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Internet-based MPH Orientation.................................................. S Jun 15 - Su Jun 16
Full-time MPH Orientation......................................................... T Jul 2 - W Jul 3

SUMMER TERM................................................................. M Jul 8 - T Aug 27
Instruction Begins for Summer Term.............................................. M Jul 8
Add/Drop Period................................................................. varies per course
1st Term REGISTRATION.................................................. M Jul 8 - F Aug 16
In-person REGISTRATION (MCC) ............................................. Th Aug 22
1st Term REGISTRATION PAYMENTS DUE.............................. T Aug 27

1st TERM .......................................................................... T Sept 3 - F Oct 25
Instruction Begins for 1st Term................................................... T Sept 3
Add/Drop Period................................................................. T Sept 3 - F Sept 13
2nd Term REGISTRATION.................................................. M Oct 14 - T Oct 15
2nd Term REGISTRATION PAYMENTS DUE.............................. T Oct 15
In-person REGISTRATION (MCC)............................................. Th Oct 17
Instructions Ends for 1st Term.................................................... F Oct 25

2ND TERM................................................................. M Oct 28 - F Dec 20
Instruction Begins for 2nd Term................................................... M Oct 28
Add/Drop Period................................................................. M Oct 28 - F Nov 8
THANKSGIVING RECESS.................................................... Th Nov 28 - Su Dec 1
PRE-REGISTRATION FOR 3rd & 4th Term............................ M Dec 2 - T Dec 17
Instruction Ends for 2nd Term.................................................... F Dec 20

Internet-based MPH Orientation ............................................. S Jan 4 - Su Jan 6
WINTER INSTITUTES.......................................................... M Jan 6 - F Jan 17

3rd Term Registration .......................................................... T Jan 7 - Th Jan 9
3rd Term REGISTRATION PAYMENTS DUE............................. Th Jan 9
In-person REGISTRATION (MCC)............................................. Th Jan 16

3RD TERM........................................................................ T Jan 21 - F Mar 14
Instruction Begins for 3rd Term................................................... T Jan 21
Add/Drop Period................................................................. T Jan 21 - F Jan 31
4th Term REGISTRATION.................................................. W Mar 5 - Th Mar 6
4th Term REGISTRATION PAYMENTS DUE.............................. Th Mar 6
In-person REGISTRATION (MCC)............................................. Th Mar 13
Instruction Ends for 3rd Term.................................................... F Mar 14

SPRING RECESS............................................................... M Mar 17 - F Mar 21

4TH TERM................................................................. M Mar 24 - F May 16
Instruction Begins for 4th Term................................................... M Mar 24
Add/Drop Period................................................................. M Mar 24 - F Apr 4
Last Class Day of 4th Term...................................................... F May 16
PUBLIC HEALTH CONVOCATION........................................ W May 21
Johns Hopkins Bloomberg School of Public Health
MPH Program Office
615 N. Wolfe Street
Room W1015
Baltimore, MD 21205

410-955-1291 (phone)
301-294-7060 (Montgomery County Center)
410-955-4749 (fax)
mphprog@jhsph.edu
http://www3.jhsph.edu/Academics/MPH/

Ron Brookmeyer, PhD
Program Chair
Professor of Biostatistics
rbrook@jhsph.edu

Edyth Schoenrich, MD, MPH
Part-time Programs Director
Professor of Health Policy and Management
eschoenr@jhsph.edu

Paul Whong, MDiv
Program Manager
pwhong@jhsph.edu

Edward Bunker, MPH
Program Coordinator
ebunker@jhsph.edu

Natalie Crowe, MSEd
Student Services Coordinator
ncrowe@jhsph.edu

Rachel Howard
Student Academic Coordinator
rhoward@jhsph.edu

Shawnise Smith, MS
Admissions Coordinator
sfsmith@jhsph.edu

Ilene Macie, MSW
Montgomery County Center Coordinator
imacie@jhsph.edu
Full-Time Path
The full-time program requires eleven months of study at the Johns Hopkins Bloomberg School of Public Health main campus in Baltimore, from early July through the following May. The courses are sequenced to provide the introductory MPH core requirements early in the academic program, followed by advanced and elective courses in the later part of the academic year. Most courses are offered in a face-to-face format during daytime hours. However, students may supplement their schedules through participation in off-campus and Internet-based offerings. Daily interaction with the professional and culturally diverse group of students serves to expand learning opportunities and broaden perspectives.

Part-Time Path
The part-time path provides options for daytime study on the main campus in Baltimore, evening and weekend courses at the Montgomery County Campus (during the 2002-2003 year), Internet coursework, and participation in summer and winter institutes. This three-year program allows students to combine formats to achieve their degree and academic goals.

Internet-based Path
The Internet-based path allows students worldwide to earn 75% of the MPH degree online. The remaining 25% must be earned in a face-to-face format. This three-year program begins with a two-week, onsite orientation and coursework. Subsequent campus visits are flexible, and the face-to-face requirement can be completed through participation in summer and winter institutes, a full-time term on-campus in Baltimore, or through participation in part-time course offerings.

