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# THE JOHNS HOPKINS UNIVERSITY
## BLOOMBERG SCHOOL OF PUBLIC HEALTH
### 2018-19 ACADEMIC YEAR CALENDAR

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEMORIAL DAY HOLIDAY</strong></td>
<td>M May 28</td>
</tr>
<tr>
<td><strong>SUMMER INSTITUTES</strong></td>
<td>T May 29</td>
</tr>
<tr>
<td><strong>REGULAR SUMMER TERM</strong></td>
<td>M July 2 – F Aug 24 (39 class days)</td>
</tr>
<tr>
<td>Internet-Based/Part-Time MPH New Student Orientation</td>
<td>Sun Jan 6</td>
</tr>
<tr>
<td>Registration Begins for Summer Institute Terms</td>
<td>T Feb 13</td>
</tr>
<tr>
<td>Registration Begins for Regular Summer Term</td>
<td>W April 4</td>
</tr>
<tr>
<td>Internet-Based/Part-Time MPH New Student Orientation</td>
<td>Sun June 3</td>
</tr>
<tr>
<td>Summer Institutes Begin</td>
<td>Begin T May 29</td>
</tr>
<tr>
<td>Regular Summer Term Registration Ends</td>
<td>F June 22</td>
</tr>
<tr>
<td>NEW STUDENT ORIENTATION</td>
<td>Th June 28 – F June 29</td>
</tr>
<tr>
<td>Instruction Begins for Summer Term</td>
<td>M July 2</td>
</tr>
<tr>
<td>INDEPENDENCE DAY HOLIDAY</td>
<td>W July 4</td>
</tr>
<tr>
<td>Regular Summer Add/Drop Period</td>
<td>M July 2 – F July 13 (full term courses only)</td>
</tr>
<tr>
<td>Last Class Day of Summer Term</td>
<td>F Aug 24</td>
</tr>
</tbody>
</table>

## 1ST TERM

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term Registration Begins for Continuing and Special Students</td>
<td>F June 1</td>
</tr>
<tr>
<td>1st Term Registration Ends for Continuing and Special Students</td>
<td>F Aug 17</td>
</tr>
<tr>
<td>NEW STUDENT ORIENTATION/REGISTRATION</td>
<td>T Aug 28 – Th Aug 30</td>
</tr>
<tr>
<td>Instruction Begins for 1st Term</td>
<td>T Sept 4</td>
</tr>
<tr>
<td>LABOR DAY RECESS</td>
<td>M Sept 3</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Sept 3 – F Sept 14</td>
</tr>
<tr>
<td>Last Class Day of 1st Term</td>
<td>F Oct 26</td>
</tr>
</tbody>
</table>

## 2ND TERM

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Term Registration Begins</td>
<td>F July 20</td>
</tr>
<tr>
<td>2nd Term Registration Ends</td>
<td>F Oct 19</td>
</tr>
<tr>
<td>Instruction Begins for 2nd Term</td>
<td>M Oct 29</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Oct 29 – Su Nov 11</td>
</tr>
<tr>
<td>THANKSGIVING RECESS</td>
<td>Th Nov 22 – Su Nov 25</td>
</tr>
<tr>
<td>Last Class Day of 2nd Term</td>
<td>F Dec 21</td>
</tr>
</tbody>
</table>

## 3RD TERM

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for 3rd Term</td>
<td>W Nov 14</td>
</tr>
<tr>
<td>3rd Term Registration Ends</td>
<td>F Jan 11</td>
</tr>
<tr>
<td>Instruction Begins for 3rd Term</td>
<td>T Jan 22</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Jan 21 – F Feb 1</td>
</tr>
<tr>
<td>Last Class Day of 3rd Term</td>
<td>F Mar 15</td>
</tr>
<tr>
<td>SPRING RECESS</td>
<td>M Mar 18 – F Mar 22</td>
</tr>
</tbody>
</table>

## 4TH TERM

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for 4th Term</td>
<td>W Feb 6</td>
</tr>
<tr>
<td>4th Term Registration Ends</td>
<td>F Mar 15</td>
</tr>
<tr>
<td>Instruction Begins for 4th Term</td>
<td>M Mar 25</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Mar 25 – F Apr 5</td>
</tr>
<tr>
<td>Last Class Day of 4th Term</td>
<td>F May 17</td>
</tr>
<tr>
<td>PUBLIC HEALTH CONVOCATION</td>
<td>T May 21</td>
</tr>
<tr>
<td>UNIVERSITY COMMENCEMENT</td>
<td>Th May 23</td>
</tr>
<tr>
<td>RESIDENCY PROGRAM ENDS</td>
<td>F June 28</td>
</tr>
</tbody>
</table>
MPH Executive Board

The Johns Hopkins MPH Program is governed by the MPH Executive Board composed of faculty from all departments of the Johns Hopkins Bloomberg School of Public Health.

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Overview of the Program

Objectives

The overarching goal of the MPH Program is to provide students with a population perspective on health. The Hopkins MPH Program is designed to prepare students to tackle current and emerging global public health problems such as pandemic flu, AIDS, bioterrorism, obesity, diabetes, disparities in access to health care, and many other critical public health problems.

The Johns Hopkins MPH Program recognizes that in today’s world, a thorough and rigorous public health education must embrace multiple areas including: biostatistics, environmental health, epidemiology, health services administration, social and behavioral sciences, biological sciences, ethics, the role of information technology in health, health policy and law in health. The Johns Hopkins MPH Program is designed to provide students with critical multidisciplinary training to help solve global health problems.

In order to assure that all students have the core competencies in a number of critical areas, students are required to complete a core MPH curriculum that comprises approximately half the credits required for graduation. Students have flexibility to design the other half of their curriculum in order to customize the program to their area of interest and the appropriate balance between depth and breadth.

Competencies

All MPH students should graduate having achieved competencies in the following areas:

Biostatistics and Epidemiology Competencies

1. Apply basic demographic methods and commonly used public health measures, such as relative risk, attributable risk and relative hazards, and select appropriate statistical methods for estimating such measures in the presence of covariates.
2. Critique the major study designs for obtaining quantitative information relevant to public health questions from surveillance data, other observational studies, community-based research, or controlled trials and appropriately interpret the findings.
3. Identify, access, and display in tables or graphs data relevant to disciplines of public health.

Environmental Health Sciences Competencies

1. Define the major environmental agents (i.e., environmental chemical, biological, and physical agents that cause or exacerbate adverse human health effects).
2. Recognize the sources (natural and anthropomorphic) of environmental agents and discuss the carriers or vectors (air, water, soil, and food) that promote the transfer of these agents (exposure to dose) from the environment to the human.
3. Describe specific host and genetic factors (including gender- and ethnicity-related factors), physiologic factors (including age- and health status-related factors), and psychosocial factors (including SES- and social/cultural-related factors) that influence the risk of exposure and/or the likelihood of developing adverse health outcomes from exposure to environmental agents.
4. Practice techniques for improving risk assessment and risk management strategies, including consideration of: (1) factors in the physical environment, (2) factors in the social environment, (3) community-based participation in both the assessment/management process and in basic environmental/public health research, and (4) issues of environmental justice/equity.
Public Health Biology Competencies
1. Describe the biological bases, e.g. molecular, cellular, and physiological, for the major determinants of human disease including infectious disease, nutritional deficiencies, and exposure to toxic environmental agents.
2. Apply the biological and ecological principles that determine the distribution of infectious disease in human populations to programs that prevent or manage disease.
3. Examine the role of genetic determinants in human disease and disease susceptibility caused by infectious agents, nutritional deficiencies and exposure to toxic agents and microbial virulence.

Management Sciences Competencies
1. Evaluate the organization and structure of a health service system and basic models of health delivery systems.
2. Assess major approaches to managing and improving health services organizations, including approaches to process improvement, strategic planning, and organizational design.
3. Apply key performance improvement concepts and tools including human resource and financial management principles to achieving the strategic objectives of health service organizations.

Social & Behavioral Sciences Competencies
1. Describe and compare psychological and sociological theories, conceptualizations, and frameworks of health, health behavior, illness, and behavior change and analyze their applicability to diverse populations and different types of health behavior problems, including interactions among biology, behavior, and environment.
2. Identify the characteristics and assets of communities and systems in order to formulate conceptual, behavioral, communication, educational, advocacy, health promotion, or community-based participatory strategies for improving the health of communities and individuals and preventing disease and injury.
3. Evaluate plans or processes for translation and dissemination of the outcomes of social and behavioral interventions on the health of communities, families, and individuals.
4. Use a cross-cultural awareness perspective and sensitivity in implementing and evaluating health behavior change programs or conceptual frameworks.

Health Policy & Ethics Competencies
1. Recognize the institutional and political actors central to the formation and implementation of health policy.
2. Analyze and evaluate the process of public policy-making and how it affects the design, implementation and performance of health policies.
3. Collect, analyze, and synthesize information about the legal, ethical, practical, and political constraints of policy formulation and implementation.
Summary of Graduation Requirements

- A total of 80 credits are required for graduation. Students must complete the MPH core curriculum as detailed in the next section entitled “MPH Core Curriculum.”
- At least 60 of the 80 credits must be completed in formal coursework that is not special studies, i.e. independent studies.
- At least 16 of the 80 credits required for graduation must be completed in a traditional face-to-face format as opposed to being completed over the Internet.
- All courses that are part of the core curriculum must be taken for a letter grade, if the course is offered for a letter grade.
- All students are required to complete an individualized MPH Goals Analysis (Touchpoints 1 – 3) within the CoursePlus Portfolio.
- All students must complete the MPH Practicum requirement, including course 300.615.81 or 300.603.98.
- All students must complete an MPH capstone project. The goal of the MPH capstone project is to give all students an opportunity to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem.
- All students must maintain minimum academic standards and have satisfactory grades as detailed on the next page.
- Students are required to complete 550.860 Academic and Research Ethics at JHSPH during their first term of registration in the program.

Note: A repeated course may only count once toward the 80 credit requirement. Classes taken for audit do not count towards the 80 credit requirement for graduation.

Special Note on Courses Taken at JHSPH While Not Formally Matriculated as an MPH Degree Seeking Student: A limited number of course credits taken at Johns Hopkins prior to matriculation into the MPH Program (e.g., up to 16 as a special student and 40 credits from another degree program) can be applied toward the 80 total credits, provided the courses were completed not more than 5 years prior to the date of matriculation into the MPH Program.
**Academic Standards**

Students must meet minimum academic standards to remain in the MPH Program. A student’s failure to meet any of the criteria below is grounds for being placed on academic warning and/or being dismissed from the program.

1. To maintain good academic standing in the MPH program, students must maintain a minimum cumulative grade point average (GPA) of 2.75. Students with a GPA falling below 2.75 will be placed on academic warning and will have one term, or 12 additional credits of coursework, to raise the GPA to 2.75 or above. Students not meeting the 2.75 minimum after one term may be granted additional term(s) on academic warning if academic progress has been shown in the cumulative GPA. Students on academic warning must meet with their faculty advisor and the MPH Academic Coordinator (Katie Cruit, kcruit@jhu.edu) prior to registering for courses. Students with a cumulative GPA of less than 2.75 may not register for more than 18 credits per term. Any repeated courses count towards this 18 credit limit. [Note: Students with less than a 2.75 cumulative GPA are not eligible to enroll in the Biostatistics 620 course series or the Epidemiology 750 course series].

