

Chapter V

Instructional Programs

V.A Degree Programs

CEPH Criterion

The School shall offer programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree in at least the five areas of knowledge basic to public health. The School may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources

Degree Programs

CEPH Expected Documentation

- 1 Identification in matrix form of all of the School's degree programs, including undergraduate degrees if any, showing the areas of specialization possible and distinguishing between those considered by the School to be professional degrees and those considered to be academic degrees. If the School offers degrees in a nontraditional format, these must be included in the matrix and identified as nontraditional
 - 2 The School bulletin or other official publication, which describes all curricula offered by the School for all degree programs
 - 3 Assessment of the extent to which this criterion is met
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Overview

The School offers more than 100 professional and academic degrees programs through its 10 departments, the Graduate Training Programs in Clinical Investigation, and the Master of Public Health Program (Table V.A.1). Specifically, three professional (MPH, professional MHS, and DrPH) and four advanced study and research (academic) degrees (academic MHS, ScM, PhD, and ScD) are offered. The School also offers several combined degree programs (Table V.A.2). Together, these degree programs provide various levels of training in public health practice and research to meet the career goals and prior experiences of the School's rich and diverse student body. The breadth and scope of the degree programs are consistent with the School's mission and the Strategic Plan 2000 objectives to respond to the academic needs of present and future public health practitioners and researchers.

Our academic programs are constantly evaluated through routine data sources (Chapter I Mission, Goals, Chapter IX.D Student Roles, and Chapter X.A Evaluation and Planning) and, when deemed appropriate, receive an in-depth review by ad hoc committees. For example, recommendations from the MPH Program review in 2000 and the DrPH Program review in 2002 have been implemented (Chapter I Mission, Goals). Based on emerging public health challenges, the objectives and curricula of departmental degree programs are revised, new programs are developed, or, in some cases, dropped. For example, since the last self-study, the ScM in Vaccine Development and the ScD degree programs in International Health were dropped due to low student demand. New programs have been added, including the MHS in Bioinformatics, the MPH/MBA, and the combined Master of Science in Security Informatics (MSSI) and MHS in Health Policy (Chapter V.G Combined Degrees). The School has also developed an interdepartmental Molecular Epidemiology program and curricula in Management and Public Health Leadership. Other programs are in the development stage; these include Clinical Research and Health Economics (Chapter I Mission, Goals).

Table V.A.1 Departmental and MPH Program Degree Programs, 2005–2006

Department or Degree Program	Academic			Professional			
	MHS	ScM	ScD	PhD	MHS	DrPH	MPH
School-wide MPH							
• Full-time Customized MPH							X
• Part-time/Internet-based MPH							X
• MPH Concentrations:							
• Child Health ¹							X
• Environmental and Occupational Health ²							X
• Epidemiology and Biostatistical Methods for Public Health and Clinical Research:							
• Epidemiology Track							X
• Biostatistics Track							X
• Health Leadership and Management							X
• Health Policy and Financing ³							X
• Humanitarian Assistance: Health and Human Rights							X
• Infectious Diseases							X
• Public Health Nutrition							X
• Public Health Preparedness in Practice							X
• Social and Behavioral Sciences in Public Health							X
• Women's and Reproductive Health							X
Biochemistry and Molecular Biology							
❖ Biochemistry and Molecular Biology		X		X			
• Reproductive Biology	X	X					
Biostatistics							
❖ Biostatistics	X	X		X			
• Bioinformatics	X						

❖ Departmental Degree

1 Name was changed to Child and Adolescent Health in 2006–2007

2 Concentration was dropped in 2006–2007

3 Name was changed to Comparative Health Systems and Policies in 2006–2007

Degree Programs

Table V.A.1 Departmental and MPH Program Degree Programs, 2005–2006, continued

Department and Degree Program	Academic			Professional			
	MHS	ScM	ScD	PhD	MHS	DrPH	MPH
Environmental Health Sciences							
❖ Environmental Health	X	X				X	
• Occupational and Environmental Hygiene					X		
• Environmental Health Engineering			X	X			
• Molecular Imaging			X	X			
• Occupational and Environmental Health			X	X			
• Physiology			X	X			
• Toxicological Sciences ⁴			X	X			
Epidemiology							
❖ Epidemiology						X	
• Cancer Epidemiology	X	X	X	X			
• Cardiovascular Disease Epidemiology	X	X	X	X			
• Clinical Epidemiology	X	X	X	X			
• Clinical Trials			X	X			
• Epidemiology of Aging	X	X	X	X			
• General Epidemiology	X	X	X	X			
• Human Genetics/Genetic Epidemiology	X	X	X	X			
• Infectious Disease Epidemiology	X	X	X	X			
• Occupational and Environmental Epidemiology	X	X	X	X			
Graduate Training Programs in Clinical Investigation							
❖ Clinical Investigation	X			X			
Health, Behavior and Society							
• Behavioral Sciences and Health Education					X		
• Genetic Counseling		X					
• Social and Behavioral Sciences with a focus on:			X	X			
• Health Education and Communication							
• Social and Psychological Influences on Health							
❖ Departmental Degree							
4 Name was changed to Toxicology in 2006–2007							

Table V.A.1 Departmental and MPH Program Degree Programs, 2005–2006, continued

Department and Degree Program	Academic			Professional			
	MHS	ScM	ScD	PhD	MHS	DrPH	MPH
Health Policy and Management							
• Health Care Management and Leadership						X	
• Health Finance and Management					X		
• Health Policy					X		
• Health and Public Policy with a focus on:			X	X			
• Bioethics and Health Policy							
• Environmental and Occupational Health Policy							
• Health Care/Health and Social Policy							
• Injury Control							
• The Practice of Prevention							
• Health Services Research with a focus on:			X	X			
• Gerontology and Long Term Care							
• Health Economics							
• Health Services and Outcomes Research							
International Health							
❖ International Health						X	
• Disease Prevention and Control				X	X		
• Health Systems				X	X		
• Human Nutrition				X	X		
• Social and Behavioral Interventions				X	X		
Mental Health							
❖ Mental Health	X			X			
Molecular Microbiology and Immunology							
❖ Molecular Microbiology and Immunology	X	X		X			
Population and Family Health Sciences							
• Child Health and Development				X	X	X	
• Demography	X						
• Health Communication ⁵				X	X	X	
• Population and Health				X	X	X	
• Reproductive, Perinatal, Women's Health				X	X	X	

❖ Departmental Degree

⁵ Students are no longer being accepted into this degree program as of 2006–2007

Degree Programs

Table V.A.2 **Combined MPH and Departmental Degree Programs**

Degree	Collaborating Institution or Department	School of Public Health Department
MPH		
MPH/JD	Georgetown University School of Law	—
MPH/MBA	Johns Hopkins School of Professional Studies in Business and Education	—
MPH/MD	Accredited US or Canadian Schools of Medicine or Osteopathy	—
MPH/MSN	Johns Hopkins School of Nursing	—
MPH/MSW	University of Maryland School of Social Work	—
Departmental		
BA/MHS	Johns Hopkins University Public Health Program (BA)	Environmental Health Sciences and Mental Health (MHS)
MA/MHS	Johns Hopkins University School of Advanced International Studies (MA)	International Health (MHS)
MD/PhD	Johns Hopkins School of Medicine (MD)	All Departments (PhD)
MSSI/MHS	Johns Hopkins Whiting School of Engineering's Information Security Institute (MSSI)	Health Policy and Management (MHS)
PHD/MHS	All Departments (PhD)	Biostatistics or International Health (MHS)
PhD/ScM	Molecular Epidemiology Program: Epidemiology (PhD) or Biochemistry and Molecular Biology, Environmental Health Sciences, or Molecular Microbiology and Immunology (PhD)	Biochemistry and Molecular Biology, Environmental Health Sciences, or Molecular Microbiology and Immunology (ScM) Epidemiology (ScM)

Professional Degree Programs

The professional degrees are briefly described below (see also Chapter V.B Professional Degrees).

