POLICY AND PROCEDURE MEMORANDUM: ACADEMIC PROGRAMS-1

SUBJECT: General School-wide Academic Policies & Procedures

<table>
<thead>
<tr>
<th>1. Faculty Academic Roles by Rank</th>
<th>6. Satisfactory Academic Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Registration Policies</td>
<td>7. Academic Leave of Absence</td>
</tr>
<tr>
<td>3. Transfer of Credits</td>
<td>8. CEPH Requirements for Academic Degree Students</td>
</tr>
<tr>
<td>4. Credit Hour Policy</td>
<td>9. Responsible Conduct of Research Requirement</td>
</tr>
<tr>
<td>5. Grade Policies and Procedures</td>
<td>10. Academic Ethics Course Requirement</td>
</tr>
<tr>
<td>5.1 Grading System</td>
<td></td>
</tr>
<tr>
<td>5.2 Grade Submission</td>
<td></td>
</tr>
<tr>
<td>5.3 Grade Changes</td>
<td></td>
</tr>
<tr>
<td>5.4 Grade Appeal Policy</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND

The purpose of this PPM is to serve as a reference for general policies that apply to multiple degree programs across the School. Specific policies applicable to individual degree programs are outlined in other PPMs.

1. FACULTY ACADEMIC ROLES BY RANK

The role of JHSPH faculty in advising students & postdoctoral fellows/scholars, participating in preliminary and final defense examination committees, serving as a course instructor, serving as a principal investigator for a sponsored project, Institutional Research Board (IRB) protocol, and serving as a principal investigator (PI) for an Institutional Animal Care and Use Committee (IACUC) protocol vary by rank. The following table details the roles in which different faculty participate in these activities.
## POLICY AND PROCEDURE MEMORANDUM: ACADEMIC PROGRAMS-1

<table>
<thead>
<tr>
<th>Advising</th>
<th>Professor (Including Prof of the Practice and Emeriti)</th>
<th>Scientist/Lecturer</th>
<th>Research Associate</th>
<th>Instructor</th>
<th>Adjunct Professor</th>
<th>Visiting Faculty</th>
<th>Associate</th>
<th>Non-faculty Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH Capstone Advisor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>MPH Advisor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes [5]</td>
<td>Yes [5]</td>
<td>No</td>
</tr>
<tr>
<td>ScM/MS/MPH/MHS/MPP/MHA/MBE Advisor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes [1]</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PhD/ScD Primary Advisor</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes [1]</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>DrPH Primary Advisor</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Post-doctoral Fellow/Scholar Mentor</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes [5]</td>
<td>No</td>
<td>No</td>
<td>Yes [5]</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### Exam Committees

| DrPH Preliminary & Final Exams ■ | Yes | Yes | No | No | Yes | Yes | Yes | [4] Voting member (required) |

### Teaching

| Primary Instructor | Yes | Yes | Yes [5] | Yes | Yes | Yes | Yes | No |
| Co-Instructor | Yes | Yes | Yes [5] | Yes | Yes | Yes | Yes | No |

### Research

| PI on a Sponsored Project | Yes | Yes | Yes [5] | No | No | Yes [5] | No | No |
| PI on IRB Protocol | Yes | Yes | Yes [5] | No | No | Yes [5] | No | No |
| PI on an IACUC Protocol | Yes | Yes | Yes | No | No | Yes [5] | No | No |

---

- Advisor must have an active primary or joint appointment in the student’s department.
- ★ Departmental policies on whether advisors participate in preliminary oral examinations vary. Advisors serve on Final Exam Committees.
- ■ At least two professors (1 with rank Assoc Prof or greater with appt outside student’s dept) and one Public Health Practitioner must serve. Adjuncts treated as full-time faculty for committee membership.