2. A student who earns a “D” or “F” grade in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core requirement either by repeating the same course or by completing another course that meets the same core requirement (if available).

3. Students must complete the *Problem Solving in Public Health* course as part of the Orientation program and matriculation process. Students must also complete the Goals Analysis plan (Touchpoints 1, 2 and 3) within the first two terms of the program. The Epidemiology core requirement must be completed within the first twelve months of matriculation into the MPH program.

4. Students must progress toward degree completion in four years or less, as per their Goals Analysis plan. If additional time is required to complete the degree, it is a student’s responsibility to contact in writing (email communication is sufficient) the faculty advisor and the MPH Academic Coordinator (Katie Cruit, kcruit@jhu.edu) to request an extension beyond the four year limit. An extension request should be submitted to the faculty advisor and the MPH Academic Coordinator at least one term prior to the end of the 4-year limit.

5. Students may not accrue more than 9 credits of “incomplete” coursework at any given time. Students exceeding this limit must immediately contact the faculty advisor and the MPH Academic Coordinator in writing (email communication is sufficient) to discuss their academic situation. Students may not be permitted to register for subsequent terms until the incompletes have been resolved.

6. Students who are inactive (not enrolled in courses) for two terms or more without notifying the MPH Academic Coordinator of their academic plans will be withdrawn from the program. Students who do notify in writing (email communication is sufficient) the MPH Academic Coordinator (Katie Cruit, kcruit@jhu.edu) and faculty advisor of their circumstances may suspend enrollment, assuming that they otherwise have met academic standards as per items 1-5 above.
**Academic and Research Ethics at JHSPH**

Maintaining the highest level of academic and research integrity is an important responsibility of our faculty and students. To help achieve this goal, all students are required to complete the 550.860 *Academic and Research Ethics at JHSPH* course. The course examines academic and research ethics at JHSPH through a series of online interactive modules:

- Focuses on information about the academic ethics code and responsible conduct of research at the School.
- Explores issues of academic integrity such as proper ethical conduct and referencing, and discusses violations such as plagiarism and cheating, relative to case studies that illustrate situations faced by students and faculty in the academic setting.
- Addresses topics that include responsible conduct of research, authorship, data management, data ownership, guidelines for professional conduct, research fraud or scientific misconduct, federal and institutional guidelines related to research using human and animal subjects and ethical issues involving vulnerable subjects in research.

Students are automatically registered into the Academic and Research Ethics course (PH.550.860) when they matriculate into the MPH program. All JHSPH students are required to complete this non-credit course by the end of the Institute associated with their Orientation program and matriculation (i.e.: Summer Institute, Fall Institute or Winter Institute).

The JHSPH Policy and Procedure Memorandum for Students for Academic Ethics can be found at [https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics_102606.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics_102606.pdf)

**Student Handbook on Referencing** The purpose of this handbook is to provide students with an overview of the school’s standards and expectations regarding referencing and citation. [http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/JHSPH-StudentReferencing_handbook.pdf](http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/JHSPH-StudentReferencing_handbook.pdf)
**MPH Core Curriculum**

The core curriculum of the MPH Program includes grounding in critical disciplines and competencies in public health including: biostatistics, epidemiology, social and behavioral determinants of health, management sciences, public health problem-solving, computer applications, demography, environmental health, biological sciences, ethics, and public health policy. The core curriculum also provides an opportunity to apply the skills and competencies acquired during the program to practical public health problems through the practicum and MPH capstone experiences.

The following courses are required of MPH students, and must be taken for letter grade:

- 550.608: *Problem Solving in Public Health* (4 credits)
- 300.615: *The Tools of Public Health Practice* (1 credit) OR 300.603: *The Tools of Public Health Practice and Decision Making* (3 credits)
- 180.601: *Environmental Health* (5 credits)
- 340.721: *Epidemiologic Inference I* OR 340.601: *Principles of Epidemiology* (5 credits)
- 380.755: *Population Dynamics and Public Health* (2 credits)
- At least one course with **Public Health Biology** component (see table starting next page)
- At least one course with **Management Sciences** component (see table starting next page)
- At least one course with **Social & Behavioral Sciences** component (see table starting next page)
- Any one of the following course series in **Biostatistics**:

<table>
<thead>
<tr>
<th>Course Options</th>
<th>Component Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.611 and 140.612</td>
<td>Statistical Reasoning I-II</td>
</tr>
<tr>
<td>140.621, 140.622, and 140.623</td>
<td>Statistical Methods I-II-III</td>
</tr>
<tr>
<td>140.651, 140.652, 140.653, and 140.654</td>
<td>Methods in Biostatistics I-II-III-IV</td>
</tr>
</tbody>
</table>

The following are required of MPH students, but are not formal courses:

- 550.860: *Academic & Research Ethics at JHSPH* (please see section “Academic and Research Ethics at JHSPH”)
- MPH Practicum requirement (please section “Practicum Experience in Population-based Health”)
- MPH Capstone Project requirement (please see section “MPH Capstone Project”)
- Goals Analysis Plan requirement (please see section “Goals Analysis and Portfolio”)

The table in the upcoming pages details the course options for meeting each MPH core requirement.
## Listing of MPH Core Curriculum Course Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Onsite</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOSTATISTICS (choose one sequence)</strong></td>
<td><strong>No switching permitted between Biostatistics sequences.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140.611-612</td>
<td>Statistical Reasoning in Public Health I-II*</td>
<td>6</td>
<td>SI, 1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Provides conceptual understanding of statistical ideas and methods; limited calculations:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140.621-623</td>
<td>Statistical Methods in Public Health I-III</td>
<td>12</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No*</td>
</tr>
<tr>
<td><strong>Covers statistical concepts and calculations for data analysis; develops statistical computing skills:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140.651-654</td>
<td>Methods in Biostatistics I-IV</td>
<td>16</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, 3&lt;sup&gt;rd&lt;/sup&gt;, 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL HEALTH (180.601 required)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>180.601</td>
<td>Environmental Health</td>
<td>5</td>
<td>SI, Su</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>EPIDEMIOLOGY (choose only one)</strong></td>
<td><strong>Must be completed during the 1&lt;sup&gt;st&lt;/sup&gt; year of the MPH Program</strong></td>
<td></td>
<td></td>
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<tr>
<td>340.601</td>
<td>Principles of Epidemiology</td>
<td>5</td>
<td>SI, Su</td>
<td>No</td>
</tr>
<tr>
<td>340.721</td>
<td>Epidemiologic Inference I</td>
<td>5</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>SI, 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>MANAGEMENT SCIENCES (choose at least one)</strong></td>
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<tr>
<td>182.623</td>
<td>Occupational Safety and Health Management</td>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>221.602</td>
<td>Applications in Managing Health Organizations in Low and Middle Income Countries</td>
<td>3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>221.608</td>
<td>Managing NGOs in the Health Sector</td>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>221.610</td>
<td>Pharmaceuticals Mgmt. for Under-Served Populations</td>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>221.722</td>
<td>Quality Assurance Mgmt. Methods for Develop. Countries</td>
<td>4</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>305.607</td>
<td>Public Health Practice</td>
<td>4</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;, 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>312.600</td>
<td>Managing Health Services Organizations</td>
<td>4</td>
<td>No</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>312.601</td>
<td>Fund. of Mgmt. for Health Care Organizations</td>
<td>3</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>312.603</td>
<td>Fundamentals of Budgeting and Financial Mgmt.</td>
<td>3</td>
<td>SI</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, 3&lt;sup&gt;rd&lt;/sup&gt;, 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>380.681</td>
<td>Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries</td>
<td>4</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td><strong>POPULATION DYNAMICS (380.775 required)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>380.755</td>
<td>Population Dynamics and Public Health</td>
<td>2</td>
<td>Su</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

*The biostatistics 140.611-612 sequence (Statistical Reasoning in Public Health I-II) can be supplemented by the Data Analysis Workshops I-II (140.613-614) and Advanced Data Analysis Workshop (140.620), which are offered in our intensive learning institutes. Taken sequentially, this biostatistics sequence (140.611-612) and data analysis workshops cover statistical concepts and calculations for data analysis and develop statistical computing skills.*
## MPH Student Manual 2018-2019  
**Core Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Onsite</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROBLEM SOLVING (550.608 required)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>550.608</td>
<td>Problem Solving in Public Health</td>
<td>4</td>
<td>SI, Fl, WI</td>
<td>No</td>
</tr>
<tr>
<td><strong>PUBLIC HEALTH PRACTICE (choose only one)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300.603</td>
<td>Tools of Public Health Practice and Decision Making</td>
<td>3</td>
<td>Fl</td>
<td>No</td>
</tr>
<tr>
<td>300.615</td>
<td>Tools of Public Health Practice</td>
<td>1</td>
<td>No</td>
<td>Su, 3rd</td>
</tr>
<tr>
<td><strong>PUBLIC HEALTH BIOLOGY (choose at least one)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate for all students. Provides a broad introduction to public health biology:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>183.631</td>
<td>Fundamentals of Human Physiology</td>
<td>4</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>260.636</td>
<td>Evolution of Infectious Disease</td>
<td>3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>550.630</td>
<td>Public Health Biology</td>
<td>3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Su, 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>For students possessing considerable breadth of biological competence, subject to concurrence of the advisor:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120.603</td>
<td>Molecular Biology of Pandemic Influenza</td>
<td>3</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>120.620</td>
<td>Fundamentals of Reproductive Biology</td>
<td>3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>120.627</td>
<td>Stem Cells &amp; the Biology of Aging &amp; Disease</td>
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<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
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<tr>
<td>182.640</td>
<td>Food- and Water- Borne Diseases</td>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>187.610</td>
<td>Public Health Toxicology</td>
<td>4</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>222.641</td>
<td>Principles of Human Nutrition</td>
<td>4</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>223.689</td>
<td>Biologic Basis of Vaccine Development</td>
<td>3</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>260.606</td>
<td>Major Global Infectious Diseases: Prospects for Control</td>
<td>2</td>
<td>WI</td>
<td>No</td>
</tr>
<tr>
<td>260.631</td>
<td>Immunology, Infection, &amp; Disease</td>
<td>3</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>260.635</td>
<td>Biology of Parasitism</td>
<td>5</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>260.650</td>
<td>Vector Biology &amp; Vector-borne Diseases</td>
<td>3</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>260.656</td>
<td>Malariaiology</td>
<td>4</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>340.612</td>
<td>Epidemiologic Basis for Tuberculosis Control</td>
<td>2</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>SI, 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>340.646</td>
<td>Epidemiology &amp; Public Health Impact of HIV &amp; AIDS</td>
<td>4</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>340.654</td>
<td>Epidemiology &amp; Natural History of Human Viral Infections</td>
<td>6</td>
<td>No</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>340.744</td>
<td>Adv. Topics on Control &amp; Prevention of HIV/AIDS</td>
<td>4</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>380.761</td>
<td>STI’s in Public Health Practice</td>
<td>4</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>No</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
<td>Onsite</td>
<td>Online</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>221.688</td>
<td>Social and Behavioral Foundations of Primary Health Care</td>
<td>4</td>
<td>No</td>
<td>Su, 3rd</td>
</tr>
<tr>
<td>224.689</td>
<td>Health Behavior Change at the Individual, Household, and Community Levels</td>
<td>4</td>
<td>2nd</td>
<td>No</td>
</tr>
<tr>
<td>330.661</td>
<td>Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
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<tr>
<td>380.604</td>
<td>Life Course Perspectives on Health</td>
<td>4</td>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>410.600</td>
<td>Fundamentals of Health Behavior and Society</td>
<td>4</td>
<td>1st</td>
<td>No</td>
</tr>
<tr>
<td>410.613</td>
<td>Psychosocial Factors in Health and Illness</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
<tr>
<td>410.614</td>
<td>A New View: Improving Public Health through Innovative Social and Behavioral Tools and Approaches</td>
<td>4</td>
<td>SI</td>
<td>No</td>
</tr>
<tr>
<td>410.616</td>
<td>Social &amp; Behavioral Aspects of Public Health</td>
<td>4</td>
<td>SI</td>
<td>No</td>
</tr>
<tr>
<td>410.620</td>
<td>Program Planning for Health Behavior Change</td>
<td>3</td>
<td>1st, WI</td>
<td>4th</td>
</tr>
<tr>
<td>410.650</td>
<td>Intro to Persuasive Communications: Theories &amp; Practice</td>
<td>4</td>
<td>2nd, WI</td>
<td>No</td>
</tr>
<tr>
<td>410.651</td>
<td>Health Literacy: Challenges and Strategies for Effective Communication</td>
<td>3</td>
<td>3rd</td>
<td>No</td>
</tr>
</tbody>
</table>