Master of Public Health (MPH) Degree Program: The MPH Program's overarching goal is to provide individuals who have prior health-related training or professional experience with a population-based perspective on health. It is designed to prepare its graduates to address current and emerging domestic and international public health challenges. MPH students receive multi-disciplinary training in the five core areas of public health knowledge,¹ as well as other key areas such as biological sciences and health policy.

¹ The five core areas of public health knowledge are Biostatistics, Epidemiology, Environmental Health Sciences, Health Services Administration, and Social and Behavioral Sciences

Students may choose a concentration with required courses for focused study or customize their course schedule to meet specific needs and interests (Table V.A.1).

The MPH is a School-wide degree. Admission requirements are listed elsewhere in this report (Chapter IX.A Students). The program is administered by the MPH Program staff and governed by the MPH Executive Board, comprised of faculty appointed by the Dean from each academic department. The MPH Program chair and Executive Board are responsible for establishing policies and procedures for all aspects of the program, including curriculum requirements, areas of concentration, faculty advisor assignments, and oversight of the combined MPH degree programs (Table V.A.2 and Chapter V.G Combined Degrees). All MPH students must satisfactorily complete 80 credits.² Full-time students take most courses on the East Baltimore campus, but may enroll in online courses and courses taught on the Montgomery County and Barcelona campuses. Part-time/Internet-based students must earn at least 16 credits from traditional face-to-face courses taught on any of the School's three campuses. Full- and part-time/Internet-based students have the same admissions and graduation requirements, with one exception. As of 2006–2007, the full-time students begin the summer term with a course in health policy, while part-time/Internet-based students begin the program with a course in public health problem solving. Both courses provide students with a broad overview of public health issues.

Professional Master of Health Science (MHS) Degree Program: All MHS degrees are offered by departments. Professional MHS degree programs are designed for individuals who wish to pursue a public health practice career in a particular area of interest, but have limited or no public health-related training or experience. These programs require at least four terms (64 credits) of course work before beginning a four- to eleven-month practicum (field placement or internship) and a culminating experience (essay or thesis). All professional MHS students complete course work in each of the five core areas of public health knowledge, as well as degree-specific courses and training in other key areas. Five academic departments offer professional MHS degrees: Environmental Health Sciences; Health, Behavior and Society; Health Policy and Management; International Health; and Population and Family Health Sciences.

Doctor of Public Health (DrPH) Degree Program: The DrPH program is a joint School-wide/department-based program. The degree prepares its graduates to integrate and apply a broad range of knowledge and analytic skills in leadership, practice, policy analysis, and program management within a particular discipline of public health. Applicants must hold a MPH degree or equivalent. The DrPH Executive Committee establishes School-wide minimum requirements, core competencies, and course requirements for all DrPH students. Each degree program has additional specialized requirements in their area of interest. The DrPH degree is offered by the Departments of Environmental Health Sciences, Epidemiology, Health Policy and Management, International Health, and Population and Family Health Sciences.

² One credit is defined as one hour of faculty contact time per week for an eight week term

Advanced Study and Research (Academic) Degree Programs

All academic departments and the Graduate Training Programs in Clinical Investigation offer advanced study and research (academic) masters and/or doctoral degree programs in specific areas of research interest. To ensure a broad-based understanding of public health issues, all academic degree students complete a two-term course, Perspectives on Public Health Research ([550.865](#)) that addresses current and emerging public health challenges worldwide and across public disciplines. All academic degree students must also complete a course in research ethics (see also Chapter V.E Academic Degrees).

Academic Master of Health Science (MHS) Degree Program: Most departments offer an advanced study and research (academic) MHS degree for two types of students. A typical student holds a doctoral degree in a health-related field and wishes to advance his/her career in public health research. Other students earn the MHS degree as a beginning step toward a career in public health research and/or doctoral-level training in a health-related discipline. All academic MHS degree programs require at least four terms (64 credits) of course work and a culminating experience in the form of an essay, project, or thesis.

Master of Science (ScM) Degree Program: Six departments offer this research-oriented degree that generally focuses on training students to be proficient in specific research techniques rather than to be independent researchers. All ScM degree programs require at least four terms (64 credits) of course work followed by substantive laboratory or field research. Each ScM student is required to prepare a thesis based on the research.

Doctor of Philosophy (PhD) Degree Program: All departments and the Graduate Training Programs in Clinical Investigation offer at least one PhD degree program. Students are expected to gain mastery of the principles and methodologies of the degree program's area of study. In addition to formal course work, students typically devote two to five years conducting independent, original research that culminates with a thesis worthy of publication, and its oral defense. All PhD programs throughout the University are under the academic jurisdiction of the University-wide Graduate Board that has representation from each of the University's schools.

Doctor of Science (ScD) Degree Program: This degree is offered by the Departments of Environmental Health Sciences; Epidemiology; Health, Behavior and Society; and Health Policy and Management. The course work, research, and thesis requirements are the same as for the corresponding PhD degree. The ScD is, however, governed and awarded by the School, rather than the University's Graduate Board. While most students elect to pursue the PhD degree, the ScD is still viewed in some countries as the more prestigious degree. It is also an alternative for students unable to satisfy the Graduate Board's residency requirements that are less flexible than the School's residency requirements.

Other Educational Programs

In addition to formal degree programs, the School offers certificate programs for degree and non-degree students, and a broad array of other continuing education opportunities through the School's institutes, centers, and other programs (Chapter VII Service).

Curricula

The academic year consists of five terms; each is approximately eight weeks (40 class days) in duration. The summer term begins in early July for full-time MPH students. Part-time/Internet-based MPH students begin course work on-campus in January during the Winter Institute or June during the Summer Institute (see Chapter VII Service for a description of institutes). Most first-year departmental degree students begin course work in the first term (late August or early September). Graduation exercises for the entire School occur in late May.

The curricula of the degree programs are described in several publications that are available online (Table V.A.3). The degree programs are briefly described in departmental and degree program brochures and the *Academic Program and Department Guide*. They are more fully described on the MPH Program and departmental Web pages. Each department, as well as the MPH Program, prepares a student handbook or manual for its students. The MPH Program and most departments post the student handbook online. The School's catalog is no longer printed, but is maintained online so it can be electronically searched from anywhere, and updated, as needed, during the academic year. The online Course Database contains the course description, learning objectives, past student evaluation data, and other information for each of the School's approximately 500 academic courses. It can be searched by course name, topic, department, term, or instructor.