1. Adjunct faculty may not serve as newly appointed advisors but may continue as a student’s advisor if the initial assignment as advisor occurred during his/her full-time faculty appointment.
2. Serving as co-advisor is permissible if a Professor is a primary advisor.
3. No more than one Scientist/Lecturer, Adjunct, or Visiting Faculty/Scholar may serve as a voting member on an exam committee.
4. Allowed to be a voting member only if serving in the role of Practitioner on DrPH exam.
5. With permission from the Department Chair. Academic Advising of MPH Students is with permission from the MPH Program Chair.
6. Master of Bioethics (MBE) advisors must be full-time JHU faculty members with primary or joint appointments with the Berman Institute.
2. REGISTRATION POLICIES

Courses for which the student is registered for credit at the end of the add/drop period of the term will be entered on their transcript.

Registration for all academic terms must be completed within the designated registration period of a given term. Registrations submitted after these deadlines will be assessed a late registration fee. Changes in course registration may be made without penalty up to the end of the second week in any regular term. For courses offered during other terms (e.g., summer term or Institutes), individual add/drop deadlines will apply.

All courses taken for audit must have the course instructor’s approval.

Permission to enroll in a course pass/fail is determined by the advisor based on the requirements of the student’s program.

Courses may not be dropped to avoid the implications of or penalties associated with an academic ethics violation. A withdrawal after the end of the add/drop period of the term will result in the grade of “W” on the student’s transcript. Students will receive no credit for the course from which they have withdrawn, nor will that course enter into the calculation of their quality point average. There will be no refund of tuition for any withdrawals from courses after the published add/drop period.

Under no circumstances can changes be made to registration during the last two weeks of the term or any time after the end of the term.

Changes to and from “audit” are not permitted after the published add/drop period has ended. In the event of an approved withdrawal after the course change deadline, the letter W will be entered on the student’s transcript.

For multi-term courses, enrollment in the first part will necessitate enrollment in subsequent parts. If a student subsequently drops or fails to register for subsequent parts of a multi-term course, a grade of W (withdrawn) will be assigned for the previous part(s). Students may not register for subsequent parts of the course without having enrolled in previous parts. After the two-week add/drop period, students have another four weeks to withdraw. A grade of W will be assigned for the current term (and previous term[s] if it is a multi-term course).
3. TRANSFER OF CREDITS POLICY

The School does not accept transfer credits from other universities. Credits earned for courses that are required for the Bloomberg degree but are given at another Johns Hopkins University division count toward the Bloomberg degree. Credits earned for non-required courses at another Johns Hopkins University division count toward the Bloomberg degree with approval from the Bloomberg degree program.

4. CREDIT HOUR POLICY

The Johns Hopkins University’s academic divisions operate under a combination of semester credit hour systems, quarter hour systems, and alternative systems with equivalent measures. The University’s Credit Hour Policy codifies practices across schools regarding course contact hours and out-of-class student work in accordance with Federal, State, and accreditation guidelines, as well as licensure requirements for many disciplines. The JHU Credit Hours Policy defines a credit hour as:

...a reasonable approximation of the student learning outcome equivalency of an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than, at a minimum, the federal definition which consists of “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.

Because our academic calendar does not consist of either semesters or quarters, the assignment of credit hours at JHSPH is considered as an ‘alternative system with equivalent measure.’ The JHU Credit Hours Policy requires that a credit hour reflect an equivalent amount of work as required as above for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

As such, the JHSPH assigns academic credit based upon (1) the amount of time required for direct instruction activities per week, often referred to as “seat-time” or “contact hours” but may include both onsite and online components, and (2) out-of-class learning activities (e.g. homework). **One academic credit at JHSPH during the regular 8-week term consists of one hour of classroom learning activities (active learning or lectures or a combination of both) and at least 2 hours of homework per week, for a minimum total of 24 hours during the term.** For purposes of equivalency (e.g., financial aid awards, transferring course work to other schools, state reporting requirements, etc), the School uses an equivalency formula that 1 JHSPH academic credit hour is equivalent to 2/3 of a semester credit hour.

**Condensed/Institute courses.** Courses that are given in a condensed format (e.g., Institutes) where instruction is accelerated should continue to abide by these credit hour policies. This may include additional assignments that are required either before or after the formal course instructional period.