Summer and Winter Institutes
The summer and winter institutes at the Johns Hopkins Bloomberg School of Public Health provide short-term, intensive educational opportunities for public health practitioners and other professionals who are unable to devote full-time status to their studies during the regular academic year. The institutes are intended for part-time, and Internet-based students to earn degree credits over a limited amount of time on-campus (from a few days to three weeks in length).

Full-time students may participate in summer and winter institutes but will be subject to the fees and tuition as set forth by the institute--regular full-time tuition does not apply during the institutes.
A GUIDING PARADIGM FOR THE MPH

The Institute of Medicine has defined the three core functions of Public Health as assessment, assurance, and policy/program development. The Johns Hopkins MPH Program has designated communication as the fourth major function. These four functions are vital to managing the health of a population. It is a goal of the MPH Program to give all students a firm understanding of the disciplines underpinning these functions. Therefore, all program requirements serve to provide the knowledge and skill base for professional practice in the diverse field of public health. The guiding framework for approaching all public health issues used at Johns Hopkins has been coined the “Problem Solving Paradigm”. It is this paradigm that forms the basis of the course “Problem Solving in Public Health”. This six step framework provides the principles around which the required curriculum is organized and sequenced. The steps of the paradigm and core coursework that is related to each step are:

1. Define the Problem
   - Epidemiology, History of Public Health
2. Measure its Magnitude
   - Biostatistics, Epidemiology, Health Information Systems, Statistical Computing
3. Understand the Key Determinants
   - Biological Sciences, Environmental Health, Social and Behavioral Sciences
4. Develop Intervention/Prevention Strategies
   - Many Core Courses
5. Set Policy/Priorities
   - Management and Policy Courses
6. Implement and Evaluate
   - Epidemiology, Biostatistics, Health Information Systems, Statistical Computing

In addition to the core Public Health skills and knowledge that are integral to the MPH curriculum, students will gain the communication skills necessary.
through the development of written briefs, persuasive speeches, scientific presentations, budget preparation, and grant writing.

The Problem Solving Paradigm will serve as a common theme throughout the MPH curriculum. It will serve as a framework for organizing and connecting various disciplines and perspectives with the ultimate goal of improving the public’s health.

**MPH Core Curriculum**

The core curriculum of the MPH program includes grounding in the philosophical and historical basis of public health, conveying the concept of concern for the health of populations; the statistical basis of public health, including quantitative reasoning, quantitative problem-solving, computer applications, and demography; the epidemiological basis of public health; the social and behavioral determinants of public health; the environmental science basis of public health; the biological basis of public health; and management theory and practice of public health and human services.

The core curriculum provides a structure for assimilating the academic training into professional practice through career planning/curriculum setting, development of interdisciplinary problem-solving skills, and professional skills as demonstrated by an integrating experience.

Courses listed in bold are also offered in an online format. Course title and number may differ from on-site course offerings.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title (full)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.609</td>
<td>Data Management &amp; Statistical Computing</td>
<td>2 units</td>
</tr>
<tr>
<td>140.610</td>
<td>Introduction to Public Health Statistics</td>
<td>2 units</td>
</tr>
<tr>
<td>221.637</td>
<td>Health Information Systems</td>
<td>4 units</td>
</tr>
<tr>
<td>340.601</td>
<td>Principles of Epidemiology</td>
<td>5 units</td>
</tr>
<tr>
<td>550.605</td>
<td>History of Public Health</td>
<td>2 units</td>
</tr>
<tr>
<td>550.608</td>
<td>Problem Solving in Public Health</td>
<td>4 units</td>
</tr>
<tr>
<td>550.863</td>
<td>MPH Educational and Professional Goals Analysis</td>
<td>0 units</td>
</tr>
<tr>
<td></td>
<td>(must be completed within 2 terms of matriculation)</td>
<td></td>
</tr>
<tr>
<td>550.866</td>
<td><strong>Special Topics: MPH Integrating Experience</strong></td>
<td>2 units</td>
</tr>
<tr>
<td>Highly Recommended:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>306.655</td>
<td>Ethical Issues in Public Health</td>
<td>3 units</td>
</tr>
</tbody>
</table>
QUANTITATIVE SCIENCES
(6-16 units; choose one of the following course sequences)

140.611 Statistical Reasoning I  3 units
140.612 Statistical Reasoning II  3 units
(Provides conceptual understanding of statistical ideas and methods; limited calculations)

140.621-623 Statistical Methods in Public Health I-III  4 units per term
(Covers statistical concepts and calculations for data analysis; develops statistical computing skills)

140.651-654 Methods in Biostatistics I-IV  4 units per term
(Presents statistical methods for advanced students. Requires knowledge of calculus/linear algebra)

<table>
<thead>
<tr>
<th>Quantitative Science Competencies</th>
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<tbody>
<tr>
<td>(includes Biostatistics, Epidemiology, Information Systems and Computing)</td>
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</table>