Table V.A.3 **Informational Sources for Degree Programs and Curricula**

Academic Program and Department Guide

Combined Degree Program Overview	http://www.jhsph.edu/academics/combined_programs
Course Database (for course descriptions and learning objectives)	http://commprojects.jhsph.edu/courses
Department and Academic Program Brochures	
Department Web Pages	http://www.jhsph.edu/dept
Graduate Training Programs in Clinical Investigation	http://www.jhsph.edu/gtpci
MPH Program Web Page	http://www.jhsph.edu/academics/degreeprograms/mph
School Catalog	http://www.jhsph.edu/student_affairs/registrar/Catalog0506.html

Printed copies of these publications will be available at the CEPH site visit

Assessment

Strengths

- The School offers more than 100 professional and academic degree programs through its 10 academic departments, the Graduate Training Programs in Clinical Investigation, and the Master of Public Health Program
- Information about the curriculum and requirements for degree programs is available through several publications, all of which are online for students and applicants to access

Challenges

- Maintaining consistency among the sources of information for degree programs is a challenge for a School our size, and has been a major accomplishment of the self-study

Plans

- The School will continue to offer the breadth and scope of the degree programs consistent with its mission and the Strategic Plan 2000 objectives to respond to the academic needs of present and future public health practitioners and researchers

The criterion is met

Chapter V

Instructional Programs

V.B Professional Degrees

CEPH Criterion

Each professional degree shall assure that each student develops an understanding of the areas of knowledge which are basic to public health, acquires skills and experience in the application of basic public health concepts and of specialty knowledge to the solution of community health problems, and demonstrates integration of knowledge through a culminating experience

Professional Degrees

CEPH Expected Documentation

- 1 Identification of the means by which the School assures that all professional degree students have a broad understanding of the areas of knowledge basic to public health
 - 2 Description of the School's policies and procedures regarding practice placements, including criteria for selection of sites, methods for approving preceptors, approaches for faculty supervision, and methods of assessment of students
 - 3 Identification of agencies and preceptors used for formal practice placement experiences for students by program area, over the last three years
 - 4 Identification of the culminating experience required for each degree program
 - 5 Assessment of the extent to which this criterion is met
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Five Core Areas of Public Health

All professional degree students are required to have training in each of the five core areas of public health: biostatistics, environmental health sciences, epidemiology, health services administration, and social and behavioral sciences. Course requirements are listed in the degree program's student handbook or manual (see also Chapter V.A Degree Programs).

MPH Degree Program: All MPH students are required to take a core course in epidemiology and one in environmental health sciences. Full-time MPH students begin the year by taking these two courses and a course entitled, Making Change through Policy (300.645), during the summer term. Part-time/Internet-based MPH students begin the degree program with a course entitled, Problem Solving in Public Health (550.608), during the on-campus Summer or Winter Institute. In addition, the MPH Program has identified courses that address the expected competencies for each of the other core public health areas and public health biology. Each MPH student selects at least one of these courses per area. Together the required courses constitute approximately one-half of the student's total requirement of 80 credits. Each student, with his/her academic advisor, also completes a goals analysis (550.863) to identify courses best suited to his/her career and academic goals. MPH students may choose from concentrations that have required and elective courses (Table V.A.1), or they may customize their course of study to meet particular career needs and interests (http://www.jhsph.edu/academics/degreeprograms/mp/current_students/student_manuals.html).

Professional MHS Degree Programs: Each professional MHS degree program has a set of required courses that focus on the program's discipline area. Professional MHS students are also required to take at least one course in each of the five core public health areas. For these core areas, each degree program has identified appropriate course options that complement the program's discipline.

DrPH Program: Applicants to the DrPH Program must have previously earned the MPH degree or an equivalent degree. If the student has not had academic training in a core public health area, the student must take at least one of the required MPH courses that address that particular area of knowledge.

Practice Placements

The requirements for practice placements differ by professional degree program. They are briefly described below.

MPH Program: Prior to graduation, MPH students are expected to have mentored population-based health experience, contact with public health professionals, and meaningful "hands-on" experiences. Most MPH students enroll with previous population-based health experience and are, therefore, not required to complete a practicum during the academic year. Students enrolling in the combined MPH degree programs (Table V.A.2), however, are not required to have previous health experience, and some health professionals may enroll in the

MPH Program without population-based experience. Beginning in 2006–2007, the MPH Program will require students who do not have population-based experience to complete a mentored practicum during the academic year. It is expected that there will be approximately 40 such students each year. The MPH Admissions Committee is charged with identifying these students prior to matriculation.

Mentored Practicum: Students have various mentored professional practice experience options that, with one exception, have been available to all students for several years (Table V.B.1). The new MPH Community Practicum course was designed specifically to accommodate the needs of MPH students for whom a practicum is required. The School expects to expand these and other opportunities in the near future, as it recognizes the need for and the desire of an increasing number of MPH students to have mentored professional practice experiences. A student may also choose to develop an individualized mentored practicum with the assistance of a faculty member. To help defray travel or other costs, the MPH Program funds Field Experience Awards to a limited number of individual students (\$1000-2000) or groups (up to \$5000).

Table V.B.1 **Mentored Professional Practice Courses and Internships**

Mentored Opportunities	Practice Sites
Courses	
MPH Community Practicum (550.864)	Baltimore-based community organizations and local health departments
PHASE Internship (340.851)	Maryland Department of Health and Mental Hygiene http://www.jhsph.edu/assembly/phase
Internships	
Health Care Epidemiology and Outbreak Investigation	Johns Hopkins Hospital
Population and Family Health Sciences Internships	Local, national, and international
Courses with Significant Practice Content	
Applications in Program Monitoring and Evaluation (380.612)	Evaluation of local and international public health interventions
Ethnographic Fieldwork (410.690)	Local health-related agencies and organizations
Health and Homelessness (410.610)	Local agencies working with homeless populations
Health Survey Research Methods (340.717)	Local field research project
Occupational Health (188.681)	Environmental evaluations of local industries

Other Professional Practice and Service Activities: Students exempted from the mentored practicum are encouraged to participate in professional practice and service activities. Indeed, MPH students have a long tradition of participating in practicum/field experience activities they identify through courses, centers, the Student Outreach Resource Center (SOURCE), faculty or personal contacts, and student organizations (Chapter VII Service). For example, in January 2006, 13 students conducted peer educator and rural health worker

Professional Degrees

training, as well as an adolescent reproductive health survey in rural Nicaragua (http://www.jhsph.edu/academics/degreeprograms/mph/JBG/International_Service_Trip.html). Because these activities have not, in the past, been recorded centrally, the self-study report is only able to provide examples of MPH professional practice and service activities from the previous three years (Appendix V.B.1 Field Sites).

Professional MHS Programs: All professional MHS students must complete a practicum or field experience. Each degree program sets its own requirements. In general, the practicum takes place after all required course work is completed and, in some departments, after successfully passing written comprehensive examinations. The field experience duration differs by degree program, but ranges from at least four to 11 full-time equivalent months. The method for selecting appropriate sites and preceptors also varies by degree program; but, in all cases, the student works with his/her academic advisor and degree program to identify a site and scope of work best suited to the student's career goals. Students may identify a site from those used by previous students, based on the advisor's recommendation, or through personal contacts. The proposed field experience and supervisor must be approved by designated degree program faculty or committees. The criteria used to evaluate the student, preceptor, and practice site also differs by degree program. For some, the criteria and processes are specified, using standardized forms and criteria. For others, they have been less formalized. Through this self-study, the School recognized the need to standardize, within each degree program, the evaluation criteria and field experience expectations for students and preceptors. For the 2006–2007 academic year, all professional MHS degree programs will have reviewed and revised and/or formalized the criteria and expectations for field placements.¹

DrPH Program: The School-wide DrPH Program does not require a practicum. Students with limited public health professional practice experience are encouraged to undertake a field experience and are required to do so in some departments. Most departments, however, only accept students with strong public health backgrounds. DrPH admission requirements include a minimum of three years of full-time work experience in health or human services.