**Abbreviation Key**
- SI = Offered in Summer Institute Term
- Su = Offered in Summer Term
- FI = Offered in Fall Institute in Barcelona, Spain
- WI = Offered in Winter Institute Term
- No = Not offered in this format
Modifications of Core Course Requirements

In some exceptional circumstances, students may be granted a modification of a core requirement if they can demonstrate and document that they have previously acquired the core competencies. Even if a modification is granted of a core course, 80 credits are still required for graduation. The documentation necessary to grant a modification may require title of previous course(s), name of instructor(s), textbook(s) used, summary of course syllabi, and grade(s) received. Modifications for some core courses will require taking an examination.

If you would like to request a modification of a core requirement, please contact the following faculty of the MPH Program:

Epidemiology Course. Contact Ms. Susan Tonascia, stonasci1@jhu.edu
Public Health Biology Area. Contact Dr. Gary Ketner, gketner1@jhu.edu
Environmental Health Course. Contact Dr. Jackie Agnew, jagnew@jhu.edu
Problem Solving in Public Health Course. Contact Dr. Andrea Ruff, aruff1@jhu.edu
Management Sciences Area. Contact Mr. Jon Vernick, jvernic1@jhu.edu
Biostatistics Area. Contact Dr. Marie Diener-West, mdiener@jhu.edu
Social & Behavioral Sciences Area. Contact Dr. George Rebok, grebok1@jhu.edu
Population Dynamics Area. Contact Dr. Donna Strobino, dstrobi1@jhu.edu
### MPH Core Course Schedule Options

While there are many ways to complete the core course requirements, this chart outlines the selections that a part-time/online MPH student has to complete the requirements in-person during the Institutes and online during the standard 8-week terms.  *(Online courses in italic shaded box)*

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Summer Institute</th>
<th>Summer Term</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>Fall Inst. (Barcelona)</th>
<th>Winter Institute</th>
<th>3rd Term</th>
<th>4th Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biostatistics <em>(workshops optional)</em></strong></td>
<td>Statistical Reasoning I/II 140.611-612</td>
<td></td>
<td>Statistical Reasoning I 140.611</td>
<td>Statistical Reasoning II 140.612</td>
<td>Data Analysis Workshops* 140.613-614</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Analysis Workshops* 140.613-614, 620</td>
<td></td>
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<tr>
<td><strong>Environmental Health</strong></td>
<td>Environmental Health 180.601</td>
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</tr>
<tr>
<td><strong>Epidemiology</strong></td>
<td>Principles of Epi 340.601</td>
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<tr>
<td><strong>Management</strong></td>
<td>Fund. of Budgeting &amp; Fin. Mgmt 312.603</td>
<td>Qual Assurance Mgmt 221.722</td>
<td>Occ. Safety &amp; Health Mgmt. 182.623</td>
<td>Fund. of Budgeting &amp; Fin. Mgmt 312.603</td>
<td>Fund. of Budgeting &amp; Fin. Mgmt 312.603</td>
<td>Mng Health Service Orgs 312.600</td>
<td>PH Practice 305.607</td>
<td>Fund. of Budgeting &amp; Fin. Mgmt 312.603</td>
</tr>
<tr>
<td><strong>Pop. Dynamics</strong></td>
<td>Pop. Dynamics 380.755</td>
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<td><strong>Problem Solving</strong></td>
<td>Problem Solving 550.608</td>
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<tr>
<td><strong>Public Health Practice</strong></td>
<td>Tools of PH Practice 300.615</td>
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</tr>
<tr>
<td><strong>Social and Behavioral Sciences</strong></td>
<td>A New View: Improving PH 410.614</td>
<td>Soc &amp; Behav Founds. of Primary Health Care 221.688</td>
<td>Life Course Perspectives 380.604</td>
<td></td>
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<tr>
<td></td>
<td>Soc &amp; Behav Aspects of PH 410.616</td>
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<tr>
<td></td>
<td>Intro to Persuasive Comm 410.650</td>
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</tbody>
</table>

15
Learning Portfolio and Goals Analysis

Learning Portfolio

The MPH Learning Portfolio is a tool which allows students to reflect on their knowledge, skills and competencies throughout the MPH program. It provides a platform by which students can assess and evaluate their progress towards competency attainment in an ongoing manner. As goals and competency levels change over time, students can link evidence such as course assignments and papers to document one’s growth in these areas. Reflections and evidence can be shared with faculty advisors, program administrators, and if desired, prospective employers and others.

The portfolio is organized around five touchpoints. The first touchpoint aids in familiarizing students with the portfolio by requiring them to upload their resume/CV prior to starting the program. The other four required touchpoints for the MPH are targeted towards Goals Analysis self-assessment and curricular planning (Touchpoints 2 & 3), a mid-program progress update meeting with the faculty advisor (Touchpoint 4) and an end of program re-assessment of competencies and program evaluation (Touchpoint 5).

Touchpoints are made up of three key components: reflections, which allow you to reflect in writing about a specific event or milestone in the program; competencies, which show what specific skills you can now demonstrate based on the activities you discuss in your reflection; and evidence, which are files, links, or other documents which concretely demonstrate that you’ve achieved the competencies you say you have achieved. When you complete work on such a touchpoint, your advisor and/or academic coordinator will review what you’ve done and offer commentary and feedback.

Touchpoints are designated by the program but students are also able to add their own touchpoints for significant events such as a practicum experience or internship not covered by other touchpoints. Since the portfolio allows students to track their level of achievement for specific core competencies, there are two ways of looking at which competencies you’ve achieved at any given point in the program. The timeline view lets you page through all touchpoints in your portfolio and see what specific competencies you achieved (and at what specific level) at that point in time, along with your reflections and evidence for a particular touchpoint. The dashboard view shows you all competencies in the program and the most current level that you have selected for those competencies.

The Evidence Library is where you can store files or web links that are provided as evidence towards the achievement of specific competencies as discussed in your reflections. There are tools throughout CoursePlus that make it easy for you to send files from a Drop Box, wiki page, discussion forum post, or peer evaluation to your portfolio.

Finally, you have the option to create publishing views for anyone to see. Publishing views would largely be targeted towards future employers, giving them an opportunity to see an officially–branded JHSPH page which lists the skills you gained while a student in the program and the evidence which shows that you can actually perform those skills. You have full control over publishing views. You decide what goes on each view, and you decide who can see each view.

You will have access to your portfolio and the publishing views therein for five years after you graduate.
Goals Analysis

There are five touchpoints that are targeted towards Goals Analysis: self-assessment and curricular planning, mid-program progress update meetings with your faculty advisor and an end-of-program reassessment of competencies and program evaluation.

The purpose of the MPH Individualized Goals Analysis requirement is to:

- Describe the goals and competencies which you aim to achieve during your program.
- Plan your MPH education early in your program with the support and guidance of your faculty advisor.
- Serve as a springboard for discussion of career opportunities as the program progresses.

The required Goals Analysis will be completed in the MPH Learning Portfolio and consists of the following touchpoints:

- **Touchpoint 1 – Resume/CV:** This Touchpoint is included in the Pre-Orientation activities and requires you to upload your resume/CV to your Portfolio within CoursePlus.

- **Touchpoint 2 – Self-Assessment:** Complete a self-assessment of your current skill levels for the MPH core competencies. Identify the core competencies that you wish to focus on and those that are particularly relevant to your professional future. In your reflection, briefly explain what knowledge, skills and experiences you bring to the program. Identify your goals for the MPH by explaining what you hope to gain in terms of knowledge, skills, professional and personal contacts, and any additional experiences. This touchpoint should be reviewed with your faculty advisor.

- **Touchpoint 3 – Curriculum Planning:** Students should work with their faculty advisor to complete their curriculum plan. Identify what required courses, electives and special studies you intend to take and when you plan to complete your courses. Develop a term-by-term tentative course plan for your entire MPH program. In your reflection, share how your curriculum plan is aligned with the goals that you identified in Touchpoint 2. List your potential plans for a practicum experience and the specific skills you hope to develop through the practicum. Also, briefly describe one or more capstone topics of interest and possible capstone faculty mentors. Attach your curriculum plan to this touchpoint. [An Excel template is available or students can develop their own Excel spreadsheet for their course plan.]

The Goals Analysis is intended to be a living document, one which you and your advisor review and update as you make changes in focus and direction throughout the MPH program.

**Goals Analysis Key Dates:**

- **Touchpoint 1 Due:** Friday, June 1, 2018
- **Touchpoint 2 Due:** Friday, June 30, 2018
- **Touchpoint 3 Due:** Friday, July 27, 2018
Planning Your Curriculum

Part-time/Online MPH students have considerable flexibility in choosing courses and putting together their academic schedule of courses. Students can mix and match online courses, intensive learning Institute courses, on-site courses at our East Baltimore campus, as well as Johns Hopkins courses at other sites (e.g., Barcelona).

Catalog and Academic Calendar

For students doing a primarily online approach, the curriculum will be built from a combination of the catalog of online courses and the intensive “institute” offerings. The definitive course catalog is http://www.jhsph.edu/courses and the current year courses in this catalog should be used for planning. New students should familiarize themselves with the academic calendar for the term dates and registration periods.

Course load and time commitment

Each credit represents, on average, about a three to four hour time commitment during each week of the eight-week term. Most part-time students take approximately six credits per term. A course load of about eight credits per term is the maximum reasonable course load for someone who is working full-time during that term. Students who matriculated part-time are welcome to take a full-time load in any term when they do not have other significant time commitments. No student may exceed twenty-two credits in a single term.

Sequencing your curriculum

Required core area courses should be completed early in the program, and the epidemiology core course must be completed during the first year of study. If elective courses have prerequisites, these will be listed in the course description. Some course content, such as biostatistics, is delivered in a specific sequence of courses. Certificates may have specific sequences that participants should follow. The capstone is to be completed at or near the end of the program.