1. Identify, retrieve, and organize available data relevant to disciplines of public health
2. Select appropriate data and statistical methods to address a public health issue
3. Compare and contrast basic study designs used in public health
4. Interpret descriptive and inferential statistics in data analysis
5. Evaluate the integrity and comparability of data and identify gaps in data sources
6. Plan a surveillance system for a disease/condition of public health importance
7. Critique the quantitative methods used in published literature
8. Explain findings presented in public health literature

ENVIRONMENTAL SCIENCES
(5-8 units; choose one of the following options)

180.601 Environmental Health  5 units
(Appropriate for all students)

or:
187.610 Principles of Toxicology  4 units
with one of the following:
182.625 Principles of Industrial Hygiene  4 units
188.680 Fundamentals of Occupational Health  3 units
(Appropriate for students with previous broad environmental health experience, or those who wish to concentrate in occupational health, or industrial hygiene)

<table>
<thead>
<tr>
<th>Environmental Health Science Competencies</th>
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1. Identify, describe, and differentiate the various environments that produce opportunities for exposures to environmental toxicants
2. Appraise target populations at risk for such environmental exposures, with emphasis on identification of susceptible groups
3. Characterize environmental factors (agents, vectors, and conditions) that influence transfer to the host and the agents’ toxicokinetics, with emphasis on route of entry
4. Analyze the interaction of environmental toxicants with biological systems, with emphasis on their toxicodynamics
5. Prepare a risk assessment/management analysis based on problem solving paradigm
MPH Core Curriculum

**BIOLOGICAL SCIENCES**  
(2-4 units; choose one of the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>260.601</td>
<td>Biological Basis of Public Health</td>
<td>4</td>
</tr>
<tr>
<td>120.605</td>
<td>Molecular Aspects of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>222.641</td>
<td>Principles of Human Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>223.689</td>
<td>Biological Basis of Vaccine Development</td>
<td>3</td>
</tr>
<tr>
<td>260.626</td>
<td>Sexually Transmitted Diseases: Their Epidemiology &amp; Control</td>
<td>4</td>
</tr>
<tr>
<td>260.652</td>
<td>Principles of Public Health Ecology</td>
<td>3</td>
</tr>
<tr>
<td>340.612</td>
<td>Epidemiologic Basis of Tuberculosis Control</td>
<td>2</td>
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</table>

(Appropriate for all students)

(Appropriate for those with preparation in the biological sciences)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>305.607</td>
<td>Public Health Practice</td>
<td>4</td>
</tr>
<tr>
<td>312.612</td>
<td>Managing Health Service Organizations</td>
<td>4</td>
</tr>
<tr>
<td>312.619</td>
<td>Fundamentals of Budgeting and Financial Management</td>
<td>3</td>
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</table>

(Appropriate for students focusing primarily on public health practice concepts in the US, but with relevance to developing nations)

(Appropriate for students desiring organizational management skills/tools geared towards healthcare)

(Appropriate for students desiring management skills with a focus on budgetary and financial issues)

**Biological Sciences Competencies**

1. Differentiate the biology, pathophysiology, modes of transmission and methods of prevention and control of the most important infectious diseases.
2. Describe the pathophysiology and etiology of genetic and environmentally-induced diseases of public health importance.
3. Compare host responses to major environmental exposures (physical, chemical, and biological).
4. Describe biologic host responses to vaccines, chemoprophylactic, and pharmacologic methods of prevention and treatment of diseases of public health importance.
5. Select ecologic principles directly relevant to major public health diseases.
6. Select and apply biological principles to developing disease prevention, control, or management programs.

**MANAGEMENT SCIENCES**  
(3-5 units; choose one of the following)

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<tr>
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<th>Units</th>
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<tbody>
<tr>
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<tr>
<td>312.612</td>
<td>Managing Health Service Organizations</td>
<td>4</td>
</tr>
<tr>
<td>312.619</td>
<td>Fundamentals of Budgeting and Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

(Appropriate for students possessing considerable breadth of biological competence)
182.623  Occupational Safety and Health Management  3 units
(Appropriate for those pursuing occupational health or industrial hygiene)

## Management Sciences Competencies

1. Describe the organization and structure of a health service system
2. Evaluate basic models of health delivery systems
3. Assess major approaches to managing and improving health services organizations, including approaches to process improvement, strategic planning, and organizational design
4. Apply performance improvement concepts and tools in revising a specific process within an organizational setting
5. Apply key concepts of human resource management to achieving the strategic objectives of health service organizations
6. Prepare a basic budget

### SOCIAL & BEHAVIORAL SCIENCES
(3-4 units; choose one of the following)

302.690  Social and Behavioral Aspects of Public Health  4 units
(Appropriate for students wanting a broad introduction to the social and behavioral sciences)

224.688  Social and Behavioral Foundations of Primary Health Care  4 units
(Appropriate for students interested in community, individual, and organizational behaviors in developing countries)

301.617  Sociological Perspectives on Health  3 units
302.685  Psychosocial Factors in Health and Illness  4 units
(Appropriate for students interested in various ways in which social and psychological factors influence health)

302.683  Principles of Health Behavior Change  4 units
304.620  Introduction to Persuasive Communication  4 units
(Appropriate for students interested in a psychological approach to understanding behavior change and designing health communications)