Practice Placement Sites

The list of all field sites for professional MHS students and examples of MPH professional practice experiences are reported for the last three years (Appendix V.B.1 Field Sites). In general, these sites do not have formal agreements, such as memoranda of understanding, with the School or degree program.

¹ The criteria for each professional MHS program will be available at the CEPH site visit

Culminating Experience for Professional Degrees

A culminating experience is required of all degree students at the Bloomberg School of Public Health. In all cases, the goal is to synthesize, integrate, and apply skills and competencies acquired during the degree program to public health problems.

MPH Program: The MPH capstone requires a written component and an oral presentation. The capstone can take many forms, but generally it is a public health program plan, an evaluation plan, an analysis of a public health problem or policy, a research report, a grant proposal, or a research plan. The paper is expected to be about 20 double-spaced pages, plus references. Concentrations and the combined MPH/MBA, MPH/MSN, and MPH/MSW programs may have additional requirements. Students undertaking a required or elective practicum may base the capstone on that experience. Students also may elect to earn special studies credit while working on the project. The student's academic advisor or another faculty member serves as the project advisor and must approve the capstone for graduation. In addition to the written paper, students present their capstone during one of two Saturday sessions for students with a customized curriculum, at a concentration-specific venue, or at a formal meeting or conference (Appendix V.B.2 MPH Capstones).

Professional Masters Degree Programs: All professional MHS students must submit a culminating project, usually referred to as a masters essay. The professional MHS essays share the MPH goal of integrating skills acquired during course work and/or the practice experience. Many students base the essay on their field experience. The specific requirements and methods of assessment vary by degree program. Some degree programs have formalized, standard requirements and evaluation criteria; other programs have, in the past, been less standardized. For the 2006–2007 academic year, each of the professional practice MHS degree programs will have formal requirements and evaluation criteria for the culminating experience.

DrPH Program: All DrPH students are required to complete and defend a dissertation. The minimum School-wide requirements for a DrPH dissertation are described in the School's *Policy and Procedures Manual* (<http://www.jhsph.edu/schoolpolicies/ppms.html>). Each department may have additional requirements that are described in the degree program's student handbook. Dissertation titles are found in Appendix V.F.1 Doctoral Theses and Dissertations.

Assessment

Strengths

- All professional masters students are required to take at least one course in each of the five core public health areas
- DrPH students who have not earned the MPH degree are expected to take a course in each core public health area for which they have no prior training
- Beginning with students matriculating in 2006, all admitted MPH applicants are reviewed by the MPH Admissions Program to determine if completion of a practicum is required or optional. MPH students without sufficient public health experience must complete a practicum during their tenure as a student
- All professional MHS students must complete a practicum
- Practicum guidelines and requirements have been established by departments for professional MHS students and by the MPH Program for MPH students
- Professional practice placements are available to students in a variety of venues in Baltimore, Maryland, throughout the US, and internationally
- All professional masters students must complete a written, culminating paper/essay that enables them to integrate and apply the competencies they have acquired to a specific public health problem

Challenges

- The challenge in a school our size is to coordinate practice opportunities across departments and the MPH Program and to ensure that students are aware of the many opportunities available to them throughout the School

Plans

- The School will continue to provide more options for public health field experiences to students in the professional degree programs, and to broaden opportunities and continue to refine the content and guidelines for this experience

The criterion is met

Chapter V

Instructional Programs

V.C Degree Program Competencies

CEPH Criterion

For each program and area of specialization within each program identified in Criterion V.A, there shall be clear learning objectives

Competencies

CEPH Expected Documentation

- 1 Identification of a set of learning objectives for each program of study identified in the matrix for V.A
 - 2 A description of the manner in which learning objectives are developed, used, and made available to students
 - 3 A description of the manner in which the School periodically assesses the changing needs of public health practice and uses this information to establish the learning objectives for its educational programs
 - 4 Assessment of the extent to which this criterion is met
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Introduction

Learning objectives, referred to as competencies, are written for each of the School's single degree programs and MPH concentrations, as well as School-wide core competencies for the DrPH degree (Competencies). Learning opportunities to assist students gain mastery of each competency are listed, along with the opportunities used to evaluate the student's knowledge and skills. Combined degree programs do not have a set of unique competencies, but rather students completing these degrees are expected to have mastered the competencies of both degree programs.

In addition, course descriptions for and student evaluations of all courses are posted online, along with the learning objectives and evaluation methods for each didactic course (<http://commprojects.jhsph.edu/courses>). Course learning objectives identify the instructor's expectations for the course. Course evaluation content and methods are based on the course's learning objectives.

Revision, Development, and Dissemination of Degree Program Competencies

Initial Steps: During the spring of 2005, an iterative process was begun to ensure that degree program competencies were consistent across departments. First, the self-study team reviewed all available documentation about the School's degree programs (e.g., the School's catalog and Web site and publications from the Admissions Office, degree programs, and departments). Inconsistencies among the sources were noted for each departmental degree program and for the MPH and DrPH degree programs. Second, two members of the self-study team met with faculty and staff responsible for each program to discuss and review the programs. Based on minutes from these meetings, a matrix of degree programs was constructed (Table V.A.1).

Revision, Development, and Dissemination of Competencies: Each department was then asked to submit a current set of competencies for each degree program. Standardized definitions and examples of competencies were developed by the self-study's Steering Committee, along with a format/template that included the School's minimum evaluation criteria for each degree. Each program was asked to identify learning opportunities and evaluation methods for each competency. During the revision and drafting process, faculty had the opportunity to review, and if appropriate, revise degree program course requirements.

Departments were asked to submit updated, draft competencies by September 2005 for review by the self-study's team. Two members of the self-study team met again with each degree program's faculty and staff to discuss questions raised during the review. A "final" set of competencies was then sent to the degree program for approval and dissemination to faculty and students through student handbooks, the department or program's Web pages, or other mechanisms deemed appropriate.

Periodic Assessment of Competencies

Individual instructors and degree programs routinely assess and revise courses, course learning objectives, degree requirements, and competencies based on input from students through course evaluations and graduating student exit surveys (Chapter IX.D Student Roles). Other assessments are conducted during department reviews, strategic planning, the annual retreat of deans and key faculty, and the School's self-studies. For example, in response to the education objectives of Strategic Plan 2000, several interdepartmental and/or interdisciplinary degree programs and the MPH concentrations were or are being developed (Chapter 1 Mission, Goals). Also, for the 2006–2007 academic year, the Department of Epidemiology revised the core Epidemiology curriculum and created two tracks to meet the needs of the expanding student body. One track focuses on research skills, the other on interpreting epidemiologic research for application in practice settings.