**Online/Blended courses.** In blended courses, “seat-time” is reduced and replaced with asynchronous out-of-class activities of equivalent length. Although there is no need to distinguish between “seat-time” and
homework in an online course, the table below uses these terms to help translate what occurs in an onsite course in order to calculate ratios for fully online and blended courses.

<table>
<thead>
<tr>
<th>Number of credits</th>
<th><strong>Total “Seat-time” during 8-week term</strong></th>
<th><strong>Total “Homework-time” during 8-week term</strong></th>
<th>“Learning-time” (Seat-time + Homework-time) during 8-week term</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>8 hours (1 hr per wk)</td>
<td>16+ hours (2+ hrs per wk)</td>
<td>24+ hours</td>
</tr>
<tr>
<td>Two</td>
<td>16 hours (2 hrs per wk)</td>
<td>32+ hours (4+ hrs per wk)</td>
<td>48+ hours</td>
</tr>
<tr>
<td>Three</td>
<td>24 hours (3 hrs per wk)</td>
<td>48+ hours (6+ hrs per wk)</td>
<td>72+ hours</td>
</tr>
<tr>
<td>Four</td>
<td>32 hours (4 hrs per wk)</td>
<td>64+ hours (8+ hours per wk)</td>
<td>96+ hours</td>
</tr>
<tr>
<td>Five</td>
<td>40 hours (5 hrs per week)</td>
<td>80+ hours (10+ hours per wk)</td>
<td>120+ hours</td>
</tr>
</tbody>
</table>

Faculty developing courses should ensure that the quantity of student learning required per JHSPH credit through activities addresses and demonstrates student competency in the defined learning outcomes. Student learning outcome equivalencies are to be based on documented qualitative and quantitative expectations for:

1. Time required of students to complete assigned learning activities, taking into account expectations based on degree level, discipline, and weight in students’ final course grade;
2. Time required of students to read and understand content developed by course faculty, excluding time required to read assignments in a course syllabus;
3. Time required of course faculty to respond to student questions received via e-mail, posted in the online classroom, and/or discussed in the online class chat room;
4. Time required of course faculty and students to participate in online conference activities;
5. Time required of students to participate in clinical learning activities, internships, student teaching, practica, studio work, etc.

**Special studies & Practicum courses.** One academic credit is assigned for each 3 hours of special studies or practicum work time during an 8-week term (24 total hours during a term).
5. GRADES

5.1 Grading System: Policies and Procedures
Two grading systems are used to document students’ academic progress in specific courses: a traditional letter grading system and a pass/fail option. These systems are designed to recognize superior work and to indicate whether a student’s performance is satisfactory.

The following grades and quality points are used here at the School:

A (quality points 4.0) Assigned to students who have demonstrated a high proficiency in achieving course learning objectives and use of class material. Students earning this grade understand the material that was taught at a level so that they would likely be able to deploy it in constructive ways for new problems.

B (quality points 3.0) Assigned to students who have demonstrated an understanding of most course material and course learning objectives. Students earning this grade can accurately describe ideas and methods and identify contexts in which they are appropriately used. However, they have demonstrated less insight and are less likely to reliably deploy the methods and ideas to new problems.

C (quality points 2.0) Assigned to students who have demonstrated partial, but below average, understanding of the class material. Students earning this grade had some difficulty accurately describing ideas and methods or identifying contexts in which they are appropriately used. They have demonstrated limited insight and are much less likely to reliably deploy the methods and ideas to new problems.

D (quality points 1.0) Assigned to students who have demonstrated limited understanding of the class material. Students earning this grade have completed the course requirements but that effort satisfies only minimal expectations. Students earning this grade cannot reliably describe ideas and methods or identify contexts in which they are appropriately used.

F (quality points 0.0) Assigned to students who have not demonstrated adequate understanding of most of the class material. Students earning this grade cannot describe ideas and methods from the course material or identify contexts in which they are appropriately used.

In addition, the letter “I” is used to designate incomplete, “W” to indicate withdrawal, “MT” for multi-term courses (grade assigned in a subsequent term), “MR” or “X” in cases where the instructor fails to report grades. (Note: I, MT, MR and X grades are not final grades.) The designation “AU” indicates audit. No course credit will be acquired for courses in which a grade of AU (audit), F (fail), I (incomplete), or MR or X (grade not received from course instructor) is received.