303.602  Fundamentals of Health Education & Health Promotion  3 units
304.625  Communication Strategies for Health Education and Health Promotion  4 units
(Appropriate for students interested in design and implementation of health promotion programs)

330.649  Social Processes in the Development of Mental and Behavioral Disorders  3 units
(Appropriate for students wanting to understand which fundamental social processes affect the occurrence of mental and behavioral disorders)
MPH Core Curriculum

380.604 Health and Development Across the Lifespan 4 units
(Appropriate for students interested in population-based, lifespan approach to health)

Social and Behavioral Science Competencies

1. Integrate the psychologic and sociologic conceptualization of health, health behavior and illness
2. Describe the concepts of stress, coping, and social support, their inter-relationships and assess their impact on health, health behavior, and illness
3. Analyze and predict the influence of major social structural divisions such as gender, socioeconomic status, and ethnicity of health, health behavior, and the treatment of illness
4. Compare theories and principles of behavior change. Analyze their applicability to different types of health behavior problems
5. Formulate behavioral, communication, educational, and advocacy strategies for improving the health of communities and individuals
6. Evaluate processes and outcomes of social and behavioral interventions on the health of communities and individuals

HEALTH POLICY OPTION

In addition to the required coursework, MPH students are also highly recommended to complete at least one course in the area of Health Policy. Students utilizing this option should focus on a topic area that is relevant to their academic and professional focus. Courses that will complete this recommendation are listed below grouped by specific areas within health policy:

GENERAL HEALTH POLICY

300.600 Introduction to Health Policy 4 units
308.601 The Role of Government in Health Policy 3 units
301.607 Health Policy Analysis and Synthesis 4 units
306.650 Public Health and the Law 3 units
300.652 Politics of Health Policy 4 units
380.667 Women’s Health Policy 2 units

HEALTH AND SOCIAL POLICY

301.612 Health Poverty and Public Policy in the U.S. 3 units
308.610 Social Inequalities, World Economy, and Welfare State 3 units
221.609 International Health Reform 1 3 units

HEALTH CARE POLICY

300.651 Organization, Financing, and Delivery of Health Service 4 units

ENVIRONMENTAL AND OCCUPATIONAL POLICY

301.630 Environmental and Occupational Health Policy 3 units
317.600 Introduction to Risk Sciences and Public Policy 3 units
317.610 Risk Policy 3 units
180.629 Environmental Law and Policy and the Protection of Human Health 3 units
ETHICS AND HEALTH POLICY

306.655  Ethical Issues in Public Health  3 units
306.663  Ethical Issues Involving Health Care Delivery  2 units

POLICY AND PROGRAM DEVELOPMENT

300.652  Health Policy and Politics  4 units
301.603  Political Context of Public Health  3 units
380.624  Maternal and Child Health Legislation and Programs  4 units
380.665  Family Planning Policies and Programs  4 units
380.762  HIV Infection in Women, Children, and Adolescents: Policy and Prevention  3 units

PREVENTION POLICY

301.645  Issues in Health Advocacy  3 units
223.687  Vaccine Policy Issues  2 units

FOUNDATIONAL COURSEWORK AND THE SUMMER SCHEDULE

The full-time MPH program will begin during the summer term (July-August). The summer term is mostly prescribed for full-time students consisting of the foundational coursework that is essential to the MPH program. Part-time and Internet-based students are strongly encouraged to complete this foundational coursework as early in their academic experience as possible. These foundational courses will provide students with a base of knowledge that is built upon throughout the academic experience. The foundational coursework consists of:

Problem Solving in Public Health - Uses divergent public health problems to illustrate the problem-solving process, which includes defining the problem; measuring its magnitude; understanding the key biological, developmental, sociocultural, behavioral, and environmental determinants; identifying and developing intervention and prevention strategies; setting priorities and recommending policies; understanding barriers to implementation; and evaluation.

Health Information Systems - Systematically presents population-based and provider-based methods by which data are secured and analyzed to provide indicators of health service use, health risk behavior, and outcomes relative to health status. Targets health status indicators as the basis of plan-
ning and evaluation across a wide range of health objectives and measurement characteristics examined.

**Introduction to Data Management and Statistical Computing** -
Introduces basic data management, exploratory data analysis, and report generation. Students gain dexterity in the use of spreadsheets, statistical packages, and relational database management systems to enter, store, explore, present, and share data.

**History of Public Health** - Provides a broad outline of the historical context and development of public health. Accesses the various challenging hazards to health throughout history.

**Introduction to Public Health Statistics** Introduces classical statistical approaches for using data to describe the health of populations, emphasizing appropriate summaries and displays of data in tables and graphs. Provides and illustrates basic definition and usage of rates, ratios, and proportions. Topics include direct and indirect methods of standardization, current and abridged life tables, and graphical displays to monitor and describe health.
Core Requirements

Introduction to Public Health Statistics
Contact: Dr. Marie Diener-West, Hygiene E3138, 410-502-6894

Waiver Policy: Students with prior coursework in biostatistics which specifically addressed life tables, and direct and indirect adjustment of data may request a waiver. Waiver requests should be submitted in writing. Documentation should include the title of the course(s) taken, the name of the instructor, the location, year taken, the textbook used, a summary of the course content or copy of the syllabus, and grade received.