Choosing electives

Most of the MPH program credits will be in elective courses, and even some of the core courses can be chosen from among a variety of options. Here are some places to look for guidance in choosing electives:

- Your faculty advisor
- The course listings for the Summer, Fall and Winter Institutes (see page 20)
- Searches in the course catalog, using key words for search terms that pertain to your areas of interest
- The certificate programs offered by JHSPH (please see below)
JHSPH Certificate Programs

The School offers certificate programs in specific areas of study. MPH students may pursue a certificate program as some certificate programs may be completed online and through institute courses. For more information, visit: http://www.jhsph.edu/academics/certificate-programs/ and contact the faculty sponsors of the certificate programs listed on the website.

Listing of certificates that can currently be done via online and institute courses

- Adolescent Health
- Clinical Trials
- Global Health
- Environmental & Occupational Health
- Epidemiology for Public Health Professionals
- Food Systems, the Environment and Public Health
- Health Finance & Management
- Health Communication
- Health Informatics
- Maternal and Child Health
- Pharmacoepidemiology and Drug Safety
- Public Health Informatics
- Public Mental Health Research
- Quality, Patient Safety & Outcomes Research

Formal concentrations

Part-time students in the local-Baltimore area, who are able to attend daytime on-campus activities year-round and wish to participate in one of the optional concentration areas, should contact the concentration directors. Detailed information about each concentration can be found on the MPH website (https://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/concentrations.html) and in the student manual for full-time students. Part-time/online students participating in a predominantly off-campus format will not be able to elect a formal concentration.

Informal focus areas

The formal certificates and concentrations do not comprise all of the curriculum areas available to MPH students. There are many content areas where a few or several related courses are offered online and/or in institutes, even if there is not currently a formal track accessible to part-time/online students. More detailed information can be found in the document library at the MPH Students’ my.jhsp team portal site. Some examples are listed below.

- Advanced Data Analysis Skills
- Child & Adolescent Health
- Demography
- Evaluation and Quality Improvement
- Food and Nutrition
- Health Economics
- HIV
- Infectious Disease Epidemiology
- Risk Sciences
On-campus work in the intensive institutes

At least sixteen (16) of the eighty (80) MPH degree credits must be completed on campus in a face-to-face setting. Most part-time students will do their on-campus work in the intensive institutes.

Summer Institutes in Baltimore
The Summer Institutes offer short intensive courses in the following areas:

- Health Behavior and Society
- Health Policy & Management
- Environmental Health
- Epidemiology and Biostatistics
- Injury Prevention
- Mental Health
- Tropical Medicine
- American Indian Health
- Health Emergencies in Large Populations

The course schedules for the various Summer Institutes are typically published online in February.

Global Tobacco Control Institute
Two weeks of intensive courses held in Baltimore in October, considered to be part of 1st Term. Offerings are for students pursuing the Global Tobacco Control Certificate.

Fall Institute in Barcelona, Spain
Fall Institute is comprised of a number of short courses given in November, and is considered to be part of 2nd Term. While the Institute is hosted by the Health Policy & Management Department, the courses offered are from multiple departments and the offerings vary from year to year. The schedule is typically available in late June. Courses are held at Universitat Pompeu Fabra in Barcelona and taught in English.

Winter Institute in Baltimore
A variety of one- and two-week course are offered in January. Typically the offerings include courses in Data Analysis, Tropical Medicine, Native American Health, Health Emergencies, Quality Improvement, and Health Communication, among others. The schedule is typically available in September.

Winter Institute in Washington, DC
All-day courses from one to four days long, pertaining to Health Policy, are offered in January. Courses are held at a Johns Hopkins satellite campus in the DuPont Circle area of Washington. The schedule is typically available in September.
Practicum Experience in Population-based Health

About the Practicum

The intent of the practicum requirement is to engage students in activities aligned with their career goals, as well as activities that demonstrate application of public health concepts and critical thinking relevant to the student’s area of specialization. Students will seek out activities that further develop their skill set and add new tools to their professional toolkit. Upon completion of the program, the student will be able to provide evidence of application of these skills to potential employers.

Organizations or agencies that can serve as practicum sites may include local and state public health agencies, community-based organizations, international non-governmental agencies and organizations, data coordinating centers for clinical trials, and JHSPH Centers. In order to count as a practicum, the student must have some engagement in the larger public health practice implications of the work. This could be completed in a variety of ways, as appropriate to the individual projects. Some examples include, but are not limited to, collaboration with others (e.g., end users, data collectors, etc.) to provide/prepare for data analysis and interpretation, partnerships with other public health organizations (e.g., state health department, community organizations) related to study design or implementation; and obtaining input on the work from stakeholders (population impacted by project, other professionals/researchers completing similar work).

Activities completed prior to matriculation to the MPH program do not count towards the MPH practicum requirement.

Helpful Links

Practicum Opportunity Site – https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx
General Criteria for MPH Practicum

The following criteria reflect the minimum practicum requirements. A practicum experience:

1) **Applies public health skills and competencies.** Students identify the public health skills and competencies relevant to their area of interest that are most beneficial to their career advancement. Students apply these skills and competencies in concert with knowledge gained from their coursework.

2) **Is framed and carried out within a public health practice context with an established organization or agency.** The practicum is a population-level focused project conducted in a practice context. Students may engage in activities at an individual level, but the primary purpose of the experience is to gain population-level practical experience at an established organization or agency. Students can not solely complete screenings, administer surveys, perform calculations, etc., but must be engaged in the larger public health practice context of the activities, as well as become familiar with the organization’s overall purpose and decision-making process. A literature review or data analysis project alone will not meet the practicum requirement. The student must obtain input from the partnering organization and/or from the stakeholders (e.g., population impacted by project, other professionals/researchers completing similar work). There must be a clear link to how the practicum project makes an impact on the targeted population. Students should also develop a deeper understanding of the organization’s mission, hierarchy and practices, as well as the challenges faced (funding, politics, efficiency, etc.) in achieving desired goals.

3) **Is supervised.** The practicum preceptor must be qualified to evaluate the student’s professional competence and supervise the student throughout the project. The preceptor is directly engaged in the population-level focused practicum activities. Preceptors can be from an organization outside of Johns Hopkins (e.g. community-based organization, health department, private corporation, etc.), or a JHSPH faculty member if the faculty member is directly engaged with or is the lead on a project that meets the practicum criteria. The preceptor provides background information, guidance, and feedback with regards to student progress on well-defined learning objectives related to the student’s career growth and development. The student’s faculty academic advisor will be kept informed of the student’s practicum activities and progress and may provide additional assistance if warranted.

4) **Is a significant (minimum of 100 hours) experience.** The practicum requirement is administered and tracked by the School’s MPH Practicum Team. Students can meet practicum requirements in a variety of ways including a single experience or a combination of experiences. Students may work independently or in a team. Activities must be completed during the MPH year to be able to count towards the MPH practicum requirement.

5) **An evaluated experience.** Students are evaluated on the achievement of defined learning objectives and deliverables by the preceptors. As part of the practicum experience students reflect on and evaluate their overall practicum experiences, particularly as they relate to their career goals. A minimum grade of “C” must be earned in courses with a practicum component that are taken towards fulfilling the requirement. Students who register for practicum special studies credits are required to earn a "pass" in order for the experience to count towards the practicum requirement.
Competency-based Learning Objectives for MPH Practicum

Learning objectives for the practicum may include learning and application in one or more of the following competencies. Typically, students will identify one to three learning objectives for the practicum.

Analytics/Assessment Skills
- Define a Public Health problem
- Obtain and interpret data to define risks to the community
- Identify the importance of data in shaping public health issues

Policy Development/ Program Planning Skills
- Collect and prepare information to support policy development
- Develop policy recommendations
- Translate policy information and plans to policy programming
- Monitor and evaluate implemented policy programs

Communication Skills
- Formulate communication plans through input from stakeholders
- Utilize learned skills to communicate effectively with a variety of stakeholders
- Employ effective strategies of communicating with the media
- Utilize communication skills through a variety of media
- Explain scientific information for press and lay audience in appropriate language
- Employ advocacy skills (e.g., advocating for change, public policy, programs, populations, etc.)

Cultural Competency
- Recognize the importance of culture in Public Health practice and the need for a diverse workforce
- Explain cultural competency and how it applies to public health practice
- Interact regularly with people from diverse backgrounds
- Demonstrate strategies for cultural competency through communication strategies and adapting program and project needs appropriately

Community Dimensions of Practice Skills
- Create connections and collaborate with key stakeholders to promote health
- Identify the role of government in health promotion
- Develop community public health assessment in collaboration with community partners

Public Health Sciences Skills
- Utilize public health assessment tools to assess health status
Steps to Completing the MPH practicum

1. Identify general learning objectives for the practicum, to fit your overall academic goals, during the Goals Analysis process. For each practicum experience, a student is recommended to identify one to three competencies to address (the competencies and related learning objectives are listed on p. 253).

2. Complete course 300.615.81 The Tools of Public Health Practice (1 credit) or 300.603.98: The Tools of Public Health Practice and Decision Making (3 credits).

3. Find a practicum opportunity, or set of opportunities, to suit your goals (please see p. 25 for more detail regarding the range of opportunities). For students completing the degree part-time, it is best to start identifying opportunities early in the second year in the program. For students studying full-time, it is best to begin identifying opportunities around the start of 1st term of the MPH year.

4. If you chose a course-based practicum, register for the course. For a course-based practicum, the instructor may give specific instructions that supersede some of the remaining steps [exception: all students must complete Final Report, step 8].

5. In conference with your prospective preceptor, develop a Practicum Learning Plan that outlines your academic goals for the experience and your role and responsibilities at the organization where the practicum will take place.

6. Submit your Practicum Learning Plan to your Practicum Coordinator and Academic Coordinator, via the web-based form. Within a few days, you will hear back from the practicum team regarding approval. Once that is received, you may begin to undertake your practicum.

7. If completing a practicum that is not course-based, and you wish to receive credits for your experience, you must register for the appropriate course. (please see Registering for Credit for MPH Practicum, p. 27)

8. At about the half-way point of your practicum experience, submit a Progress Report.

9. After you have completed your experience, report what you did and reflect on your experience via the Practicum Final Report.
Finding Practicum Opportunities

To meet the practicum requirement, the total practicum hours must be at least 100 hours; one may combine multiple experiences of less than 100 hours, in order to meet the total.

JHSPH approved courses with a practicum component

Some courses have a real-world practice component, connecting students to outside organizations/agencies. In some cases (Baltimore Community Practicum and PHASE Internship, for example), the course is centered on a fully developed practice experience that fulfills the practicum requirement for all students who complete the course. In other cases, the course instructor may be able to connect only some of the students in the course with practicum experience, and/or may provide more limited experience that meets only a part of the total required practicum hours. Students are expected to complete the didactic course as they engage in the practicum. A letter grade of “C” or better must be earned in each course in order for the practicum hours to count towards the practicum requirement. **Students must submit a Practicum Learning Plan to document that they are taking the course to fulfill their practicum requirement.** Please see p. 27 for a list of the courses include a practicum component.