Quality points earned for a course are calculated by multiplying the number of credit units times quality points associated with the grade assigned. Quality point average is defined as the sum of quality points earned divided by total credit units for which the student was registered for credit and for which s/he received a grade.

Courses graded as “Pass/Fail” are assigned grades of “Pass”, “D”, or “Fail”. A grade of “Pass” will be recorded on the official grade roster for those students who have elected the pass/fail option and whose performance would otherwise be rated as A, B, or C. For students who perform poorly, instructors will assign a grade of “D” or “Fail”. For courses taken as Pass/Fail, a ‘Pass’ grade will not be assigned quality points and not included in the
quality point average. However, grades of “D” and “Fail” are assigned quality points and included in the quality point average.

Field Placement, Thesis Research, Postdoctoral Research, and Special Studies and Research are graded strictly pass/fail and grades are not included in the calculation of the quality point average.

Pass/Fail or letter grades, once elected, may not be reversed on the student’s official academic record after the published deadlines for add/drop.

Each department determines, for its own students, which courses may be taken on a pass/fail basis. Instructors are expected to evaluate student performance without regard to grading status and to give students appropriate feedback regarding their performance throughout the term.

Whether a D is considered acceptable to serve as a course prerequisite will be determined by the course’s sponsoring department.

5.2 Grade Submission: Policies and Procedures
Instructors must submit final grades to the Registrar within 10 calendar days after the conclusion of the term in which their courses are given. Student requests for grade changes must be submitted within 120 days after the conclusion of the course, or before the last day of the term prior to degree conferral, whichever occurs first.

The Registrar must receive all grades for graduating students by no later than noon 48 hours prior to Convocation. Only actual letter grades (or Pass grades for Special Studies, Thesis Research, or Field Placement) can be accepted in order for the course to be counted for degree credit. In cases where grades are not submitted to the Registrar by noon 48 hours prior to Convocation, the department chair will be contacted to provide assurance that a grade will be forthcoming. All records of graduating students that are still incomplete by noon the day before Convocation will be taken to the Committee on Academic Standards for final action. The Committee on Academic Standards will have the option of assigning a temporary grade of B in those instances where grades are not available. This temporary grade may be upgraded if a higher grade is received later, but cannot be downgraded if a lower grade is received. The Advisory Board will be informed of these cases at its meeting on the day before Convocation.

5.3 Grade Changes: Policies and Procedures
The designation “incomplete” (I) will be assigned by an instructor and entered on a student’s transcript when the requirements for a course have not been completed on time. An incomplete must be made up and replaced by a final grade within 120 days after the conclusion of the course, or before graduation, whichever occurs first.

Incompletes are not considered in the calculation of a student’s quality point average until they have been replaced by a final grade. When a grade of A, B, C, D, or F is assigned to replace an Incomplete, the final grade will be displayed as I/A, I/B, I/C, I/D, or I/F. In the event that an incomplete is not made up within the acceptable time period, a final grade of I/F will be assigned. No course credit will be acquired for courses in which a grade of F or I/F is received; however, the number of credit units assigned to such courses will be included in the calculation of the quality point average.

Grades of X, MR or blank not resolved within 120 days of the date upon which a course concludes will be processed as withdrawals resulting in a “W” on the transcript.
Once a final grade of I/A, I/B, I/C, I/D, or I/F is awarded and entered in a student’s transcript, the grade may not be altered without the approval of the Committee on Academic Standards unless there was an error in initial entry. In the event that this committee approves an alteration for reasons other than error, the original grade will be noted in a transcript.

Grades changes submitted after the grading period has closed for a term must be submitted to the Office of Records and Registration and must be approved by the Committee on Academic Standards. Requests must include a rationale for the change. In cases where a grade change was the result of regrading an exam, quiz, or paper, or the completion of additional course work, the opportunity must have been offered to all students in the course.