Introduction to Data Management and Statistical Computing
Contact: Dr. Marie Diener-West, Hygiene E3138, 410-502-6894

Waiver Policy: Students with previous coursework or experience with 1) spreadsheets, statistical packages, and relational database management systems, or 2) a high-level programming language may request a waiver. Students desiring a waiver must submit a written request and justification (including a brief description of computing experience) to Dr. Diener-West.

Health Information Systems
Contact: Mr. Robert Kambic, Hygiene W4508, 410-955-7814

Waiver Policy: Students with a background in vital statistics, epidemiology, and demography will be considered for a waiver. Interested students should consult with Mr. Kambic.

Prior to requesting a waiver, students should:
- Review the expected competencies
- Consult with their advisor to review how they meet the expected competencies
Principles of Epidemiology
Contact: Ms. Allyn Arnold, Hygiene W6507, 410-614-6609

Waiver Policy: Waiver from the epidemiology requirement is by examination only. Only students with prior graduate coursework in epidemiology will be considered. Students wishing to take the waiver exam must provide documentation of prior courses by 5:00pm, September 9th. A score of 85% or better is required to receive a waiver.

History of Public Health
No Waiver is given for this course

Problem Solving in Public Health
No Waiver is given for this course

MPH Educational and Professional Goals Analysis
No Waiver is given for this course.

MPH Integrating Experience
No Waiver is given for this course.

Quantitative Sciences
Contact: Dr. Marie Deiner-West, Hygiene E3138, 410-502-6894

Waiver Policy: Students with prior coursework in biostatistics/statistics may request a waiver. Waiver requests should be submitted in writing. Documentation should include the title of the course(s) taken, the name of the instructor, the location, year taken, the textbook used, a summary of the course content or copy of the syllabus, and grade received.

Prior to requesting a waiver, students should:

- Review the expected competencies
- Consult with their advisor to review how they meet the expected competencies
Biological Sciences
No Waivers are given for this area

Environmental Sciences
Contact: Dr. Jonathan Links, Hygiene W2001, 410-955-3350

Waiver Policy: Students with recent, broad graduate academic preparation or public health experience in the environmental health sciences, should submit a written request along with supporting documentation (course syllabi, transcripts, etc) to Dr. Links for a waiver. This request must be submitted prior to the end of first term.

Management Sciences
Contact: Dr. Laura Morlock, Hampton House 406, 410-955-5315

Waiver Policy: Only students with significant prior academic training and experience in management sciences related to public health practice should consider requesting a waiver. Students who feel they have mastered the competencies for this core area should submit a written request along with supporting documentation (course syllabi, transcripts, etc) to Dr. Morlock.

Social and Behavioral Sciences
No Waivers are given for this area.

Prior to requesting a waiver, students should:
- Review the expected competencies
- Consult with their advisor to review how they meet the expected competencies
MPH Goals Analysis

MPH Educational and Professional Goals Analysis
Course Number: 550.863
0 units, Pass/Fail Only

The purpose of the Goals Analysis course is to give you an opportunity to effectively plan your MPH education early in your program with the support and guidance of your faculty advisor. This project is intended to be a living document, one which you and your advisor review and update as you make changes in focus and direction. It should also serve as a springboard for discussion of career opportunities as the year progresses. This course is only open to MPH degree candidates and must be completed and received by the MPH Program Office two weeks before the end of the second term following matriculation into the Program. For example, full time students who start in summer 2002 are required to complete this project by October 11, 2002.

The final product of this course is a paper (2-3 pages in length) and a completed MPH curriculum checklist detailing your goals and objectives, an academic plan, and an assessment of how this plan will meet your stated goals. In order to fulfill the requirements of the Goals Analysis course, you are asked to complete the following steps in close collaboration with your advisor:

Step 1: Briefly explain what knowledge, skills and experiences you bring to the program.

Step 2: Identify your goals for your education by explaining what you hope to gain in terms of knowledge, skills, personal and professional contacts, and other experiences while a student in the MPH program. Review the list of MPH core competencies with your advisor. You are encouraged to identify additional competencies particularly relevant to your professional future. Describe one or more potential integrating experience topics and identify possible faculty mentors. You can find more detailed information about the core competencies and the integrating experience at the Goals Analysis Web Supplement

Step 3: Complete the MPH curriculum checklist by developing a tentative course plan for your entire MPH program. Identify what courses and special studies you intend to take and when you plan to complete your courses.
Course descriptions in the catalog indicate when courses are generally offered. Your checklist should include a tentative list of electives you plan to complete.

Step 4: Carefully review your paper and checklist with your advisor to ensure the proposed curriculum is not only feasible, but that it meets program requirements. Assess if your curriculum plan is aligned with the goals you identified in Step 2.

Step 5: In order to complete your Goals Analysis requirement, a copy of your paper and checklist with approval from your advisor must be submitted to the MPH Program Office. You may submit your paper either through hard copy or by email:

Hard Copy Submission: Submit a hard copy of your paper and checklist signed by your advisor to the MPH Program Office (Hygiene, W1015).