Assessment

Strengths

- Well-defined learning objectives (competencies) are in place for each degree program. This major activity involved a large number of committed individuals from all academic departments and the MPH and DrPH Programs
- A standardized format/template was developed to ensure that competencies and their learning and evaluation opportunities are consistent across departments and degree programs
- The competencies are available through each department and the MPH Program for use by faculty and students
- A variety of approaches are used to assess educational requirements and competencies including curricula and course evaluations, department reviews, annual School retreats, and department and School-wide strategic planning activities

Challenges

- The sheer number of degree programs offered in the School makes it difficult to monitor and update competencies on a regular basis

Plans

- The School's administration and the Committee on Academic Standards will more regularly and formally work with departments to assure that learning objectives (competencies) for degree programs are periodically reviewed and updated

The criterion is met

Chapter V

Instructional Programs

V.D Assessing Student Progress

CEPH Criterion

There shall be procedures for assessing and documenting the extent to which each student has attained these specified learning objectives and determining readiness for a public health practice or research career, as appropriate to the particular degree

Assessing Student Progress

CEPH Expected Documentation

- 1 Description of the procedures used for monitoring and evaluating student progress in meeting stated learning objectives
 - 2 Identification of outcomes which serve as measures by which the School will evaluate student achievement in each program, and presentation of data assessing the School's performance against those measures over the last three years (include graduation and job placement rates)
 - 3 If degree completion rates, in the normal time period for degree completion, are less than 80 percent, an explanation must be provided. If job placement rates, within 12 months following award of the degree, are less than 80 percent, an explanation must be provided
 - 4 Assessment of the extent to which this criterion is met
-

Monitoring and Evaluating Student Progress

The School is committed to excellence in education and uses numerous assessment methods to help ensure the highest level of quality for our academic programs. Assessment methods employed during the student's tenure include timely completion of degree requirements, grade point average, comprehensive and oral examinations, presentations, field experiences, and the culminating essay, thesis, or dissertation.

Evaluation of Degree Program Competencies: Tools used to evaluate a student's mastery of degree program competencies vary across departments and degree programs (Competencies). They may include course papers, presentations, examinations, team projects, and/or laboratory assignments, and, as noted above, all programs require a culminating essay, thesis, or dissertation. Additional methods for masters students include evaluations of formal field placement or research, and written comprehensive examinations for some masters degree programs. Each doctoral student must successfully complete written and oral comprehensive examinations, an oral examination to determine readiness for doctoral work, and a thesis or dissertation and its public defense.

Grade Point Averages: The minimum grade point average varies by degree program. MPH and doctoral students must maintain a 2.75 grade point average; receive a grade of A, B, or C in each required course; and complete all degree requirements within a specified time frame. Departments set the requirements for departmental masters students and may establish doctoral requirements that are more stringent than those set by the School. Changes in requirements for existing degree programs and requirements for new degree programs must be approved by the Committee on Academic Standards.

Academic Advisor: Each degree student is assigned an academic advisor who works with the student to help ensure successful completion of the various degree requirements (Chapter IX.C Student Advising). At the end of every term, each academic advisor receives his/her advisees' transcripts from the Office of the Registrar. MPH concentration directors also receive the transcript of each student in the concentration. The advisor reviews the transcript to assess the student's academic progress in fulfilling the degree requirement and maintaining an acceptable grade point average. In most departments, students' progress in meeting requirements and maintaining the minimum GPA are also periodically monitored by specific committees. Faculty begin to monitor student progress early in the academic year in order to identify those who might benefit from early remediation of academic problems.

Doctoral Students: The progress of each doctoral student is followed at least yearly by a Thesis or Dissertation Advisory Committee consisting of the thesis advisor and two to four other faculty members from inside and/or outside the student's department (Chapter IX.C Student Advising). The committee provides continuity in evaluating the student's progress and development. The student is required to submit a brief written or oral progress report at the time of the meeting. After the meeting, the committee prepares a written evaluation of the student's progress and development, discusses it with the student, and places it in the student's departmental file. Students working outside the Baltimore area are encouraged, but

not required, to return for the meetings. The student’s department is responsible for providing the administrative oversight to ensure that the committee meets and submits reports and provides supportive mentoring to help ensure the timely completion of the degree program’s requirements.

Critical Thinking: The ability to think critically, including synthesis and integration of knowledge and skills across several domains, is an important skill for graduates of all degree programs. Each degree uses different approaches to assist the student develop and improve critical thinking skills, as well as different methods to evaluate critical thinking. The major evaluation methods are listed below for each degree (Table V.D.1).

Table V.D.1 **Critical Thinking Assessment Methods by Degree**

Degree	Critical Thinking Assessment Methods
MPH	<ul style="list-style-type: none"> • Evaluation of the capstone project, including both a written and oral presentation
Professional MHS	<ul style="list-style-type: none"> • Written evaluation of the practicum by the preceptor • Evaluation of a culminating essay that may be based on the practicum • A written comprehensive examination required by some degree programs
Academic MHS, ScM	<ul style="list-style-type: none"> • Evaluation of a culminating essay, project, or masters thesis • A written comprehensive examination required by some degree programs
DrPH, PhD, ScD	<ul style="list-style-type: none"> • Written comprehensive examination • Departmental and School oral examinations to evaluate readiness for doctoral work • Written thesis or dissertation • Final defense of thesis or dissertation

Outcome Measures

In addition to assessment methods described above, the School routinely monitors graduation rates, time to completion of degree, and job placement rates.

Graduation Rates: Full-time MPH students have an extremely high graduation rate (Chapter IX.A Students). Of those who enrolled between 1999 and 2003, 94 percent to 97 percent graduated within one year, and 98 percent to 99 percent graduated within four years (Table IX.A.12). Among part-time MPH who primarily take on-campus courses, between 78 percent and 97 percent of those who matriculated between 1999 and 2003 graduated within three years, and 93 percent to 97 percent graduated within five years. The rates for primarily Internet-based MPH students are slightly lower. For the same cohorts, 84 percent to 91 percent graduated within five years of enrollment. Also since 1999, approximately 90 percent of departmental masters students (MHS and ScM) graduated within three years. We estimate that 67 percent of doctoral students who enrolled between 1996 and 2004 have or will graduate within eight years of matriculation (Table IX.A.11). Termination, transfer to a masters program, and withdrawal rates for doctoral students decreased slightly during the past seven years, from 15 percent reported in the 1999 self-study to 11 percent for those who enrolled between 1996 and 2004. Among all doctoral students, the graduation rate is greatest for PhD students, younger students, and non-US students. Among US doctoral students,

Assessing Student Progress

African Americans and Hispanics have higher graduation rates than Asian Americans or non-minority students.

Time to Graduation: The Committee on Academic Standards monitors the timely completion of degree requirements as established in the Policy and Procedure Memorandum for each degree program (<http://www.jhsph.edu/schoolpolicies/ppms.html>). Using data for doctoral students who matriculated between 1996 and 1999, the average duration to degree completion was 5.5 years for those who graduated. The median and mode were five to six years, respectively. The average duration is not reported for doctoral students who matriculated after 1999 because many have not yet completed their degree.

Time to School-wide Preliminary Oral Examination: The Committee on Academic Standards also monitors the number of years it takes for students to complete the preliminary qualifying oral examination that assesses readiness to begin doctoral thesis or dissertation work. It has identified departments where this may be a problem and discussed solutions with them. During the past three years, 288 (83.0%) of the 347 students who completed this exam did so in the requisite time (≤ 3 years after matriculation), 54 (15.6%) students completed the exam four to six years after enrolling, and five (1.4%) did so after six or more years.

Job Placement Rates: Job placement rates are obtained from the annual exit surveys of graduating students¹ who complete the survey between six weeks before and eight weeks after graduation. The response rate is high, averaging 80 percent during the past three academic years. Approximately 12 percent of PhD students and slightly less than one-third of MHS/ScM students were actively seeking employment at the time of the surveys (Table V.D.2). During the past two years, percentages were reported separately for full- and part-time/Internet-based MPH students. Almost one-third of full-time, but less than 10 percent of part-time/Internet-based MPH students were actively seeking employment. These figures most likely under-estimate employment, since the data were gathered around the time of or before graduation.