Customized Practicum Experiences

Students may complete customized practicum experiences coordinated by a JHSPH faculty member or in partnership with an outside JHSPH preceptor. Projects with a JHSPH faculty member (e.g. in conjunction with a course, research study, grant, etc.) are developed and coordinated by the JHSPH faculty member who may or may not serve as the Preceptor. These might be ad hoc opportunities, or institutionalized ones that are offered annually. Some potential practicum projects with faculty may be established projects and are listed on the Practicum Opportunity Site. Students can also arrange other experiences with a faculty member.

Students may also identify customized practicum experiences with an outside JHSPH preceptor in other settings through their own connections, networks, prior work experience, etc. According to the CEPH accreditation document, “Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate.”

Example customized projects include cost effectiveness analysis of a program, policy analysis and recommendations development with a local health department, budget impact analysis of the financial consequences of a country adopting a new vaccine, defining and analyzing the quality of primary care health services in an international setting, qualitative and quantitative data analysis of poor health outcomes for a specific population, and health curriculum planning and development of health education materials.

All projects require review and approval of the Practicum Learning Plan.

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1 https://ceph.org/assets/2016.Criteria.pdf  pg 21
**Practicum Opportunity Site – Office of Public Health Practice and Training**

https://my.jhsph.edu/Resources/SearchTools/pos/Pages/home.aspx

The Practicum Opportunity Site (POS) lists various potential practicum opportunities that have been identified and vetted by the Office of Public Health Practice and Training and the Student Outreach Resource Center (SOURCE). Opportunities listed in the POS also include general descriptions of JHSPH approved courses with a practicum component and potential practicum opportunities with JHSPH faculty members and outside JHSPH preceptors.

**Important Note:** For practicum projects identified through the Practicum Opportunity Site, students must still complete a Practicum Learning Plan to have the practicum approved as meeting the MPH practicum requirement.

**Student Outreach Resource Center (SOURCE)**

http://www.jhsph.edu/source/

There are multiple ways to engage in a practicum experience through SOURCE supported activities. Not all SOURCE projects meet the practicum requirements. Subscribe to the SOURCE Weekly SCOOP to learn more about the latest community involvement opportunities in Baltimore City (http://www.jhsph.edu/offices-and-services/source/programs-and-events/service-scoop/).
### Registering for Credit for an MPH Practicum

**JHSPH approved courses with a practicum component**

If connecting with a practicum experience through one of the approved courses, a student must register for the course but does not need to register for additional special studies. A list of currently offered courses that have an approved practicum component can be found here: [http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html](http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/practicum-courses.html). This list will be continually updated as the year progresses, so please check back regularly to see if a course is being offered. Examples of courses with a practicum component include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Approx Hours</th>
<th>Term(s) Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU 152.740 &amp;</td>
<td>CITYLAB Toolkit &amp; Practicum <em>(interdivisional)</em></td>
<td>6</td>
<td>108</td>
<td>1st, 2nd</td>
</tr>
<tr>
<td>BU 152.745</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>550.864</td>
<td>Baltimore Community Practicum</td>
<td>4-6</td>
<td>124-220</td>
<td>2nd, 3rd</td>
</tr>
<tr>
<td>308.851</td>
<td>Public Health Application for Student Experience (PHASE Internship)</td>
<td>6-9</td>
<td>120-230</td>
<td>2nd, 4th</td>
</tr>
</tbody>
</table>

**305.607**

Public Health Practice

*Students taking the course on-campus will be required to complete fieldwork in the Baltimore/DC area. Students taking the course online will complete coursework and fieldwork remotely from their home locations.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Approx Hours</th>
<th>Term(s) Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>224.697,</td>
<td>Qualitative Research Practicum I, II, and III</td>
<td>12</td>
<td>100</td>
<td>2nd, 4th</td>
</tr>
<tr>
<td>224.698 &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>224.699</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>306.865</td>
<td>Johns Hopkins Clinic for Public Health Law &amp; Policy</td>
<td>4</td>
<td>100</td>
<td>3rd</td>
</tr>
<tr>
<td>380.640 &amp;</td>
<td>Children in Crisis Practicum</td>
<td>7</td>
<td>120</td>
<td>3rd, 4th</td>
</tr>
<tr>
<td>380.840</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410.677 &amp;</td>
<td>Theory &amp; Practice in Campaigning &amp; Organizing for Public Health I &amp; II</td>
<td>8</td>
<td>150</td>
<td>3rd, 4th</td>
</tr>
<tr>
<td>410.678</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Partially meets the 100-hour practicum requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Approx Hours</th>
<th>Term(s) Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>120.720</td>
<td>Applying Reproductive Biology Literacy Through Service-Learning</td>
<td>3</td>
<td>70</td>
<td>2nd</td>
</tr>
<tr>
<td>300.712</td>
<td>Formulating Policy: Strategies &amp; Systems of Policymaking in the 21st Century</td>
<td>3</td>
<td>35</td>
<td>2nd</td>
</tr>
<tr>
<td>550.601 &amp; Special Studies</td>
<td>Implementation Research and Practice</td>
<td>3</td>
<td>50</td>
<td>2nd</td>
</tr>
<tr>
<td>305.684</td>
<td>Health Impact Assessment</td>
<td>3</td>
<td>25</td>
<td>3rd</td>
</tr>
<tr>
<td>410.610</td>
<td>Health and Homelessness</td>
<td>3</td>
<td>35</td>
<td>3rd</td>
</tr>
<tr>
<td>318.621 &amp; 318.622</td>
<td>Data Analysis in Public Policy I &amp; II</td>
<td>6</td>
<td>65</td>
<td>3rd, 4th</td>
</tr>
<tr>
<td>180.605</td>
<td>Food System Sustainability Practicum</td>
<td>3</td>
<td>55</td>
<td>4th</td>
</tr>
</tbody>
</table>
Practicum with JHSPH faculty member

If connecting with a practicum experience through a JHSPH faculty member, a student can register for the practicum special study course that corresponds to that faculty member’s departmental affiliation (as per the list below). One should register for one special study credit for each 32 hours of practicum work.

<table>
<thead>
<tr>
<th>Practicum Supervisor’s Department</th>
<th>MPH Practicum Special Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>120.895</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>140.895</td>
</tr>
<tr>
<td>Environmental Health and Engineering</td>
<td>186.895</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>340.895</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>410.895</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>300.895</td>
</tr>
<tr>
<td>International Health</td>
<td>220.895</td>
</tr>
<tr>
<td>Mental Health</td>
<td>330.895</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>260.895</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>380.895</td>
</tr>
</tbody>
</table>

Calculating Credits for Customized Practicum Experiences

As a general rule, you will register for 1 credit per term for every 4 hours per week of practicum work. For example, if your practicum project takes about 8 hours per week for one term, then you will register for 2 credits for that term. Another way to think about this is to register for one credit for each 32 hours of total practicum work. Students are required to register a minimum of 3 credits for their practicum experience.

In other words, for one term:

- 32 practicum hours (4 hours per week) = 1 credit
- 64 practicum hours (8 hours per week) = 2 credits
- 96 practicum hours (12 hours per week) = 3 credits*

*Tools of Public Health Practice and Decision Making course will earn students 10 practicum hours.

Other practicum

If connecting with a practicum that is not affiliated with a formal JHSPH course or a JHSPH faculty member, a student may register for special study course PH.550.895. One should register for one special study credit for each 32 hours of practicum work.

Part-time students who find their own customized practicum opportunities may opt to complete the practicum requirement without registering for credit, in order to use those tuition dollars for additional didactic course work. In that case, the student must still report how the practicum was completed (via the steps described on p. 24).
**Key Contacts for Practicum**

**MPH Practicum Coordinator** – Serves as main contact for general information and frequently asked questions regarding the MPH practicum experience (students, faculty, preceptors, etc.), and make referrals as necessary. Also assists and supports the development and implementation of practicum opportunities, including recruitment of partners and others in the School.

Paulani Mui  
615 N. Wolfe St., W1504  
Baltimore, MD 21205  
(410) 502-8952  
practice@jhu.edu

**MPH Program Office** – Serves as a practicum contact for the MPH program, leads coordination of tracking the student practicum experience, coordinates and assists with training and educational materials on practicum experience for students, preceptors, and faculty.

Katie Cruit  
615 N. Wolfe St., W1015  
Baltimore, MD 21205  
(410) 955-9348  
kcruit@jhu.edu

*(SOURCE) Student Outreach Resource Center* – Community service and service-learning center for the Bloomberg School, the School of Medicine, and the School of Nursing at Johns Hopkins University. Works with over 100 Baltimore City community-based organizations.

615 N. Wolfe St., W1600  
Baltimore, MD 21205  
source@jhu.edu  
(410) 955-3880

**Office of Career Services** – Provides valuable resources to assist in career development and job search. Services include career counseling, preparing a public health resume, use of database of public health jobs and internships, providing information about employers, and access to growing network of public health professionals.

615 N. Wolfe St., W1600  
Baltimore, MD 21205  
(410) 955-3034  
jhsph.careers@jhu.edu
MPH Capstone Project

Overview

The MPH Capstone project is a requirement for graduation for students in the Master of Public Health Program and is to be completed at the end of or within the final two terms of the program. The MPH Capstone is an opportunity for students to work on public health projects that are of particular interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired throughout the entire MPH program. Completion of the MPH capstone project requires both written and oral components.

The project is done under the direction of a faculty member, the MPH capstone advisor. The capstone advisor will often be the student's advisor, but need not be. Students can identify another faculty member to supervise the capstone, if more appropriate. The capstone advisor must have a primary or joint appointment in the School of Public Health. Department affiliation for any faculty member in the School can be determined by going to the Faculty Directory at http://faculty.jhsph.edu. If you are uncertain as to your capstone advisor’s departmental affiliation, check with your advisor or the MPH Program office.

After identifying their capstone advisor and capstone topic, students are expected to communicate regularly with their capstone advisor about their progress. The iterative process between a student and capstone advisor is an important component in the development and completion of the written project. Please see the capstone completion timeline for specific deadlines.

Capstone Paper

In order to satisfy the written component, a student must write a paper. The paper must include:

- An executive summary or structured abstract (limited to 300 words) and references
- A summary of how the capstone project addresses the areas that you wanted to strengthen, as identified in your MPH Goals Analysis
- While there are no formal guidelines on the length of the paper, it is expected that the paper will be approximately 20 pages (ranging between 15-25 double-spaced pages) not including references, tables and figures.

Students who elect an optional MPH concentration should follow any additional specific concentration area requirements for the MPH capstone for that concentration.

Oral Presentation:

Students are required to give a 15-minute oral presentation (10 minute presentation/5 minute discussion) summarizing their capstone project. Part-time students have the option of presenting online in August, December or May or at the in-person Symposium in May. Students participating in MPH concentrations sometimes present in an alternate venue that is designated by the concentration directors. Students may, with prior permission of their faculty capstone advisors, be permitted to present at an alternate venue such as a scientific meeting or academic conference.
**Possible Forms that the Capstone Project May Take**

The capstone project can take many forms including one of the designs below, an expansion of a course, or an internship or practicum opportunity. The overarching principle used to determine if a capstone project is suitable is whether it provides students the opportunity to apply the skills and competencies acquired in the MPH program to a problem likely to be encountered in public health practice. The topic and format of the capstone project is flexible and is developed through discussions between the student and capstone advisor. Some examples of formats or designs for the capstone project include:

**Literature Review**
The capstone project would be an analysis of an important public health problem through a survey of current literature on the topic. The project would include sections that clearly describe and assess the problem and its magnitude, evaluate its causes and determinants, and discuss prevention and intervention strategies.