Electronic Submission: Email your paper and checklist directly to your advisor. If the advisor approves, request that the advisor endorse the project by forwarding it to the MPH office, cc’d to the student, with an accompanying email stating that it has been read and approved. Advisors should address the email document to mphprog@jhsph.edu.

All Students: The Goals Analysis requirement is intended to help you in planning your program with your faculty advisor. Your paper must be received two weeks before the end of your second term of matriculation into the MPH Program.

Goals Analysis Website:

Website Password:
GOALSANALYSIS
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<th>Core Requirements</th>
<th>Units</th>
<th>Term/Year Planned</th>
<th>Term/Year Completed</th>
<th>Grade</th>
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<tr>
<td>Intro to Data Management and Statistical Computing</td>
<td>2 units</td>
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<tr>
<td>Introduction to Public Health Statistics</td>
<td>2 units</td>
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<tr>
<td>Health Information Systems</td>
<td>4 units</td>
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<tr>
<td>Principles of Epidemiology</td>
<td>5 units</td>
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<tr>
<td>History of Public Health</td>
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<tr>
<td>Problem Solving in Public Health</td>
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<td>MPH Educational and Professional Goals Analysis</td>
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<tr>
<td>Special Topics: MPH Integrating Experience</td>
<td>2 units</td>
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<tr>
<td><strong>Quantitative Sciences, 3 Options</strong></td>
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<tr>
<td>Statistical Reasoning I</td>
<td>3 units</td>
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<tr>
<td>Statistical Reasoning II</td>
<td>3 units</td>
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<td><strong>-or-</strong></td>
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<tr>
<td>Statistical Methods in Public Health I</td>
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<tr>
<td>Statistical Methods in Public Health II</td>
<td>4 units</td>
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<tr>
<td>Statistical Methods in Public Health III</td>
<td>4 units</td>
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<td><strong>-or-</strong></td>
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<tr>
<td>Methods in Biostatistics I</td>
<td>4 units</td>
<td></td>
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<tr>
<td>Methods in Biostatistics II</td>
<td>4 units</td>
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<td>Methods in Biostatistics III</td>
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<tr>
<td>Methods in Biostatistics IV</td>
<td>4 units</td>
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<td><strong>Biological Sciences, 7 options</strong></td>
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<tr>
<td>Biological Basis of Public Health</td>
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<td>Molecular Aspects of Public Health</td>
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<tr>
<td>Principles of Human Nutrition</td>
<td>4 units</td>
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<tr>
<td>Biological Basis of Vaccine Development</td>
<td>3 units</td>
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<tr>
<td>Sexually Transmitted Diseases</td>
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<td>Principles of Public Health Ecology</td>
<td>3 units</td>
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<tr>
<td>Epidemiologic Basis of Tuberculosis Control</td>
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<td><strong>Environmental Sciences, 2 options</strong></td>
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<tr>
<td>Environmental Health</td>
<td>5 units</td>
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<tr>
<td><strong>-or-</strong></td>
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<tr>
<td>Principles of Toxicology</td>
<td>4 units</td>
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<td>with one of the following:</td>
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<tr>
<td>Principles of Industrial Hygiene</td>
<td>4 units</td>
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<tr>
<td>Fundamentals of Occupational Health</td>
<td>3 units</td>
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<td>Units</td>
<td>Term/Year Planned</td>
<td>Term/Year Completed</td>
<td>Grade</td>
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<tr>
<td><strong>Management Sciences, 4 options</strong> (complete one of the following)</td>
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<tr>
<td>Public Health Practice</td>
<td>4 units</td>
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<td>______</td>
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<tr>
<td>Managing Health Service Organizations</td>
<td>4 units</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Fundamentals of Budgeting and Financial Mgmt.</td>
<td>3 units</td>
<td>______</td>
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<td>Occupational Safety and Health Management</td>
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<tr>
<td><strong>Social and Behavioral Sciences, 9 options</strong> (complete one of the following)</td>
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<tr>
<td>Social and Behavioral Aspects of Public Health</td>
<td>4 units</td>
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<td>______</td>
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<tr>
<td>Social and Behavioral Found. of Primary Health Care</td>
<td>4 units</td>
<td>______</td>
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<tr>
<td>Sociological Perspectives on Health</td>
<td>3 units</td>
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<tr>
<td>Psychosocial Factors in Health and Illness</td>
<td>4 units</td>
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<tr>
<td>Principles of Health Behavior Change</td>
<td>4 units</td>
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<tr>
<td>Introduction to Persuasive Communication</td>
<td>4 units</td>
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<td>______</td>
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<tr>
<td>Fundamentals of Health Ed. &amp; Health Promotion</td>
<td>3 units</td>
<td>______</td>
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</tr>
<tr>
<td>Communication Strat. for Health Ed. &amp; Health Prom.</td>
<td>4 units</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Social Processeses in the Dev. of Mental Disorders</td>
<td>3 units</td>
<td>______</td>
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<tr>
<td>Health and Development Across the Lifespan</td>
<td>4 units</td>
<td>______</td>
<td>______</td>
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</tbody>
</table>