Table V.D.2 **Percentage of Graduates Actively Seeking Employment¹**

Degree	Graduation Year		
	2003	2004	2005
MPH (all MPH students)	25.1	—	—
MPH (full-time)	—	32.4	31.1
MPH (part-time/Internet-based)	—	7.5	8.9
MHS or ScM	30.8	23.3	29.0
PhD or ScD	10.8	9.4	12.8
Number of Respondents	403	476	434

¹ Information was collected between six weeks before and eight weeks after graduation; most was collected before graduation

¹ The annual exit survey reports will be available at the CEPH site visit

Assessment

Strengths

- The evaluation of students' progress through their degree programs is well monitored across the School, both at the individual student and degree program level
- MHS students and full-time and part-time/Internet-based MPH students graduate within the expected time frame of the degree program
- The percentage of doctoral students withdrawing from their program has been reduced since the last self-study

Challenges

- The time between enrollment and graduation is long for some doctoral students, resulting from delays in completing the oral examination to qualify for doctoral work and/or completing the thesis or dissertation
- While the percentage of doctoral students withdrawing from their program has been reduced since the last self-study, it still is greater than 10 percent

Plans

- Academic advisors, concentration directors, and Thesis or Dissertation Advisory Committees will continue to closely monitor the progress of students
- The School and its departments will continue to identify and reduce barriers to doctoral students completing their qualifying oral examination and final defense in a timely manner

The criterion is met

Chapter V

Instructional Programs

V.E Academic Degree Programs

CEPH Criterion

If the School offers curricula for academic degrees, then students pursuing them shall have the opportunity and be encouraged to acquire an understanding of public health problems and a generic public health education. These curricula shall cover as much basic public health knowledge that is essential for meeting their stated objectives

Academic Degree Programs

CEPH Expected Documentation

- 1 Identification of all academic degree programs, by degree and area of specialization
 - 2 Identification of the means by which the School assures that students in research curricula have the opportunities and are encouraged to acquire a public health orientation
 - 3 Identification of the culminating experience required for each degree program
 - 4 Assessment of the extent to which this criterion is met
-

Introduction

Together, the School's academic departments offer more than 75 academic degree programs (Table V.A.1). These include the academic MHS, ScM, PhD, and ScD degrees. They have been briefly described earlier in this chapter (Chapter V.A Degree Programs). Comprehensive descriptions of each of these degree programs are found in the School's publications and Web site (Table V.A.3).

Public Health Orientation

Public Health Perspectives: The School provides academic MHS students and ScM, ScD, and PhD students many opportunities to acquire a general public health education through coursework and immersion in the public health environment at the School. The course, [Public Health Perspectives on Research \(550.865\)](#), must be successfully completed by all academic degree students. This two-term, two-credit course, which began in 1994, introduces the substantive and methodological basis for public health research by presenting human health throughout the life span, the major causes of morbidity and mortality, and strategies for health interventions at each stage of life. The course also introduces scientific methods used by the various public health practice and research disciplines. The interface between science and policy, the interdisciplinary nature of public health research, its important focus on populations and their health, and the importance of new measurement techniques in public health research are also discussed.

Ethics in Research: All academic degree students must also complete one of two courses on responsible conduct in research ([306.665](#), [550.860](#)). Students gain an appreciation for the ethical challenges faced by researchers of various disciplines. Requiring that all academic degree students take the [Public Health Perspectives on Research](#) course and one of the two research ethics courses helps create an interdisciplinary cohort of graduate students who are mutually supportive of each other's educational programs.

Additional Coursework: In addition to the previously discussed requirements, all PhD and ScD students must take at least 18 credit units of formal coursework outside their primary department. At least nine of these credits must be taken in the School of Public Health. Students in academic MHS programs must earn 12 credits in a department outside their primary one and at least two of the courses must be offered by one of the School's departments.

Additional Opportunities: Students in academic degree programs are exposed daily to a broad array of non-course opportunities to learn more about public health and observe multidisciplinary approaches to public health problems. Each department offers at least one weekly noon-time seminar that is open to all students in the School. Workshops, special seminars, symposia, and preventive medicine grand rounds also are rich, year-round resources for all students.

Culminating Experience

Thesis or Masters Essay: All PhD, ScD, and ScM students are required to prepare a thesis; all academic MHS students must complete a culminating essay, project, or thesis. The School's *Policy and Procedure Manual* (<http://www.jhsph.edu/schoolpolicies/ppms.html>) provides general guidelines for each degree program's culminating experience. PhD, ScD, and ScM students must produce a thesis that is based on original research, worthy of publication, and acceptable to the department and committee of thesis readers. Academic MHS students are required to prepare a masters essay, thesis, or project that integrates knowledge and skills acquired during their coursework.

PhD/ScD Requirements: In addition to preparing a thesis, PhD and ScD students are required to publicly defend it to a committee of faculty. The committee must include faculty from at least three departments in the University, at least two of which must be departments in the School. The committee evaluates the originality and publication potential of the work, the candidate's understanding of the research methods, and the quality of the written document.

PhD and ScD students are also required to conduct other research activities during their tenure. This may involve a series of research rotations or the analysis of data toward the publication of a manuscript. The non-thesis research often occurs during a formal or informal research apprenticeship or practicum with School faculty who may or may not be the student's thesis advisor.

Assessment

Strengths

- The School's educational programs for academic degree students are exemplary
- The School requires that all PhD, ScD, and academic masters students complete a course on basic public health concepts and methods, and the translation of research into public health policy and practice, as well as a course on research ethics
- The progress of each doctoral student is annually reviewed by the student's Thesis Advisory Committee

Plans

- The School will continue to offer academic programs of the highest quality and monitor the inclusion of public health curriculum in these programs

The criterion is met

Chapter V

Instructional Programs

V.F Doctoral Degree Programs

CEPH Criterion

The School shall offer at least one doctoral degree, which is relevant to one of the five specified areas of basic public health knowledge

Doctoral Degree Programs

CEPH Expected Documentation

- 1 Identification of all doctoral programs offered by the School, by degree and area of specialization
 - 2 Assessment of the extent to which this criterion is met
-

Doctoral Degree Programs

Overview

The School has a long tradition of offering advanced research degrees in a broad range of public health disciplines, including the five core areas of public health, and their underpinning science base (Table V.A.1). The School offers three doctoral degrees—PhD, ScD, and DrPH that were briefly described elsewhere (Chapter V.A Degree Programs). Specifically, each academic department offers at least one PhD degree, four departments offer the ScD degree, and five departments offer the DrPH degree. Combined, the School offers 30 PhD, 17 ScD, and eight DrPH degree programs. A total of 731 doctoral students were enrolled during the 2005–2006 academic year (Chapter IX.A Students). Comprehensive descriptions of each degree program are found in the School’s publications and Web site (Table V.A.3). The theses and dissertation titles are testament to the depth and breadth of doctoral work at the School (Appendix V.F.1 Doctoral Theses and Dissertations).

Strategic Plan 2000 called for the development of interdepartmental PhD programs in emerging areas of importance (Chapter I Mission, Goals). The School has made progress in meeting this goal, including developing the Molecular Epidemiology program (Chapter V.A Degree Programs and Chapter V.G Combined Programs). A program in Health Economics is under development. The Departments of Biostatistics and International Health have long offered doctoral students in other departments the opportunity to concurrently earn a MHS degree.