**Program Plan**
The capstone project would involve the development of a plan to implement a public health program. It would address critical issues such as management, fiscal, ethical and logistical issues.

**Program Evaluation**
The capstone project would involve the evaluation/monitoring of an existing public health program, such as process evaluation, monitoring of outputs and outcomes, impact assessment, and/or cost analysis.

**Policy Analysis**
The capstone project would involve analysis of the public health implications of a current or proposed policy. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

**Research Proposal**
The capstone project would simulate a grant proposal or research plan. The project would include a clear statement of the research question, the specific aims of the proposal, review of literature, study design, methods of analysis, implications and significance of the work. The research question would be one that is encountered in professional work such as the evaluation of a public health intervention.

**Research Report**
The capstone project could involve the collection, analysis, and/or interpretation of data to address a public health problem. The project could include sections on the research question, study design, data collection procedures, data analysis, interpretation, and significance of findings.

**Secondary data analysis**
Typically the capstone research report is in the form of a secondary data analysis, using an existing data set. Please note that the appropriate IRB approval may need to be obtained for any project that uses data gathered from human subjects. Even in cases where the data is de-identified, a determination should be sought from the IRB office (see IRB section for further information).

**Primary data analysis**
Work for the MPH capstone can also involve the collection of data. Data collection for a capstone is usually in the context of an ongoing study. It is typically not feasible to initiate a new study involving primary data collection, and requires special approval in the rare cases where feasible (see IRB section for further information).
Using a course project as an MPH capstone project

Some courses in the School of Public Health require projects that could serve as a basis for an MPH capstone project. Students may use their work from any project-oriented course as a starting basis for their capstone, but must build and expand on it for the final capstone project. Building on a project from a course may be helpful to some students because it provides additional structure and support. If a project from a course is used as a starting point for the capstone, the previous work must be placed in the list of references and the advisor will need a copy of the student's original paper. There are numerous courses in the School that are project oriented which could serve as a starting point for the capstone.

JHSPH Institutional Review Board (IRB) Approval for an MPH Capstone

The JHSPH IRB Office (http://www.jhsph.edu/irb) is charged with assuring that human subject research studies conducted in the school comply with internal school policies and external regulations designed to protect human subjects. All students who plan to do human subjects research must have IRB approval before working with human data or samples and/or before contacting human subjects. “Human subjects research” is broadly defined to include any activity involving living humans that seeks to test a hypothesis or answer a scientific question. This can include both secondary data analysis and research involving direct contact with subjects.

To determine if your project involves human subjects research, complete the IRB Worksheet at http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUCNFZCV6. This worksheet will indicate the additional steps (if any) required to properly document IRB approval of your project.

The following resources are available to assist students with their IRB questions:

- Navigating the IRB: A Primer for Students and Postdoctoral Fellows
  http://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/ (click on the “Student Manual” link on this page). This online IRB Office publication is designed to provide additional information about the IRB process.
- IRB Worksheet at http://jhsph.us2.qualtrics.com/jfe/form/SV_1GrF6WBUCNFZCV6. This is an aid in determining if your project involves human subjects research and requires IRB approval.
- MPH Program Office assistance is available for initial questions. Part-time students should contact Katie Cruit (kcruit@jhu.edu).
- Additional assistance is available from Thomas Bradsher at the IRB Office (tbradshe@jhsph.edu). The IRB office is located in room E1100. Please make sure that you have completed the IRB Worksheet before contacting the IRB Office.
Steps for Getting Started and Completing the Capstone Project

Step 1: Identify a capstone advisor and project.
You should start by identifying a faculty member whose research interests and expertise are in the topic area and/or methodology that you wish to pursue, and is available to advise the project. Your faculty advisor may serve as your capstone advisor. Your faculty advisor is a good initial resource for discussing your areas of interests for your project and may refer you to other faculty members whose expertise better matches the type of project that you wish to pursue. Another helpful strategy is to inquire with several faculty members about any current work of theirs that may lend itself to a potential capstone project. Other resources for identifying a potential capstone advisor are the MPH office, the faculty directory (searchable by keyword), and Collexis.

Step 2: Determine with your capstone advisor whether the project involves “human subjects research” (HSR). Once you know where the project data will be coming from, you should complete the online ‘IRB Worksheet’ (http://jhsph.us2.qualtrics.com/SE/?SID=SV_1GrF6WBUcNFZCV6) to determine what additional steps (if any) are needed in regard to securing IRB approval for your project or documenting the existing approval. Please see the previous page for more details about the IRB process.

Step 3: Submit the online MPH Capstone Information Form.
Submission of this form is done two terms prior to the completion of the project. You will need to indicate such information as the name of your capstone advisor, a working title, the aims of your project, and IRB status if applicable, etc. https://jhsph.co1.qualtrics.com/jfe/form/SV_9QqgYWsQ42CU08R

Step 4: Register for the 2-credit capstone course, complete bulk of work on your project and submit first draft of paper.
Discuss an overall timeline for completing the various sections of your paper with your capstone advisor in preparation for submission of a first draft for their review. The deadline for submitting the first draft to your capstone advisor is about five weeks before the final deadline for submission of the approved paper. This amount of time allows for revisions to occur in preparation for the final draft submission. Communicating with your capstone advisor about your progress is critical during this phase. This is the time to discuss any issues or concerns that you are encountering as you progress with your work.

Step 5: Submit final draft of paper to capstone advisor for approval.
This submission will be reviewed by your capstone advisor for any final edits and recommendations to be made for final approval and submission to the CoursePlus dropbox.

Step 6: Submit final approved paper to the CoursePlus drop box (if presenting online, also submit presentation slides).
Submit the final, approved paper to the drop box. Your capstone advisor will submit an online approval directly to the MPH office. Please note: Students may not participate in the oral presentation unless the final paper (and slides, if online presentation) are submitted on time.

Step 7: Give an oral presentation of your project.
After the final paper and capstone advisor’s approval are submitted, you will complete the oral component of the capstone project by giving a 10 minute presentation of your project.

Step 8: Capstone Course Completion and Grading
The MPH Program office will submit grades for the MPH Capstone course as follows: “Pass” grade for all students that submit an approved capstone paper and complete the oral presentation requirement. A grade of “Incomplete” will be posted for those students who do not complete the capstone project in the term for which they are registered.
## Capstone Project Timelines

### Timeline for online presentations, August session

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By early May</td>
</tr>
<tr>
<td>Submit final outline to capstone advisor</td>
<td>By late May</td>
</tr>
<tr>
<td>Register for capstone course for Summer Term</td>
<td>See academic calendar</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By 3rd week of June</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By 3rd week of July</td>
</tr>
<tr>
<td>Upload final paper and slides to drop box</td>
<td>By one week before presentation date</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>August (see website for current year’s date)</td>
</tr>
</tbody>
</table>

### Timeline for online presentations, December sessions

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By late August</td>
</tr>
<tr>
<td>Submit final outline to capstone advisor</td>
<td>By 3rd week of September</td>
</tr>
<tr>
<td>Register for capstone course for 2nd Term</td>
<td>See academic calendar</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By 3rd week of October</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By mid-November</td>
</tr>
<tr>
<td>Upload final paper and slides to drop box</td>
<td>By one week before presentation date</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>December (see website for current year’s dates)</td>
</tr>
</tbody>
</table>

### Timeline for online presentations, May sessions

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By early December</td>
</tr>
<tr>
<td>Submit final outline to capstone advisor</td>
<td>By early February</td>
</tr>
<tr>
<td>Register for capstone course for 4th Term</td>
<td>See academic calendar</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By mid-March</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By mid-April</td>
</tr>
<tr>
<td>Upload final paper and slides to drop box</td>
<td>By one week before presentation date</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>May (see website for current year’s dates)</td>
</tr>
</tbody>
</table>

### Timeline for in-person presentation at May Capstone Symposium

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit online Capstone Information Form</td>
<td>By early December</td>
</tr>
<tr>
<td>Submit final outline to capstone advisor</td>
<td>By early February</td>
</tr>
<tr>
<td>Register for capstone course for 4th Term</td>
<td>By mid-March</td>
</tr>
<tr>
<td>Submit first draft of project to capstone advisor</td>
<td>By late March</td>
</tr>
<tr>
<td>Submit final draft of project to capstone advisor</td>
<td>By 3rd week of April</td>
</tr>
<tr>
<td>Upload final paper to drop box</td>
<td>By one week before presentation date</td>
</tr>
<tr>
<td>Give oral presentation</td>
<td>May (see website for current year’s date)</td>
</tr>
</tbody>
</table>

### Timeline for presentation at alternate venue

Students presenting in an alternate venue must adhere to the schedules above, as per the time of year in which the project is completed. Deadlines for completion of the oral presentation and receipt of the oral requirement waiver are August online, December online, or May symposium date, depending on the period in which the student is graduating.
Registering for the MPH Capstone Course

Students are required to register for the 2-credit MPH Capstone Course in the term that the project will be completed – this includes both the written and oral components. For most students this will be 4th term.

The MPH capstone course numbers are xxx.800. The 3-digit prefix number is determined by the primary department of the faculty capstone advisor (see list of departments below). The capstone advisor must have a primary or joint appointment in the School of Public Health. Department affiliation for any faculty member in the School can be determined by going to the Faculty Directory at http://www.jhsph.edu/faculty/directory/list/. If you are uncertain as to your capstone advisor’s departmental affiliation, check with your advisor or the MPH Program office.

MPH Capstone course numbers (2 credits required for MPH)

<table>
<thead>
<tr>
<th>Capstone advisor’s department</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>PH.120.800</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>PH.140.800</td>
</tr>
<tr>
<td>Environmental Health and Engineering</td>
<td>PH.186.800</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>PH.340.800</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>PH.410.800</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>PH.300.800</td>
</tr>
<tr>
<td>International Health</td>
<td>PH.220.800</td>
</tr>
<tr>
<td>Mental Health</td>
<td>PH.330.800</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>PH.260.800</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>PH.380.800</td>
</tr>
</tbody>
</table>

If a student’s capstone advisor determines that the student should register for additional academic credits for the capstone project prior to the term of completion, the student should register for these as special studies research credits (typically totaling 1-3 credits) with the capstone advisor.

Special Studies/Research course numbers (1-3 credits optional, must be approved by the capstone advisor)

<table>
<thead>
<tr>
<th>Capstone advisor’s department</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>PH.120.840</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>PH.140.840</td>
</tr>
<tr>
<td>Environmental Health and Engineering</td>
<td>PH.188.840</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>PH.340.840</td>
</tr>
<tr>
<td>Health, Behavior &amp; Society</td>
<td>PH.410.840</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>PH.300.840</td>
</tr>
<tr>
<td>International Health, Health Systems</td>
<td>PH.221.840</td>
</tr>
<tr>
<td>International Health, Human Nutrition</td>
<td>PH.222.840</td>
</tr>
<tr>
<td>International Health, Disease Control</td>
<td>PH.223.840</td>
</tr>
<tr>
<td>International Health, Social &amp; Behavioral</td>
<td>PH.224.840</td>
</tr>
<tr>
<td>Mental Health</td>
<td>PH.330.840</td>
</tr>
<tr>
<td>Molecular Microbiology &amp; Immunology</td>
<td>PH.260.840</td>
</tr>
<tr>
<td>Population, Family &amp; Reproductive Health</td>
<td>PH.380.840</td>
</tr>
</tbody>
</table>
Resources/Support for Capstone Projects

Capstone Teaching Assistants
Teaching assistants will be available to consult on such issues as data analysis, content, and thinking through your project. The teaching assistants will have office hours during which students may meet with them or correspond with them by phone or email.