Highly Recommended:
Ethical Issues in Public Health | 3 units | ______ | ______ | ______ |
Health Policy Course: _____________________________ | ______ | ______ | ______ | ______ |

**Electives and Special Studies, 22-40 units**

1. _____________________________ | ______ | ______ | ______ | ______ |
2. _____________________________ | ______ | ______ | ______ | ______ |
3. _____________________________ | ______ | ______ | ______ | ______ |
4. _____________________________ | ______ | ______ | ______ | ______ |
5. _____________________________ | ______ | ______ | ______ | ______ |
6. _____________________________ | ______ | ______ | ______ | ______ |
7. _____________________________ | ______ | ______ | ______ | ______ |
8. _____________________________ | ______ | ______ | ______ | ______ |
9. _____________________________ | ______ | ______ | ______ | ______ |
10. _____________________________ | ______ | ______ | ______ | ______ |

**Total Units (minimum of 80)** | ______ |
**Total Didactic Units (minimum of 60)** | ______ |
**Total Graded Units (minimum of 40)** | ______ |
**Total Face-to-Face Units (minimum of 20)** | ______ |

_I approve both the Goals Paper and this MPH Curriculum Checklist:_

Advisor Signature: _____________________________ Date: __________

20
MPH Integrating Experience
Course Number: 550.866
2 units, Pass/Fail Only

The objective of the Integrating Experience is to give students a culminating experience where they can synthesize and integrate knowledge acquired in coursework to a situation in professional practice.

The Integrating Experience project is a year-long process which leads to the production of a paper and presentation to be made at the Hopkins Public Health Symposium in May. By the end of the 2nd term of a student’s final year, a problem area and formal written proposal will be submitted. The process culminates in the 4th term when students participate in a seminar to complete their projects.

Information will be shared throughout the year via the MPH Student Listserv, and at on-campus and online help sessions.

Note to Internet-based Students: Participation in the Public Health Symposium will be accommodated through online presentations.

For more information on the Integrating Experience process, please visit the course web supplement.

Integrating Experience Website:

Website Password:
INTEGRATING
MPH Societies
With the cooperation of the Dean's office, the Society of Alumni, and the MPH Program office, the Student Assembly has fostered the formation of student-run MPH Societies to make the Hopkins Experience more positive and memorable for MPH students. MPH societies provide extracurricular opportunities for social, academic, and professional development, and enhance involvement and interaction among students, faculty, and alumni with similar interests.

To date, three broad-based MPH Societies have been formed: the John B. Grant International Health Society, the Wade Hampton Frost Quantitative Research Sciences Society, and the Anna Baetjer Public Health Practice Society. All MPH students are expected to affiliate with one of the MPH societies. Students are also encouraged to attend events sponsored by all three societies. Students may change their formal MPH Society affiliation during the year should their interests change.

During the summer term, each society will be hosting an informal information session. Students are encouraged to attend these meetings in order to decide with which of the societies to affiliate formally.

For more information on MPH Societies visit:
http://ww3.jhsph.edu/Academics/MPH/societies.html
Grading System

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>Excellent</td>
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<td>Pass</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
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<td>C</td>
<td>Fair</td>
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<td>F</td>
<td>Fail</td>
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<tr>
<td>W</td>
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<tr>
<td>I</td>
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<td>N</td>
<td>Grade Not Reported</td>
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<tr>
<td>M</td>
<td>Multi-Term Course</td>
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Pass/Fail Option

1. Students must take at least 40 units of didactic public health coursework for a letter grade, including all courses meeting core requirements that are not mandatory pass/fail.
2. Students can elect to receive a grade of “Pass” or “Fail” in any elective.

Special Studies

1. Special studies are intended for students who want to pursue a wide variety of options for independent study under faculty supervision.
2. Students must define a special interest area to study, and identify a faculty member to supervise the independent study.
3. Faculty member must provide a signature and/or email approval of special study credits and duration.

Academic Standards

1. To maintain good academic standing, a student must maintain a minimum 2.50 cumulative grade point average. Students falling below 2.50 will be placed on probation. Students will have one term, or 12 additional units of coursework, to raise the GPA above 2.50. Students failing to raise the GPA to 2.50 after this period will be dismissed.
2. Grades of “C” or better in all required courses.
3. Not more than one “F” in an elective course.
4. Not more than 9 units of “incomplete” work at any time.
5. Not more than one retake of a required course in which a student received a “D” or “F”.
6. Students earning 2 “F”s, or a combination of 3 or more “D”s and “F”s will be dismissed from the program.
7. Courses taken for audit (AU) do not count toward degree units.

Incomplete and unreported grades must be resolved prior to graduation.
Graduation Requirements
1. Minimum grade point average of 2.50.
2. Grades of “C” or better in each of the MPH required courses.
3. No incompletes (I, N, or M) in courses or special studies.
4. A minimum of 40 didactic units, including all core courses/science options taken for a letter grade.
5. Successful completion of at least 60 didactic public health units.
6. At least 20 units earned in a face-to-face setting.
7. Successful completion of a minimum of 80 units.