Requests for any exception to these time limitations should be initiated in writing by the student to the Committee on Academic Standards. Granting of exceptions is rare and requires the endorsement of the course instructor, the student’s advisor, and the Committee on Academic Standards. Retroactive withdrawals from a course will not be considered except in the case of administrative error. If the student was unable to continue in or complete any course that turned to an F in the term due to circumstances beyond their control, a request for exception may be submitted within 6 months of the date the grade reverted to an I/F. Examples of such circumstances include illness, injury, military deployment, leave of absence during the term or subsequent term.

Requests submitted more than 6 months after the date the grade reverted to an I/F or after the student has graduated will not be considered regardless of the circumstances.

5.4 Grade Appeal Policy:

5.4.1 Background:

The purpose of this Grade Appeal Policy is to ensure fairness in the assignment of grades for students at the Johns Hopkins Bloomberg School of Public Health. Grades should be based on mastery of course content and/or course learning objectives.

The School recognizes that faculty must be able to exercise their considered academic judgment and expertise in the assigning of a grade. A grade may not be appealed based solely on a difference of opinion between the student and the instructor regarding the content or quality of the student’s work.

5.4.2 Permissible Bases for a Grade Appeal:

Only final course grades may be appealed through this formal process, though students remain free to discuss interim course assignment grades with their course instructor or base an appeal of a final grade on the grade awarded to an interim course assignment. Appeals must be brought within 45 days of the posting of a final course grade to SIS.

The final grade appeal must be based on one or more of the following factors only:

1) An error in the arithmetic computation of the grade;

2) The course Instructor failed to follow a written course policy or grading standards in the course assignment instructions, syllabus, course website, or other course materials or lecture in a manner that affected the final grade.
POLICY AND PROCEDURE MEMORANDUM: ACADEMIC PROGRAMS-1

5.4.3 Not Covered by this Grade Appeal Process:

A faculty member’s decision not to grade, or to penalize the grade of, an assignment submitted past the submission deadline, or an assignment submitted in a manner inconsistent with course instructions (e.g., to an incorrect drop box), may not be appealed unless that decision contradicts a written course policy stated in the course assignment instructions, syllabus, course website, lecture, or other course materials in a manner that affected the final grade.

Disputes regarding changes of grading system (e.g., to or from Pass/Fail to a letter grade) are not covered by this policy.

If the student believes that the faculty member’s grading decision is based on animus toward the student or other inappropriate factor, that dispute will not be governed by this Grade Appeal Policy. It will instead be governed by PPM Faculty 8: Professional Misconduct.

Complaints by students involving matters other than course grades are not governed by this Grade Appeal Policy. They may be governed by PPM Students 7: Student Grievance Procedure.

Complaints alleging discrimination or harassment on the basis of race, color, sex, age, religion, sexual orientation, national origin or ethnic origin, or disability, or complaints of sexual harassment are not governed by this Grade Appeal Policy. Complaints of this nature are to be referred to the University’s Office of Institutional Equity.

5.4.4 Process:

Step 1: Contact the Course Instructor:

The student must first contact the course Instructor via dated email, within 45 days of the course grade having been posted to the SIS, to attempt to resolve the matter informally.

Step 2: Contact Your Advisor or Other Faculty Member Who Agrees to Assist with a Possible Mediation of the Dispute

If efforts to resolve the matter with the course Instructor informally are unsuccessful, and the student wishes to proceed, the student must next discuss the matter with his or her advisor, or another faculty member of the student’s choice (with that faculty member’s agreement), to assist in a possible mediation of the dispute. If the student does not wish to discuss the matter with his or her advisor, and is unable to identify an alternative faculty member, he or she may ask the Director of his or her Academic Program to designate a faculty member with whom to discuss the matter and to assist with a possible mediation of the dispute.

Step 3: Contact the Designee of the Chair of the Department in which the Course is Taught

If the matter remains unresolved following Steps 1 and 2 (above), the student may proceed to Step 3.

Each Department Chair shall designate a faculty or staff member to serve as the contact for that Department’s grade appeals. The Chair may designate himself or herself if he or she chooses.
If the Chair is the instructor for the course in question, he or she must designate another faculty member for the resolution of the relevant dispute only.