Assessment

Strengths

- The School offers a broad range of excellent research and professional doctoral degrees, including degrees in each of the five core areas of public health
- The School has developed interdepartmental PhD programs in emerging areas (e.g., Molecular Epidemiology) and is developing new programs in areas such as Health Economics
- Doctoral students have the option to obtain masters degrees in areas such as Biostatistics and International Health concurrent with their doctoral studies

Challenges

- It is a challenge to keep abreast of developments in public health that call for development of new doctoral programs, and particularly those that require interdepartmental collaborations

Plans

- The School and its departments will continue to evaluate existing doctoral degree programs to ensure their quality and relevance to new public health challenges
- The School will continue to identify new areas for doctoral studies and adapt existing programs as appropriate

The criterion is met

Chapter V

Instructional Programs

V.G Combined Degree Programs

CEPH Criterion

If the School offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree

Combined Degree Programs

CEPH Expected Documentation

- 1 Identification of joint degree programs offered by the School and a description of the requirements for each
 - 2 Assessment of the extent to which this criterion is met
-

Combined Degree Programs

Introduction

The Bloomberg School of Public Health continues to expand both the number and scope of its combined degree programs. Recognizing the need to integrate business, information security, and social work with public health, the School launched three new combined degree programs since the last self-study. They are the MPH/MBA, MSSI/MHS, and MPH/MSW degrees. The School continues to offer long established programs that combine public health degrees with degrees in international relations, law, medicine, and nursing. For all programs, except where noted, prospective students apply to and are admitted separately by each degree program and students must fulfill both degree requirements before either is awarded.

MPH Combined Degrees

The School offers five combined MPH degree programs that are described below (Table V.A.2 and http://www.jhsph.edu/academics/joint_degree). In addition, the School offers two residency programs, General Preventive Medicine and Occupational Medicine. Residents complete the 11-month full-time MPH program, followed by a practicum year in preventive or occupational medicine (http://www.jhsph.edu/academics/residency_programs).

MPH/JD: In cooperation with the Georgetown University Law Center, the School offers a degree program that trains students in the overlapping fields of law, public health, and ethics. Students usually complete one academic year at the Georgetown Law Center, followed by 11 full-time months fulfilling all MPH requirements. They return to Georgetown for the last two years of the JD program. The MPH degree is awarded upon completion of the law degree.

MPH/MBA: The Johns Hopkins School of Professional Studies in Business and Education and the School offer a combined Master of Business Administration (MBA) and MPH degree program. The admission committees of both programs review applicants; the final admission decision is made by a joint committee. The full-time program integrates business and public health courses throughout 18 months of study. Students earn at least 57 public health credits and 25 business credits that are specific to health-related organizations, in addition to general management and finance courses. The program culminates with a consultancy at a public health-related organization or agency. The MPH and MBA degrees are awarded jointly.

MD/MPH: Medical students at US or Canadian accredited schools of medicine and osteopathy may apply to the MPH Program. Students typically earn the MPH degree full-time during an 11-month leave of absence from medical school. Most students undertake the public health coursework after the second or third year of medical school. Upon completion of all MPH requirements, they return to their schools of medicine.

MPH/MSN: The Johns Hopkins School of Nursing and the School offer a Master of Science in Nursing (MSN) and MPH degree program. Each degree program's admission committee reviews applicants; a joint committee makes the final admission decisions. The full-time, 18-

month program is designed for nurses seeking to link their clinical and managerial interests with public health to improve delivery of nursing services in various settings. Students must earn at least 60 School of Public Health credits and 36 School of Nursing credits that include courses in research design, informatics, leadership, management, and program development and evaluation. Students complete a one-semester community-based practicum in addition to the MPH capstone that requires integration of public health and nursing competencies. The degrees are awarded jointly (http://www.son.jhmi.edu/academics/academic_programs/masters/msn-mpg.aspx).

MPH/MSW: Students in this program earn a Masters of Social Work (MSW) degree from the University of Maryland School of Social Work, along with the MPH degree. Students obtain the knowledge and skills to plan, implement, and evaluate social work programs in health agencies and settings. The typical student completes one year of the MSW program, followed by 11 full-time months in the MPH program, before returning to complete the social work degree. The MPH degree is awarded upon completion of the MSW degree requirements (http://www.ssw.umaryland.edu/academic_programs/dual_degrees/#mswph).

Departmental Combined Degrees

Academic departments in the School also offer combined degree programs.

BA/MHS: The Johns Hopkins University School of Arts and Sciences offers a Bachelor of Arts degree in Public Health Studies. The program prepares students for careers requiring a basic science foundation (including medicine) and orients them to social and behavioral sciences (including domestic and international health policy and management) and quantitative sciences fundamental to public health. During the junior and senior years, students complete the equivalent of 15 Arts and Sciences credits (23 School of Public Health credits), mainly in the Departments of Health Policy and Management, International Health, Mental Health, and Population and Family Health Sciences.

Undergraduate Public Health Studies students may formally apply, during their junior year, to the BA/MHS program in the Departments of Environmental Health Sciences and Mental Health. Admitted students must complete the BA degree before formally enrolling in the School. Up to one-half of the School of Public Health credits earned as undergraduates may be applied toward the MHS degree (<http://www.jhu.edu/phsf/major.html>).

MA/MHS: This program combines the Master of Arts (MA) in International Relations degree at the Johns Hopkins University Paul H. Nitze School of Advanced International Studies in Washington, DC and the professional MHS degree from the Department of International Health. Students prepare for careers requiring health care expertise and an understanding of international political, socioeconomic, and cultural issues. The international relations component emphasizes public policy, development economics, regional studies, and foreign language instruction. The public health program stresses the basic disciplines of epidemiology, biostatistics, and health policy and planning, along with specialized training in

Combined Degree Programs

public health. Students normally complete the public health courses during the first or second year. The International Studies coursework replaces the MHS practicum, allowing students to complete each two-year program in a total of three years. The MHS culminating essay is expected to integrate knowledge and skills gained from both degree programs (<http://www.sais-jhu.edu/admissions/ma/joint/bloomberg.html>).

MD/PhD: Johns Hopkins University medical students may apply for admission to any of the School's PhD or ScD programs. Students generally begin the public health program after the first or second year of medical school and return to the School of Medicine upon completing the PhD or ScD requirements.

MSSI/MHS: In 2005, the University's Information Security Institute and the Department of Health Policy and Management inaugurated this degree program. Students earn the Master of Science degree in Security Informatics and the professional MHS degree in Health Policy. It is anticipated that students will complete all course requirements for one degree before beginning course work for the second degree. The professional MHS field placement and culminating experience are related to health information security (<http://www.jhuisi.jhu.edu/education/index.html>).

PhD/MHS: The Departments of Biostatistics and International Health offer their MHS degree programs to the School's PhD and ScD students. Students complete the MHS and PhD/ScD course requirements concurrently. Doctoral research must be related to the MHS training. The thesis, integrating both fields of study, replaces the MHS culminating project and must be approved by both departments.

PhD/ScM: The Departments of Biochemistry and Molecular Biology, Environmental Health Sciences, Epidemiology, and Molecular Microbiology and Immunology recently launched a program in Molecular Epidemiology. The program's doctoral students in Epidemiology earn a Master of Science (ScM) degree from one of the laboratory-based departments, while doctoral students from the three laboratory-based departments complete ScM degree requirements from the Department of Epidemiology.