STUDENT SERVICES AND ADMINISTRATIVE PROCESSES
Registration

Students must register for all courses following the guidelines established by the Office of Records and Registration. Students will be prompted through email notifications regarding registration deadlines, policies, and procedures. Questions regarding registration processes should be directed to the Student Academic Support Services Office, Hygiene E1002, 410-955-3552.

Checking Grades

Students may view their grades, update personal information, and track their academic progress electronically through JHED. JHED is the University’s Web directory. Secure access to student grade reports is provided to students using their JHED user IDs and passwords. IDs will be supplied to you during your orientation.

Students who lose their passwords and/or ID information for JHED must contact the Administrative Computing Desk at (410) 516-5500.

Students are encouraged to use the JHED service to retrieve their grades, as well as update their personal information as needed.

Students requiring an official transcript may request one by printing and completing a transcript request form. This form should be faxed to (410) 955-0464 for processing.
Payment
Tuition for the 2002-2003 academic year is $6,761 per term (12 units or more), or $564 per academic credit (if taking less than 12 units). Payment should be submitted by the deadlines imposed by the Business Office. Checks should be made payable to Johns Hopkins University and mailed to JHSPH, Business Office, 615 N. Wolfe Street, Room 1040, Baltimore, MD 21205.

Should a student account accrue an overdue balance, registration for the current term and future terms will be held until the account is settled.

Add/Drop
Add/Drop period will occur during the first two weeks of every term. A student must submit a drop/add form to make changes to his/her schedule. Teaching faculty and advisor approval is required to make changes to a schedule.

Part-time and Internet-based students must provide payment information for additional credits when adding a course.

Textbooks/Course Materials
Textbooks and course materials for on-site courses can be purchased at the Matthews Book Store.

Textbooks and course materials for online and Montgomery County Center courses can be purchased through ProTech Books.

Libraries
William H. Welch Library
The library provides students in the MPH program with information services that advance research, teaching, and patient care.

Admission to the library requires presentation of a valid Hopkins ID to the security guard. A library card is required for use of the library’s databases and services. Students can get a card by filling out the electronic registration form. To assure that library service is uninterrupted, cards must be renewed every year.

Matthews Bookstore:
1830 Monument Street
410-955-3931

Protech Books:
Montgomery County Campus
www.jhutextbooks.com

Late payments may be assessed a $50 late fee.
Abraham M. Lilienfeld Library
The Lilienfeld Library is a full-service library, primarily serving the School of Public Health. The library is located in Hampton House (624 N. Broadway), on the ninth floor.

If you are registered to use the William H. Welch Medical Library, you may also use the Lilienfeld Library to do the following:

* Check out books and audiovisual materials
* Search online databases and resources via the Welch Gateway
* Request computer searches be run by library staff. (There is a charge for this service.)
* Connect to e-mail
* Submit forms for library cards, acquisition requests, etc.

Montgomery County Library

Students in the Washington D.C. area may utilize the services at the Montgomery County Campus Library. Students can use the online library catalogs, electronic databases, and the book and periodical collections to conduct research, and complete course assignments.

Technical Notes
1. Each student is assigned an “@jhsph.edu” e-mail account. Administrative offices, faculty, and staff will use your “@jhsph.edu” to communicate with you regarding various topics. Students may either:
   a. check the “@jhsph.edu” account
   b. forward to another account that you check regularly.

2. Students interested in participating in online courses must complete the “Introduction to Online Learning” course prior to enrolling in for-credit courses. Information on this introductory course can be found at http://distance.jhsph.edu/oll/.
Each student will be assigned an advisor based on department affiliation, and professional/academic interests. The advising system is intended to align students with a faculty member that shares common interests, who can serve to assist students with their academic progress throughout the program. In order to maximize the benefit of this relationship, advisees should observe and adhere to the following responsibilities:

1. Within two terms of matriculation, work with your advisor to complete the MPH Educational and Professional Goals curriculum plan. A copy of the curriculum plan will remain with the advisor, and another with the MPH Program Office. **Note:** It is the student’s responsibility to assure a copy of the curriculum plan has been received by the MPH Program Office.

2. Meet/communicate (via phone and/or email) with advisor at least once per term to discuss academic progress and to review/modify course selection plans for upcoming terms.

3. Meet/communicate with advisor to discuss plan for the Integrating Experience topic during the fall prior to expected graduation.

4. Understand academic policies and procedures regarding the MPH curriculum, graduations requirements, registration and advising processes, and grading policies.

5. Identify and develop professional career goals and interests.

6. Discuss issues or questions concerning the academic program, and pertinent non-academic concerns.

7. Understand and adhere to administrative policies and procedures affecting payment of tuition and fees, academic eligibility for scholarships, loans, and college work-study.

8. Observe registration and payment deadlines, and submit all appropriate forms.

9. Follow reminder notices, program updates, and policy changes.

10. Maintain an active @jhsph.edu email account.

11. Advisees may request a change in advisor, by contacting the MPH Academic Coordinator at 410-955-1291.