If the course is an interdepartmental course (i.e., with a 550 designation), the Director of the School's Office of Academic Integrity will serve as the decision-maker for an appeal under Step 3.

To initiate Step 3, the student shall first complete the Grade Appeal Form stating the bases for the appeal and attaching a brief summary of the nature of the appeal, the course syllabus, assignment instructions, relevant information from the course website if any, and any other documentary materials relevant to the dispute.

The Designee of the Chair shall review the materials submitted by the student. If the Designee finds it helpful or necessary to gather additional information from either party, whether in person or in writing (e.g., via email), the designee shall notify both parties and offer each an opportunity to respond.

The Designee shall base his or her decision solely on whether one of the permissible basis or bases for appeal have been met, based on a preponderance of the evidence, and whether the final grade was affected as a result.

**Step 4: Communication of Decision**

The Designee of the Chair shall communicate his or her decision, stating the reason, to the student and course Instructor in writing (via email is permitted.) No further appeal is permissible. The course Instructor shall be responsible for promptly notifying the Registrar of any necessary grade change.

### 6. SATISFACTORY ACADEMIC PERFORMANCE

#### 6.1 Policy

Students must meet minimum academic standards to remain in their 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.

To remain in satisfactory academic standing a student must:

**Minimum cumulative grade-point average (GPA), defined at the school as quality point average as detailed in Section 5.1.** Qualitatively, on a scale of 4.0, students must maintain a minimum cumulative GPA: 2.75 for Master’s students and 3.0 for Doctoral (PhD and DrPH) students. Students with a GPA falling below that limit will be placed on academic warning and will have one term of registration in which to raise their GPA above the threshold for their degree. Students not meeting the minimum GPA after one term may be granted additional term(s) on academic warning if academic progress has been shown in the cumulative GPA; that approval beyond one term must be reported to the School’s Committee on Academic Standards. Students on academic warning must meet with their academic advisor and program director (or academic coordinator) each term to review their academic plan and receive approval for their course schedule prior to registering for courses. Students with a cumulative GPA below the minimum may not register for more than 18 credits per term. Any repeated courses count towards this 18 credit limit.

**Minimum grades in core courses.** Students must earn a minimum grade on a set of required program-specific core courses: “Pass” for courses offered only on a pass/fail basis: “C” or higher for Master’s students, and “B” or higher for Doctoral students, for courses offered for letter grading. A student who earns a grade below that
threshold in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core course by repeating the same course or by completing another course that has been approved by the program director. A grade below the threshold on the second attempt may be grounds for dismissal and must be reported to the School’s Committee on Academic Standards.

Maximum timeframe for completion of degree. Students must successfully complete any other program-specific requirements (such as a thesis or dissertation, as detailed in other program PPMs) within 4 years for Master’s programs, 7 years for PhD programs, and 9 years for DrPH programs, according to the requirements specified in the program-specific descriptions and PPMs. Extensions are possible as described in the program-specific PPMs and must be formally approved by the Committee on Academic Standards.

6.2 Procedure
Each term the progress of students is reviewed and those students not making satisfactory progress in terms of the cumulative grade point average and completion of requirements within established deadlines are identified for all academic departments. Students may not graduate unless in satisfactory academic standing.

7. ACADEMIC LEAVE OF ABSENCE

7.1 Policy
Academic leave of absence refers to, and is limited to, students in a degree program requiring continuous enrollment who, while in good academic standing, are forced to withdraw temporarily from graduate work due to parental/family leave or reasons beyond their control, such as illness, military service, financial exigency, or pressing personal reasons justifying an interruption of the degree program. Students may be given a leave of absence for other reasons (e.g., involuntary, medical leave).

Leaves of absence are typically limited to one year except for military service. Students requiring additional terms of leave beyond the one year must reapply. Students who have had federal financial aid may be subject to additional restrictions and should check with the Financial Aid Office before extending a leave of absence beyond two terms. No more than two years of leave may be granted.