Assessment

Strengths

- The School continues to offer long established programs that combine public health degrees with degrees in international relations, law, medicine, and nursing
- Since the last self-study, the school has launched three new combined degree programs: MPH/MBA, MPH/MSW, and MSSJ/MHS

Plans

- The School will continue to offer its long established and new combined degree programs and will develop additional ones as appropriate opportunities arise

The criterion is met

Chapter V

Instructional Programs

V.H Nontraditional Formats

CEPH Criterion

If the School offers degree programs using nontraditional formats or methods, these programs must be consistent with the mission of the School and within the School's established area of expertise, be guided by clearly articulated student learning outcomes that are rigorously evaluated, be subject to the same quality control processes that other degree programs in the School and University are, and provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the School offers nontraditional programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The School must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies, and to systematically use this information to stimulate program improvements

Nontraditional Formats

CEPH Expected Documentation

- 1 Identification of all degree programs that are offered in a nontraditional format
 - 2 Description of the nontraditional degree programs
 - 3 Assessment of the extent to which this criterion is met
-

Introduction

The School established the Division of Distance Education in 1996 to meet the demand and needs of public health professionals who are unable to attend on-campus classes. There are currently more than 50 online courses for academic credit. While only the MPH degree is offered online, other degree students, as well as non-degree students, may take online courses for credit. The School also offers a wide range of continuing education courses, certificate programs, and OpenCourseWare online courses (Chapter VII Service).

Part-time/Internet-based MPH Program

MPH students who are unable to study full-time may take courses part-time on the School's campuses, as well as via online courses. Some of these students take most of their courses online, others mostly on-campus. Some, however, take approximately the same number of courses online and on-campus. In addition, many full-time students take online courses.

Program Requirements: The part-time/Internet-based MPH degree is administered by the MPH Program. The admissions and graduation requirements for these students are the same as for full-time MPH students (Chapter V.A Degree Programs, Chapter V.B Professional Degrees, and Chapter IX.A Students). However, unlike full-time students who usually complete the degree in 11 months, part-time/Internet-based students are expected to graduate within three years of matriculating. As described earlier, part-time/Internet-based MPH students must begin the program on-campus, in cohorts, and they must complete at least 16 credits on-campus. Most part-time/Internet-based MPH students customize their course work, but they may choose a concentration. All MPH students complete and orally present a capstone project. Part-time/Internet-based students who are unable to travel to Baltimore may present online, using PowerPoint slides and audio.

Course Requirements: The course requirements for part-time/Internet-based and full-time MPH students are the same, with two exceptions. The core online epidemiology and biostatistics courses vary somewhat from the on-campus courses; however, both the online and on-campus courses cover the same material, with the same rigor, and are taught by the same faculty. As noted earlier, part-time/Internet-based students begin their coursework with a course in problem solving, while full-time students begin with a health policy course (Chapter V.B Professional Degrees). At least one course for each of the five core public health areas is available online and most online courses are taught by the same full-time faculty who teach the corresponding on-campus course.

Advising: Part-time/Internet-based MPH students are assigned on-campus faculty advisors through the same process used for full-time MPH students (Chapter IX.C Student Advising). Initial contact with the advisor usually occurs on-campus when the student begins the program and afterwards primarily through email. In addition, the MPH Program employs a full-time academic administrator to assist part-time/Internet-based students with administrative issues.

Graduation Rates: As discussed elsewhere, graduation rates for full-time MPH students approach 100 percent within a few years of matriculation (Chapter V.D Student Assessment, Chapter IX.A Students, and Table IX.A.12). Graduation rates for part-time/Internet-based MPH students are slightly lower. Between 93 percent and 97 percent of primarily on-campus, part-time students who enrolled between 1999 and 2003 have graduated, while 84 percent to 91 percent of the primarily Internet-based MPH students from the same cohorts have completed the degree.

Center for Teaching and Learning with Technology

In 2005, the Division of Distance Education was renamed the Center for Teaching and Learning with Technology. The new name reflects its dual role of developing and supporting online courses and providing Web-based tools to enhance traditional face-to-face courses. The center's staff includes instructional designers, Web developers, technical writers, a medical graphics illustrator, and audio experts who work with the instructors to develop a rich, interactive learning environment. The staff members are particularly responsive to faculty needs and, as a result, have developed tools such as an online quiz generator. The center continues to identify, produce, and test technologies that may prove to be useful, feasible, and reliable tools for public health education.

Online Courses: The center is responsible for producing all online courses and works closely with the Office of Information Systems to ensure a seamless delivery. The courses follow the same teaching paradigm used on-campus. As mentioned earlier, most online courses are taught by a faculty member who teaches the same or similar on-campus course. In most cases, the online and on-campus course use exactly the same materials, lectures, and evaluation methods.

Lectures are recorded with synchronized PowerPoint slides. Students listen to the lectures at their convenience and as often as desired. Each course has an electronic bulletin board, a text-based chat room, an online library, and an email roster. Faculty can create online course surveys and quizzes, post links to other Web sites, and send course announcements to students. In turn, students can submit written homework in electronic "drop boxes" and provide anonymous feedback to the instructor at any time. Beginning in the 2006 summer term, both students and faculty can, in real time, speak to each other and the entire class during LiveTalk sessions that are usually held weekly. Previously, students heard the instructor respond to typed comments or questions from the students. In addition, the instructor can use PowerPoint slides and a whiteboard during these sessions to augment the discussion. To ensure high quality audio, the sessions are conducted from specially equipped studios operated by multimedia technicians.

Technical Support: The center supports students in several ways. First, before enrolling in an online course, the prospective student must complete free online training that provides no-cost downloads of the special software needed for the courses and instruction in their use. This interactive training ensures that the software and hardware are functioning before

Nontraditional Formats

beginning a for-credit course. Second, the center uses well-established commercial software on which it builds the online and CoursePlus tools (see below). This and the staff's technical expertise mean that faculty and students encounter few, if any, technical difficulties. Third, extensive tutorials in the use of all tools are available to faculty and students. If problems do occur, the center's online help desk (dehelp@jhsph.edu) responds promptly to inquiries.

Evaluations: In addition to completing course evaluations identical to those used for on-campus courses (Chapter IX.D Student Roles), students are asked to evaluate each online lecture. This evaluation provides feedback about the lecture content, as well as the quality of the audio and visual aids. In addition to being very responsive to the technical concerns of faculty and students, the center's instructional designers work closely with faculty to ensure that the content and delivery of each course is of the highest quality. This assistance often leads to improvements in the corresponding on-campus course. In order to ensure comparability, the center is comparing student evaluations and grades from the courses taught both online and on-campus.

CoursePlus: In 2006, the center launched the "CoursePlus" Web supplement that gives on-campus courses access to many of the tools used for online courses. Faculty can also upload audio and PowerPoint slides from lectures given on-campus. Additional features will be added in early 2007.

Assessment

Strengths

- The part-time/Internet-based MPH program offers the same quality of education as provided on-campus to full-time students
- The Center for Teaching and Learning with Technology works closely with faculty to supply all the technical expertise needed to produce online courses

Plans

- Online courses will continue to be monitored to ensure they are of the same quality as their on-campus counterparts
- The Center for Teaching and Learning with Technology will continue to provide reliable, well-tested, and innovative teaching tools to enhance both online and on-campus courses; and the center will continue to provide superb technical support to students and faculty

The criterion is met