Librarians

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Hesson, MLS</td>
<td>Public Health Informationist</td>
<td>Welch Office 209</td>
<td><a href="mailto:dhesson@jhmi.edu">dhesson@jhmi.edu</a></td>
<td>410-955-3028</td>
</tr>
<tr>
<td>Lori Rosman, MLS</td>
<td>Public Health Informationist</td>
<td>Welch Office 211</td>
<td><a href="mailto:lrosman@jhmi.edu">lrosman@jhmi.edu</a></td>
<td>410-614-1286</td>
</tr>
<tr>
<td>Claire Twose, MLIS</td>
<td>Assoc. Director, Public Health &amp; Basic Science Informationist Services, Welch Office 105</td>
<td></td>
<td><a href="mailto:ctwose1@jhmi.edu">ctwose1@jhmi.edu</a></td>
<td>410-502-0490</td>
</tr>
<tr>
<td>Peggy Gross, MA, MLS</td>
<td>Public Health Informationist</td>
<td>Welch Office 214</td>
<td><a href="mailto:mgross21@jhmi.edu">mgross21@jhmi.edu</a></td>
<td>410-502-7574</td>
</tr>
</tbody>
</table>

Welch Library Online Tutorials
The Welch Library’s website offers tutorials on various aspects of referencing, finding online resources, preparing presentations, grant writing, etc. at http://welch.jhmi.edu/welchone/.

Guide for writing and designing the oral presentation

Student Handbook on Referencing
The purpose of this handbook is to provide students with an overview of the school’s standards and expectations regarding referencing and citation. http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/JHSPH-StudentReferencing_handbook.pdf

For additional guidance on referencing rules, formats, and styles, students can check the Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html), or the American Psychological Association Style Guide to Electronic References (http://www.apa.org/pubs/books/4210509.aspx).

Capstone Honors and Awards
The MPH Capstone Awards Committee bestows special honors to the best overall capstone projects. Nominations are accepted from capstone advisors. The winners will be selected by the awards committee based on the written project. Each capstone award winner receives a plaque for excellence. The student with the single overall best capstone project will also receive a $500 award.

Examples of Capstone Projects from Previous Years
Examples of projects from previous years are available online, at http://www.jhsph.edu/academics/degree-programs/master-of-public-health/curriculum/capstone.html under Step 1 and Step 5. The examples provided show the breadth of possible topics and formats of the capstone project. In addition, binders with copies of capstone project papers completed by students from previous years are available at the MPH Program office (Room W1015, Wolfe Street Building).
Getting Advice, Mentoring, and Your Questions Answered

Each MPH student is assigned a faculty advisor. Advising assignments are coordinated by the MPH Executive Board and the MPH Program Office. Part-time students are assigned an individual faculty advisor at the time that they enter the program. The role of the advisor is to discuss with you your academic program and progress including your choice of courses in light of your educational and professional goals. Your advisor is your first point of contact with the faculty but students are encouraged to reach out and form relationships with other faculty members as interests evolve. A Faculty Directory is available online at http://www.jhsph.edu/faculty/directory/list/.

Students should use the MPH administrative staff as a source for advice on the day-to-day details of the program. For questions regarding program requirements, school policies or administrative procedures, the MPH Program Office is the best resource for advice.

If you have specific questions about academic rules and regulations, especially concerning the grading systems, pass/fail options, and add/drop policies, please consult the JHSPH Student Guidebook at http://www.jhsph.edu/offices-and-services/student-affairs/resources/jhsph-guidebook/index.html.

Other non-academic issues may come up during your Program. If personal issues arise and you think you might benefit from some form of counseling, the Student Assistance Program is available. For more information, contact (410) 955-1220 or (410) 516-3800. Website: http://jhsap.org/.

If there is a financial emergency, you may want to contact the Office of Financial Aid for guidance or suggestions at (410) 955-3004, finaid@jhsph.edu.

Finally, if an issue comes up and you just don’t know where to turn, please contact the MPH Program Office (jhsph.mphprog@jhu.edu, 410-955-1291, Room W1015, Wolfe Street building) and we can help triage it for you.
Additional Student Resources

Library, Information Services and Resources

MPH Liaison Librarian – Donna Hesson
Donna Hesson is available to help you maximize your ability to access and effectively use the
library’s resources and technology when you need it, wherever you are – in your home, office,
classroom, or clinic. Her email address is: dhesson@jhmi.edu

Access to Electronic Resources
The Welch library offers easy access to PubMed, Global Health, GIDEON, EMBASE, PsycINFO, Web of
Knowledge, and Lexis-Nexis, as well as over 400 additional databases, over 7,000 full-text journals, and
over 11,000 eBooks. Subject guides are available to help navigate the many resources available.
http://welch.jhmi.edu/welchone/

To ensure full-text access when available, you MUST access resources from the Welch Library’s
website. An excellent place to start is the Public Health LibGuide:
http://browse.wlech.jhmi.edu/public_health

Off-Campus Access
Access to Welch licensed electronic resources while off-campus is available using either JHPulse or Off-
Campus Logon (aka EZ Proxy). Both require a JHED ID and password.

JHPulse is a virtual private network system that allows Hopkins community members to access Hopkins computer resources from remote locations. To use JHPulse you will need to download and install a small program onto your laptop or home computer in advance:
https://my.johnshopkins.edu Log into MyJHU with your JHED ID and password. On the left side, scroll
down to the Technology icon that is on the left, scroll over and click on the JHPulse icon. Follow the instructions from there.

Off-Campus Login is another method for remote access and uses EZ Proxy server-based software that utilizes Internet Protocol (IP)-based authentication. This does not require any software installation, but users must have a JHED ID and password. To access Welch resources from off-campus, click on the “Login” button along the top right of the Welch homepage and enter your JHED ID and password. The website will still say ‘Off Campus’ but you will be able to access successfully from off campus.

InterLibrary Loan (Weldoc)
Materials that are held at other Hopkins or non-Hopkins libraries may be requested using Weldoc, the library’s free interlibrary loan and document delivery system. Patrons on the Johns Hopkins Medical Institutions campuses are eligible to use Weldoc. To access Weldoc go to the library’s web site and on the left side of the web site, under “Quick Tools”, click on ‘Weldoc’. You will need to register so when you click on the Weldoc link and login, you will be sent to a registration form. Fill out all required spaces and then click on ‘submit’. You will then be able to use this service.
Electronic Reserves
For many of your classes, readings have been placed on Electronic Reserves. Your main access will be through CoursePlus (http://courseplus.jhsph.edu/). After you access your course, there will be a link to e-reserves within CoursePlus and then you will need to enter the password. You can also access the reserves through the Welch Library’s website. http://welch.jhmi.edu/welchone/Course-Reserves. Courses can be searched by course number, course name, department or instructor. In order to gain access to the e-reserves, you will be asked to enter your JHED ID and password.

Information Management: RefWorks
RefWorks is an online bibliographic management tool that allows you to create your own personal database of references to help organize citation information and easily produce bibliographies. The Johns Hopkins Institutions has a site license to RefWorks allowing all staff, students and faculty to use the services for free. Your account is already created and just needs to be initialized by logging in with your JHED ID and password. To access RefWorks go to the library’s web site and on the left side of the web site, under “Quick Tools”, click on ‘RefWorks’.

Classes & Lectures
The library offers free classes and lectures during the year to members of the Hopkins community. Classes are held in the 2024 Building’s training room and require advance registration. Topics include: using the library, searching online databases, writing a grant or journal abstract, and information management. Visit the web site for the current listing of classes and lectures. http://welch.jhmi.edu/welchone/welchcourses

Admission to the Welch Library Building
The Welch Medical Library building is open and available to all students for studying and an excellent place for groups to meet. For admission to the library, patrons must swipe their JHMI Hopkins ID in the access reader at the main entrance.

Library Sites & Hours
For general information and circulation issues, contact the Welch Service Center - 410-955-3410 http://welch.jhmi.edu/welchone/Library-Hours-and-Locations
Tuition & Payment Information
*All rates noted in this section are based on the 2018-2019 academic year and are subject to change.

Tuition Rate
Part-time/online MPH program students taking a part-time credit load of 12 credits or less will pay tuition on a per-credit basis. Tuition per term will vary depending on the number of credits a student takes.

If a part-time/online MPH program student takes a full-time credit load of 13 credits or more, they will pay the full-time tuition rate for that term.

The current tuition rate for is $1128/credit. However, for part-time/online MPH program students who are receiving the Welch Scholarship, the tuition rate is $878/credit for 80 credits.

The Welch Scholarship
All new online/part-time MPH students will be awarded the Welch Scholarship. This award is in honor of the Bloomberg School’s 100th anniversary and our founding dean William Henry Welch. The Welch Scholarship is designated for tuition costs and is disbursed incrementally for each credit (up to 80 credits). This funding can be used for online, in-person or institute courses.

Please note that the Welch Scholarship is not part of Federal Financial Aid and does not have the same eligibility guidelines. To be eligible for the Welch Scholarship, students must register for no more than 12 credits per term or institute. While the maximum part-time credit load is actually 11 credits, we can make an exception and award the Welch Scholarship for 12 credits. This is particularly beneficial for international students who may be taking courses in the United States and their visa requires them to take a minimum of 12 credits.

For any term or institute that you take 13 or more credits, you will pay the full-time tuition rate for that term.

Tuition and Fees
Full-time (12 or more credits) $13,536
Part-time per credit $1,128 - $250 Welch Scholarship = $878/credit
Matriculation Fee (one-time fee) $500

Questions about your tuition statement or payments should be directed to the Student Accounts Office: https://www.jhsph.edu/offices-and-services/student-accounts-and-business-services/contact.html

Health Insurance
Full-time students are automatically enrolled in the Student Health Plan, but part-time/online MPH students are certainly welcome to purchase the plan.

Details are noted at the link below; http://www.jhsph.edu/offices-and-services/student-affairs/resources/student-insurance/

A summary of the Student Health Plan Benefits is located at the link below; http://www.jhsph.edu/offices-and-services/student-affairs/resources/student-insurance/UHSservices.pdf
To enroll in the student health plan, please complete the “Benefits Election form”, found online at: http://www.jhsph.edu/offices-and-services/student-accounts-and-business-services/forms/Forms

If you have questions about the student insurance plans, please contact Edna Koimur at ekoimur1@jhu.edu or tel: 410-502-2811.

Student Health Plan Monthly Rates

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>$327</td>
</tr>
<tr>
<td>Two-party</td>
<td>$804</td>
</tr>
<tr>
<td>Family</td>
<td>$1,073</td>
</tr>
<tr>
<td>Health Clinic Fee (All students)</td>
<td>$550 annually ($137.50 quarterly)</td>
</tr>
</tbody>
</table>

Please note: When part-time/online MPH students select the Student Health Plan OR when they are taking a full-time credit load on campus in Baltimore, they are also billed the non-refundable $550 Health Clinic Fee regardless of whether they have purchased the JHSPH Student Health Plan.