The academic clock is stopped for periods in which the student is approved for leave of absence. The period is regarded as an approved break in study. No academic activities may be conducted during leave and this leave may not be used to avoid payment of tuition.

The failure of a student in a full-time program requiring continuous registration to register without obtaining an approved leave of absence status will be considered a withdrawal. The student considered to be withdrawn must be formally readmitted before resuming a program of study. Upon readmission, a student must be registered for a minimum of two consecutive terms prior to completion of their degree program.

7.2 Procedure
Students planning to request a leave of absence must file a petition, which is signed by the departmental chairman, the student’s advisor, appropriate staff members in the area of Student Services, and the Office of Records and Registration. Prior to resuming the degree program, students on leave of absence must notify the department chairperson and the associate director of the Office of Records and Registration. Upon return from leave of absence status, students must register for a minimum of two successive terms before completion of their degree programs.
POLICY AND PROCEDURE MEMORANDUM: ACADEMIC PROGRAMS-1

8. CEPH REQUIREMENTS FOR ACADEMIC DEGREE STUDENTS

CEPH standards state that all academic masters and doctoral degree candidates (including academic MHS, ScM, PhD degree students) “should be familiar with the basic principles and application of epidemiology and should develop competence in other areas of public health knowledge that are particularly relevant to their own disciplines.”

8.1 Policy
All academic masters and doctoral degree candidates will be required to take:

- A minimum of 3 academic credits of a course in epidemiology, and
- 550.865.81 PUBLIC HEALTH PERSPECTIVES ON RESEARCH. In addition, doctoral programs require 18 credits outside the home department, at least 9 of which must be from other Bloomberg departments.

8.2 Procedure
If the school can document that an academic degree student has completed the epidemiology requirement for a previous graduate degree, then the school may waive the requirement for the student.

The Committee on Academic Standards, in consultation with the Department of Epidemiology, will maintain a list of courses that fulfill the epidemiology requirement.

9. RESPONSIBLE CONDUCT OF RESEARCH (RCR) TRAINING REQUIREMENT

Responsible Conduct of Research (RCR) connotes a broad range of career development topics that goes beyond the more narrowly focused “research ethics” and includes issues such as conflict of interest, authorship responsibilities, research misconduct, animal use and care, and human subjects research.

9.1. Policy.  RCR training requirements for JHSPH students are based on two circumstances: their degree program and their source of funding, which may overlap.

1. All PhD students are required to take one of two courses in Responsible Conduct of Research, detailed below one time, PRIOR TO THEIR PRELIMINARY EXAMINATION, during their doctoral studies.

2. All students, regardless of degree program, who receive funding from one of the federal grant mechanisms outlined in the NIH notice below must take one of the two courses listed below to satisfy the 8 in-person hours of training in specific topic areas specified by NIH (see NOT-OD-10-019): D43, D71, F05, F30, F31, F32, F33, F34, F37, F38, K01, K02, K05, K07, K08, K12, K18, K22, K23, K24, K25, K26, K30, K99/R00, KL1, KL2, R36, T15, T32, T34, T35, T36, T37, T90/R90, TL1, TU2, and U2R. This policy also applies to any other NIH-funded programs supporting research training, career development, or research education that require instruction in responsible conduct of research as stated in the relevant funding opportunity announcements. It does not include other award types that do not have an RCR training requirement, such as R01s or R21s.

9.2. Procedure. Completion of one of the following courses as recorded on the student’s transcript serves as documentation of completion of the requirement.

- 550.600 Responsible Conduct of Research
- 306.665 Research Ethics and Integrity

Any student or post-doctoral fellow unsure of whether their source of funding requires in-person RCR training should contact the project officer for the award.
10. ACADEMIC ETHICS REQUIREMENT
All certificate and degree students, as well as non-degree students taking courses in the regular term, are required to register and complete the Academic and Research Ethics course (550.860) during their first term. This requirement is independent of the RCR training requirement and covers topics associated with maintaining academic integrity, including plagiarism, proper citations, and cheating. While non-degree students only taking Institute courses are not required to complete the Academic and Research Ethics course (550.860), it is recommended that they do so.