrative Learning Experience non-thesis (Plan B) Guidelines

To satisfy this requirement at CMU, each student must enroll in a 3-credit hour course, MPH 796. Typically, this course is undertaken during the student's final semester, subsequent to the completion of all foundational courses, core courses, and the Applied Practicum Experience (APE). MPH 796 delves into research concepts and affords students the opportunity to engage with peers in discussing their ILE proposals to maintain focus and progress. The following process should be followed for successful completion of the **Capstone**:

1. The student forms a Plan B Committee made of 2 faculty members from the Public Health Division (preferred). One of them will serve as the chair.
2. In collaboration with the Plan B committee members, the student identifies a research topic and completes the Prospectus Form that will be submitted to the MPH Office and the MPH course instructor.
 - a. Send the completed form to the committee chair for approval.
 - b. Upon approval, the student signs the form and hands it over to the course instructor (MPH 796).
 - c. The chair forwards the approved Prospectus Form to the MPH Program office.
3. While attending the MPH 796 course, student works independently with his Plan B committee members. It should be noted that the MPH 796 instructor may or may not be a member of the Plan B committee.
4. Student receives and incorporates feedback from both committee members to complete the final report writing.
5. The student with the approval of his chair submits the final report to the MPH Program Director for approval to schedule an oral presentation.
6. Following the approval from the MPH Program Director, the student in collaboration with the MPH Program office personnel schedules the oral presentation date, time, and location. MPH faculty, staff, and students are invited to attend the oral presentation.
7. Student gives a 25 to 30-minute oral presentation and answers questions from attending participants.
8. Student incorporates changes and submits the Sign off Completion Form and the updated version of the written report to the Plan B Committee, the MPH office and the MPH 796 instructor.
9. The course instructor, committee chair, and MPH Program representative will approve the completion of the Integrative Learning Experience requirement once it is evident that the student has attained the requirements.
10. The course instructor (MPH 796) removes the "Z" for student who did not complete the Plan B at the end of the course and updates the necessary requirements in the Degree Progress.



MPH 796 INTEGRATIVE LEARNING EXPERIENCE

Plan B – Prospectus

Before beginning the ILE project, the *Prospectus* must be approved by the ILE committee, the ILE instructor, and the MPH Program Director. This approval process is crucial to avoid potential disagreements later.

STUDENT INFORMATION

Name:	Student ID#:
Email:	Expected Year of Graduation:
Semester Enrolled:	☐ May ☐ August ☐ December

PROJECT

Type of Document: ☐ Grant Proposal ☐ Evaluation of an Existing Program ☐ Research Paper ☐ Systematic Review of the Literature	This project is being proposed to fulfill the Integrative Learning Experience requirement for the following Master of Public Health Degree Concentration :
Project Title:	

RESEARCH

Research involving the groups listed below **requires** approval from the appropriate committee. If applicable, a copy of the appropriate committee's approval must be attached.

☐ No Research did not involve human subjects, animals, or recombinant DNA.

	<u>Group</u>	<u>Committee Approval</u>
☐ Yes	Human Subjects	Institutional Review Board (IRB)
☐ Yes	Animals	Institutional Animal Care & Use Committee (IACUC)
☐ Yes	Recombinant DNA	Institutional Biosafety Committee (IBC)

SYNOPSIS

Attach a brief description of the project.
 Synopses should be no more than two pages, double-spaced.

REQUIRED SIGNATURES		OFFICE ONLY (Grad Faculty Status)
Committee Chair		
	Signature _____ Date _____	Print Name _____ Exp. Month/Year _____
Faculty Member		
	Signature _____ Date _____	Print Name _____ Exp. Month/Year _____
Academic Advisor		
	Signature _____ Date _____	Print Name _____ Exp. Month/Year _____
Department Chair		
	Signature _____ Date _____	Print Name _____ Exp. Month/Year _____
Course Instructor		
	Signature _____ Date _____	Print Name _____ Exp. Month/Year _____

The *Prospectus* is not approved until **ALL** signatures have been obtained.

**PROSPECTUS AND ALL SUPPORTING DOCUMENTS MUST BE SUBMITTED TO THE COURSE INSTRUCTOR ELECTRONICALLY as
 ONE PDF File**

Suggested Capstone (Plan B) Timeline

SEMESTER DATE	ACTION
Week 1	1. Select a research topic and form an ILE committee of 2 faculty members. 2. Review the College of Graduate Studies Thesis/Journal Article Guidelines and Template.
Week 2	1. Develop Project Synopsis and Submit a signed and completed Prospectus Form. 2. Make sure IRB approval is in order (if applicable) and CITI training is complete.
Week 3	Contact your Chair about expectations for the First Draft and compose the initial draft of the thesis/capstone.
Week 8	Submit First Draft to Committee Chair.