Tuition/Account Billing Information

Statements are available online via SIS on the second Thursday of each month. You can view your current account activity at any time by logging onto https://sis.jhu.edu with your JHED ID and password.

A schedule of payment due dates can be found online at: https://www.jhsph.edu/offices-and-services/student-accounts-and-business-services/payment-and-refund-policy/

IMPORTANT: It is the student’s responsibility to make sure all scholarships, loans, and 3rd party payments have been reflected correctly on their account by the payment due date or risk facing penalty fees.

Payment Methods

Web Payment
Students should logon to https://sis.jhu.edu to make a payment by credit card (MasterCard Visa, American Express or Discover) or by electronic check using their Johns Hopkins Enterprise Directory Logon ID (JHED LID) and password. Once payment has been made, receipts can be printed for the record keeping purposes.

Check Payments
Students who wish to mail a check instead of paying online may print a copy of their statement from the website, https://sis.jhu.edu, and send their payment to the following address. Checks should be made payable to JHU.

Johns Hopkins University
Bloomberg School of Public Health
Student Accounts & Business Services
615 N. Wolfe Street, W1101
Baltimore, MD 21205
**Bank Wire Transfer**  
FED WIRE-International

Johns Hopkins University  
M&T Bank  
1 M&T Plaza  
Buffalo, NY 14203  
Transit/Routing/ABA# 022000046  
SWIFT code: MANTUS33INT  
IBAN number: N/A  
Account number: 970370230  
Type of account: depository

Please instruct the sender to reference Bloomberg School of Public Health and the student's name.

CHIPS ABA number if remitter requests it: 0555

**Western Union for International Payments**  
This payment option allows students to pay the university their student account balance in the currency of your choice and provides a simple and secure method for initiating payments electronically. We encourage all international students to choose this cost effective and efficient method of payment to the Johns Hopkins University.  

**Loans**  
Students who are registered for at least six credits per term and have a credit balance due to excess loans will receive their refund via BankMobile. It is extremely important that you update your local address at [https://sis.jhu.edu/sswf/](https://sis.jhu.edu/sswf/) in order to receive your refund. See link below for details:


**Scholarships/Grants**  
Students who have received a scholarship or grant must check their account to make sure the funding has posted by the payment due date. The student should contact the MPH office if their funding is not posted correctly.

**JHU Tuition Remission**  
Students must bring their completed application and voucher signed by the Human Resources Office to the Student Accounts Office before the payment due date. Please do not wait until the payment due date to apply. Human Resources will need at least 24 hours to sign your voucher. If the remission does not cover the entire cost of tuition, the student is required to pay the remaining balance. Fees are not covered under the Tuition Remission Plan. Remission is for part-time studies only. You may obtain the application at [http://www.benefits.jhu.edu/documents/trffacandstaff.pdf](http://www.benefits.jhu.edu/documents/trffacandstaff.pdf)

**3rd Party Contract**  
Students must submit a Letter of Authorization, purchase order or contract from his/her employer (on employer letterhead) permitting the school to bill the company for tuition and any associated fees. If the contract does not cover the entire cost of tuition and fees, a student is required to pay the remaining balance by the payment due date. Students who receive payments directly from their employer are required to pay their tuition in full by the payment due date and then seek reimbursement from their employer. The Letter of Authorization from the Sponsor includes:

- student’s name
• student’s ID#
• term or duration of program
• charges they will be responsible for
• address where to send the bill
• contact person’s name and telephone #

Student IDs and Account Information

In order to function effectively as an MPH student, you will need to set up both of the following user accounts:

JHED (Johns Hopkins Enterprise Directory) ID
This login allows you to access:
• SIS (Student Information System); for course registration, billing, and to update contact info
• The ‘my.jhu’ university-wide web portal and directory
• Your @jhu.edu email account, through your ‘Office 365’ mailbox
• CoursePlus (please make sure that JHED ID is listed in your account info)
• Web-based library resources (MyWelch, online journals)
• Career Services e-recruiting site

Several weeks prior to orientation, you will receive an email with JHED setup instructions. For help with JHED login, please contact JHSPH.Registra@jhu.edu.

JHSPH User Account
This login allows you to access:
• JHSPH-specific web portal (my.jhsph), including the team site for MPH students
• JHSPH secure wi-fi (‘jhsphwpa’ network)
• Printers and copiers on campus

You will receive a JHSPH user name and temporary password after you set up your JHED account and create your JHU email. If you need help with this password or related services, please contact the Information Systems Help office at: JHSPH.Help@jhu.edu.
**JHSPH Offices and Contact Information**

**Office of Records & Registration**
Contact the Office of Records & Registration with questions about:

- Course registration
- Student Information System (SIS)
- Enrollment verification letters
- Interdivisional Registration
- Ordering transcripts
- Graduation and diplomas
- Student veteran benefits

**Office Hours:**
8:00 a.m. to 4:00 p.m., Monday through Friday

**Address:**
Johns Hopkins Bloomberg School of Public Health
Office of Records & Registration
615 N. Wolfe Street, Suite E1002
Baltimore, MD 21205

**Contact Information:**
Tel: 410-955-3552
Fax: 410-955-0464
Email: JHSPH.Registra@jhu.edu

**Financial Aid Office**
Contact the Financial Aid Office with questions about:

- Federal and private loans
- Federal Work-Study Program
- Loan forgiveness and repayment assistance

**Office Hours:**
8 a.m. to 4 p.m., Monday through Friday

**Address:**
Johns Hopkins Bloomberg School of Public Health
Financial Aid Office
615 N. Wolfe Street, Suite E1002
Baltimore, MD 21205

**Contact Information:**
Tel: 410-955-3004
Fax: 410-955-0464
Email: JHSPH.finaid@jhu.edu
Office of Student Accounts & Business Services
Contact the Office of Student Accounts & Business Services with questions about:

- Student financial accounts
- Tuition/fee billing, payments and payment deadlines
- Third party billing (i.e. tuition remission, employer tuition arrangements)
- Payment refunds
- Student Tax Information
- Student Health Insurance Plan and Student Dental Plan

Office Hours
8:30 a.m. to 4:00 p.m., Monday through Friday

Address
Johns Hopkins Bloomberg School of Public Health
Student Accounts and Business Services
615 N. Wolfe Street, Suite W1101
Baltimore, MD 21205

Contact Information:
Student Accounts Tel: 410-955-5725
Continuing Education Services Tel: 410-502-8053
Fax: 410-614-8633
Email: jhsph.bursar@jhu.edu

Office of International Services
http://ois.jhu.edu/Contact_Us/Medical%20Institutions/index.html
Contact the Office of International Services (OIS) with questions about:

- Immigration and student visa issues (including I-20 forms)
- Travel signatures
- Optional Practical Training (OPT)

The OIS website also provides some information related to taxes, drivers licenses and social security numbers for international students.

Office Hours:
Monday-Thursday 8.30am-4:30pm
The OIS is closed to the public every Friday however, advisors are still accessible via email and phone.

Walk-In Advising Hours
Walk-in hours are for general F-1 and J-1 questions that can be addressed in five to ten minutes. If you have questions regarding other visa types, please contact OIS to discuss with the appropriate advisor.
Monday and Wednesday 1:00 p.m. to 4:00 p.m. (last sign-in at 3:45 p.m.)
Tuesday and Thursday 9:00 a.m. to 12:00 p.m. (last sign-in at 11:45 a.m.)
Address:
Johns Hopkins Bloomberg School of Public Health
Office of International Services
Reed Hall, Suite 405
1620 McElderry Street
Baltimore, Maryland 21205

Contact Information:
Tel: 667-208-7012
Fax: 410-955-0871
Email: internationalservices@jhmiedu

Office of Student Life
Contact the Office of Student Life with questions about:

- Student personal advising assistance and well-being
- Minority student groups
- Connecting current students with prospective students

Office Hours
8 a.m. to 4:30 p.m., Monday through Friday

Address:
Johns Hopkins Bloomberg School of Public Health
Office of Student Life
615 N. Wolfe St, Suite W1600
Baltimore, Maryland 21205-2179

Contact Information:
Tel: 410-502-2487
Fax: 410-502-9809
Email: jhsp.diverse@jhu.edu

Office of Career Services
https://www.jhsph.edu/offices-and-services/career-services/
Contact the Office of Career Services with questions about:

- Career coaching for students and alumni
- Help in preparing a public health resume
- A robust database of public health jobs and internships
- Information about employers
- Access to a growing network of public health professionals

Office Hours:
Monday - Friday, 8:30 am - 5:00 pm

Address:
Johns Hopkins Bloomberg School of Public Health
Office of Career Services
615 N. Wolfe St, Suite W1600
Baltimore, MD 21205

Contact Information:
Tel: 410-955-3034
Fax: 410-502-9809
Email: JHSPH.careers@jhu.edu

Office of Disability Support Services
Contact the Office of Disability Support Services with questions about:

- Review of disability documentation
- Arranging accommodations

Address:
Johns Hopkins Bloomberg School of Public Health
Disability Support Services
615 N Wolfe St, Suite W1600
Baltimore, MD 21205

Contact Information:
Tel: (410) 955-3034
Fax: (410) 502-9809
Email: jhsph.dss@jhu.edu

Johns Hopkins Student Assistance Program (JHSAP)
http://www.jhsap.org/
Contact the Johns Hopkins Student Assistance Program with questions about:

- Short-term counseling
- Crisis response
- Healthy relationship support
- School-life coaching and adjustment
- Educational workshops

Address:
JHSAP
550 North Broadway, Suite 403
Baltimore, Maryland 21205

Contact Information:
Tel: 443-287-7000
Toll Free: 866-764-2317
Fax: 410-502-0404
Email: jhsap@jhu.edu
Center for Teaching and Learning (CTL)
https://www.jhsph.edu/offices-and-services/center-for-teaching-and-learning/
Contact the Center for Teaching and Learning for questions about:

- CoursePlus
- OpenCourseware and Coursera
- Introduction to Online Learning Module
- Computer and technology requirements for JHSPH eLearning sites

Contact Information:
http://ctl.jhsph.edu/help/

JHSPH Office of Information Technology
https://www.jhsph.edu/offices-and-services/information-technology/
Contact the JHSPH Office of Information Technology with questions about:

- JHSPH ID
- Laptop Recommendations
- On-Campus Printing
- Multimedia Studio
- MyJHSPH Portal System
- JHSPH Wireless Network

IT Help Desk Office Hours
Hours: Monday – Friday, 8:30am – 5:00pm (Walk in and Phone in)
Weekends Walk-In and Phone-In 11:00am – Noon.
Closed holidays and holiday weekends

Address:
Johns Hopkins Bloomberg School of Public Health
Office of Information Technology
615 N. Wolfe Street, Suite W3014
Baltimore, MD 21205

Contact Information:
Phone: 410-955-3781

Johns Hopkins University Information Technology Office
http://www.it.johnshopkins.edu/gettingstarted.html
Contact the JHU Information Technology Office with questions about:

- JHED ID
- JHU Email
- Purchasing computers and software
- Virus Protection
- University-wide wireless connection

Contact Information:
East Baltimore campus: 410-955-HELP (4357).
http://it.johnshopkins.edu/help/