Week 10	Submit Second or Final Draft to Committee Chair.
Week 12	1. Submit Final Draft to Chair and Committee (if not already done). 2. Contact Chair and <u>all</u> Committee members about scheduling an oral presentation date; do not schedule a presentation until you have confirmed a date and time with all members of your committee. 3. Submit the research topic and committee member's names to the MPH Program personnel for scheduling of the oral presentation.
Weeks 14 & 15	Last Day to Present* <i>*This is the last day to present; however, the chair and committee must approve your specific oral presentation date & time.</i> Day of Oral Presentation 1. Bring a completed Plan B Completion Sign-Off Form for your committee members to sign and date. 2. Arrive early to make sure the room is appropriately set-up. 3. Bring paper to take notes in case revisions need to be made to your ILE.
Week 16	4:00 PM Deadline for submitting the approved version of the ILE written product to the MPH Program office. Semester Ends

Evaluation and Integrative Learning Experience Course Grades

A candidate's capstone project will be evaluated according to the following rubric system:

WRITTEN PRODUCT	EXCELLENT	SATISFACTORY	UNSATISFACTORY
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose
	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.

Organization: Overall	Well-planned and well-thought out. Includes title, introduction, and statement of main idea, transitions and conclusion.	Good overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing
Organization: Competencies	ILE meets the agreed upon foundational & concentration competencies	ILE meets some of the agreed upon foundational & concentration competencies	ILE does not meet the agreed upon foundational & concentration competencies
Content	Exceptionally well presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.
Research (if assignment includes a research component)	Sources are exceptionally well integrated, and they support claims argued in the paper very effectively. Quotations and Works Cited conform to APA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper but might not be integrated well within the paper's argument. There may be a few errors in MLA style.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences may have awkward structure or unclear content. There may be patterns of punctuation errors.
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style, but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.

Style: Details & Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proofreading.

ORAL PRESENTATION	EXCELLENT	SATISFACTORY	UNSATISFACTORY
Content: 1. What activities were carried out? 2. What are targeted competencies? 3. Were they met?	Demonstrated an outstanding understanding of these questions.	Did adequately address these questions.	Did not adequately address these questions.
Organization and clarity	Well organized; clearly presented; professional-quality visuals	Well organized; clearly presented; good visuals	Poorly organized; not clearly presented; visuals poorly constructed
Presentation style	Engaging, enthusiastic, confident	Concise; projects voice	Rambling, distracting, unprofessional
Appropriateness and effectiveness	Original or creative method of communication	Appropriate content and style	Talks down or without conviction to audience

A grade of "Z" (deferred) will be posted for those students who do not complete the capstone project on time.

Appendix F

FREQUENTLY ASKED QUESTIONS (FAQs)

Q: WHAT IS AN INTEGRATIVE LEARNING EXPERIENCE (ILE)?

A: The integrative learning experience provides graduate students an opportunity to show mastery of content in a given area. Students must demonstrate synthesis of foundational and concentration competencies, synthesize relevant public health theories and knowledge of significant community health issues, communicate public health information both in writing and orally, and demonstrate leadership skills.

Q: WHAT IS REQUIRED TO COMPLETE AN INTEGRATIVE LEARNING EXPERIENCE (ILE)?

A: Regardless of the form, successful completion of an integrative learning experience requires two outcomes: **(1) a high-quality written product** that is appropriate for the student's educational and professional objectives **and (2) an oral presentation**. Candidates shall acquaint themselves with the evaluation system for the written paper and the oral presentation.

Q: HOW WILL MY PROJECT BE EVALUATED?

A: Both the written product and oral presentation will be evaluated as satisfactory or unsatisfactory. Students **receive** a credit or no-credit grade (CR/NC) only.

Q: WHAT IS THE DIFFERENCE BETWEEN PLAN A AND PLAN B?

A: **Thesis (Plan A):** The Plan A or thesis is a formal, scholarly work describing an original scientific investigation that is based primarily on a research question. In general, the thesis is a demonstration of research ability and shows originality, analytical skills, clarity of critical thought, and power of mature expression. Because the completion of Plan A may require more than 2 years, this option should not be considered.

Non-Thesis (Plan B): The Plan B is the only option available for MPH students. Plan B or creative project allows students to carry out research on a topic based on personal perspective supported by the research in the field. The document should be more than a simple compilation of published facts or studies. Rather, it should demonstrate the student's ability to analyze the topic critically and to synthesize

related facts into a comprehensive review. In its writing, the student learns to restructure and re-present arguments encountered during the course of that research. There are four (4) types of a non-thesis project to consider - research paper, systematic review, program evaluation, or grant proposal. Students approved for Plan B will be required to go through a similar approval process as students working on a thesis.

Q: I WANT TO DO A RESEARCH PAPER FOR MY INTEGRATIVE LEARNING PROJECT. HOW DO I KNOW IF IT IS CONSIDERED A THESIS (PLAN A) OR NON-THESIS (PLAN B) PROJECT?

A: The Thesis (Plan A) research paper is an original scientific investigation which includes data collection and analysis. The Non-thesis (Plan B) research paper is supported by research already in the field and may include analysis of secondary data.

Q: WHEN IS MY PROSPECTUS FORM DUE?

A: A Prospectus Form is required for the Thesis (Plan A) and the non-thesis (Plan B) option. Work on a Thesis project may not begin until the project has been approved by the **student's** committee members. It also needs to be filed with the MPH program office.

Q: WHERE DO I FIND THE PROSPECTUS FORM?

A: The Prospectus Form is in the MPH 796 Bb shell. It can also be found at: <https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms>. A preview of the Prospectus Form can be downloaded prior to submission to assist with completion of the requirements.

Q: WHAT IS A PROJECT SUMMARY?

A: A Project Summary is a technical synopsis (2-page maximum) that includes information on the samples, data, information to be collected, etc. It should also include a layperson summary (1-paragraph maximum). Please refer to the <https://www.cmich.edu/offices-departments/office-research-graduate-studies/graduate-studies/student-services/forms> for more information.

Q: WHY DO I NEED A COMMITTEE?

A: Members of your Plan B committee are responsible for giving you the direction and assistance you need to complete the Plan B, but that responsibility does not mean that they are supposed to do any of the work for you. As members of the faculty, they are also responsible to the university to uphold the academic standards of that institution. This means that they cannot accept careless work just to enable you to finish your degree. As researchers and educators, they also feel a responsibility to the larger profession, to ensure that the Plan B makes a significant contribution to professional knowledge. As professors, they feel responsible to themselves and their career advancement. They have their own standards of quality and their own need to advance their careers

Q: HOW MANY COMMITTEE MEMBERS ARE REQUIRED?

A: A committee of two (2) faculty members is required for the Non-thesis (Plan B) option.

Q: WHO DO I ASK TO SERVE ON MY COMMITTEE?

A: Students should consult their course instructor in selecting a committee chairperson and at least one committee member. One committee member may be from a discipline other than the student's area of concentration or a non-CMU faculty member. Graduate students must ensure all committee members possess graduate faculty status.

Q: WHAT IS THE ROLE OF THE COMMITTEE CHAIRPERSON?

A: The committee chairperson (also known as the chair, adviser, or director) is the faculty member primarily responsible for directing the research, guiding the major writing project or thesis paper, and is the primary contact with the student. The chair is often the faculty member with the highest status distinction of all committee members. It is the chair's reputation that is on the line when your major writing project or thesis paper is reviewed by other faculty, by the graduate school office, and by external members of the profession.

Q: WHAT IS THE ROLE OF THE FACULTY COMMITTEE MEMBER?

A: A second member of the committee provides needed technical expertise; and other committee members play a much less active role.

Q: WHAT IS THE ROLE OF THE COURSE INSTRUCTOR?

A: The course instructor will provide guidance to meet ILE requirements, which may include advising, meeting deadlines, reviewing research proposals, etc. The course instructor may choose to also serve on a student's committee as chair or a member.

Q: CAN I USE A PROJECT FROM PREVIOUS COURSEWORK?

A: Yes, you can. Students may submit a prior academic endeavor if there is substantial new work, research, or other appropriate additional academic effort. The student shall disclose the use of the prior work to the course instructor and committee chairperson. Failure by the student to obtain permission of the instructor shall be considered a multiple submission

Q: CAN I PRESENT MY PROJECT BY RECORDING IT?

A: No, you cannot. The presentation must be a live presentation. Students are required to give a 25 to 30-minute oral presentation of their project. Presenting students should expect participants to ask questions related to their presentation/integrative learning experience.

Q: HOW DO I SCHEDULE MY ORAL PRESENTATION?

A: In conjunction with the committee chair, students should arrange for the date and time of presentations at least one week in advance. The announcement inviting the general public (including students, faculty, and staff of the university) must be announced at least one week prior to the actual presentation.

Q: WHAT DO I DO AFTER I SCHEDULE MY ORAL PRESENTATION?

A: Once the defense is scheduled, please download the WebEx software and familiarize yourself with it. You will be acting as the session host. As such, it is expected that you are familiar with the technology including the abilities to:

- 1) mute/unmute everyone to eliminate outside noises during the presentation.
- 2) to share your presentation on the screen; and
- 3) to record the presentation (if you or your committee chair chooses).

There are many tutorials available through CMU IT sites, so please feel free to contact the Office of Information Technology (OIT) for assistance.

Q: WHAT SHOULD I EXPECT DURING MY ORAL PRESENTATION?

A: The Presentation Agenda will be as follows:

1. Introduction by the committee chairperson
2. Student presentation
3. Student questions
4. Faculty committee questions

Q: WHAT DO I DO AFTER I HAVE PRESENTED MY PROJECT?

A: Following the oral presentation, the student should work with the committee members to rectify any changes they want made prior to submission to the MPH Program. Students should then submit their final, revised, committee-approved written document and Plan A/B Completion Approval form to the Course Instructor and the MPH Program office (for record retention). The Course Instructor will use the document(s) to change the grade from 'Z' to 'CR/NC'. The MPH Program office will use the document(s) to notify appropriate CMU departments that the graduation requirement has been met.

Q: WHERE DO I FIND THE PLAN B COMPLETION FORM?

A: The Plan B Completion form is available from the Course Instructor of MPH 796 or MPH Program personnel.

Q: WHERE DO I FIND CEPH TEMPLATE D5-1?

A: Graduate students should use the most recent Council on Education for Public Health's (CEPH) data template D5-1 for Public Health Programs (PHP) available at <https://ceph.org/about/org-info/criteria-procedures-documents/templates/>.

Q: WHAT HAPPENS IF I DON'T COMPLETE MY ILE BY THE END OF THE SEMESTER?

A: If the instructor believes that the quality and quantity of work completed by the end of the semester justifies an extension of time, a Z (deferred grade) may be recorded for those students who do not complete the capstone project in time. An instructor who assigns a grade of Z shall submit to the department chairperson, on the proper form, a statement of remaining requirements for removal of the deferred grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student. Students are given 45 days from the end of the current semester to complete the coursework necessary to earn credit.

Appendix G

CMU RESOURCES

LIBRARY RESEARCH AND INSTRUCTION SERVICES

As a CMU student you have full access to the services and resources of the CMU Library. Reference librarians will help you find information on your research topic and answer other questions related to the library. The library's Documents on Demand office will obtain copies of the books and journal articles for you. Check out the library's website at <https://www.cmich.edu/research/cmu-library> for more information.

Reference Librarian Contact Information:

- By email: libref@cmich.edu
- By online form: <http://libguides.cmich.edu/askalibrarianform>
- By Phone: (989) 774-3114
- By Text: (989) 863-4639

Documents on Demand Office Contact Information:

- By email: docreq@cmich.edu
- By online form: <https://illiad.cmich.edu/>
- By Phone: (989) 774-3022

WRITING CENTER

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

MATHEMATICS ASSISTANCE CENTER

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify, and to register with the Math Assistance Center, visit <https://www.cmich.edu/academics/colleges/college-science-engineering/centers/mathematics-assistance-center>.

PRESENTATION SKILLS CENTER

Available to On-Campus and online students, faculty, and staff, the Presentation Skills Center offers free individual or group consultations and practice sessions. Clients have

the opportunity to record and analyze their speeches, and detailed feedback is made available during the session. Learn more at <https://www.cmich.edu/academics/colleges/college-arts-media/departments-schools/communication-journalism-media/student-resources/presentation-skills-center>.

CAREER DEVELOPMENT CENTER

The Career Development Center helps students and alumni develop a path to achieve their career goals. Students and alumni receive guidance through every step of their career through advising, planning, resume review, mock interview, connections, First Impressions, Handshake and other resources. Learn more at <https://www.cmich.edu/offices-departments/career-development-center/students>.