



UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

MASTER OF PUBLIC HEALTH
PROGRAM

Student Catalog and Handbook

2013-2014

The **Student Catalog and Handbook** has been prepared to provide our Master of Public Health Program students with a resource, which includes important academic and non-academic information to enhance student success in the program. Information included in the Student Catalog and Handbook defines the curriculum requirements, policies and procedures for the School of Medicine's Master of Public Health (MPH) Program.

Students are responsible for ensuring that they are aware of and comply with policies and program requirements for the MPH Program.

The MPH Program, the School of Medicine (SOM) and the University of Maryland, Baltimore (UMB) reserve the right to change policies as deemed appropriate. This document should not be construed as a binding contract between the institution and current or prospective students. SOM's MPH Program reserves the right to amend, revise or delete any information in this handbook. Revisions to this Student Catalog and Handbook will be updated on the Website.

UMB NOTICE OF NONDISCRIMINATION

The University of Maryland, Baltimore does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, sexual orientation, physical or mental disability, marital status, veteran's status, or age in its programs and activities.

The following persons have been designated to handle or coordinate inquiries regarding the non-discrimination policies:

For inquiries regarding students at UMB:

Dr. Roger J. Ward
Associate Vice President for Student Affairs
Office of Academic Affairs
University of Maryland, Baltimore
621 W. Lombard Street
Baltimore, MD 21201
[410-706-2477](tel:410-706-2477)
rward005@umaryland.edu

For inquiries regarding staff or faculty at UMB:

Ms. Sheila Greenwood
Manager of Diversity/EEO/Affirmative Action
Human Resource Services
University of Maryland, Baltimore
620 W. Lexington Street, 3rd Floor
Baltimore, MD 21201
[410-706-7302](tel:410-706-7302)
sgreenwood@af.umaryland.edu

For further information on non-discrimination, contact the Office for Civil Rights, U.S. Department of Education, The Wanamaker Building, Suite 515, 100 Penn Square East, Philadelphia, PA 19107, or call [1-800-421-3481](tel:1-800-421-3481).

Dear Student,



Welcome to the Master of Public Health Program! We are very glad that you have chosen to join our vibrant and growing program. Our academic home is in the Department of Epidemiology and Public Health within the School of Medicine at the University of Maryland, Baltimore. We welcomed our first class of MPH students in 2004 and have been accredited by the Council on Education for Public Health since 2009.

The mission of our MPH Program is to promote and protect the health and well-being of the diverse communities throughout Maryland, the nation and the world through interdisciplinary education, research, practice, leadership and public policy.

In addition to the MPH degree, we offer six dual degree programs: DDS/MPH, JD/MPH, MD/MPH, MS (Nursing)/MPH, PharmD/MPH and MSW/MPH. Our students focus their public health education in one of three concentration areas: Community and Population Health, Global Health or Epidemiology. After completion of your required core and concentration coursework, you will develop and implement a field capstone project which allows you to apply what you have learned in a real-world public health agency setting. Many of our students find the capstone project to be the pinnacle of their experience here as they are able to use everything that they have learned in the classroom to make a contribution in the field.



As a student here, you have access to a dedicated faculty and staff who will support you as you pursue your academic goals. Please do not hesitate to contact us for assistance.

Best wishes to you!

*Diane Marie St. George, PhD
Director, Master of Public Health Program*



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The Master of Public Health Program

The MPH Program is housed within the Department of Epidemiology and Public Health in the University Of Maryland School Of Medicine. The Department Chairperson is Jay Magaziner, PhD, MSHyg and the Vice Chair for Academic Programs is Patricia Langenberg, PhD.

The University of Maryland, Baltimore boasts a long and rich history. It is the founding campus of the University System of Maryland, which now includes 12 institutions across the state. UMB was established in 1807 with the creation of the School of Medicine. The University was first accredited in 1921 by the Middle States Commission on Higher Education. More than 200 years after its founding, UMB is still a vibrant university, which remains true to its beginnings as a pioneering institution. It is the state's only public health, law and human service professions campus.

The School of Medicine opened in 1807 as the fifth medical school in the United States and it is the oldest public medical school in the nation. The University of Maryland School of Medicine became the first medical school to teach preventive medicine when Dr. Robley Dunglison accepted the position to serve as Chairperson of the then new Department of Materia Medica, Therapeutics, Hygiene, and Medical Jurisprudence in 1833.

Preventive medicine continued to be an important part of the medical curriculum through changing departmental configurations. In 1954, the Department was named Medicine and Rehabilitation followed successively by Preventive Medicine, Social and Preventive Medicine, Epidemiology and Preventive Medicine and finally Epidemiology and Public Health.

Program Accreditation

The Master of Public Health Program in the University of Maryland School of Medicine at the University of Maryland, Baltimore received accreditation for a five-year term, until July 1, 2014, from the Board of Councilors of (CEPH) at its June 17-20, 2009 meeting.

The Council on Education for Public Health is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs outside schools of public health. If you wish to learn more about CEPH, please contact them at:

Council on Education for Public Health
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910
Telephone: (202) 789-1050
Fax: (202) 789-1895
<http://www.ceph.org>

Mission, Values, Goals and Objectives

The mission, values, goals and objectives are the “identity” statements that articulate who we are and what we are trying to accomplish. They also guide what we do in and for the Program.

Our Mission

The mission of the Master of Public Health Program at the University of Maryland School of Medicine is to promote and protect the health and well-being of the diverse communities throughout Maryland, the nation and the world through interdisciplinary education, research, practice, leadership and public policy.

Our Values

- Excellence
- Respect
- Leadership
- Social justice
- Diversity and inclusion
- Health equity
- Lifelong learning
- Discovery
- Interdisciplinary collaboration
- Community engagement and service
- Social and public health responsibility and ethics

Our Goals and Objectives

Goal 1: Provide outstanding academic programs and workforce training.

1. Deliver core and concentration courses in which at least 80% of students will rate the course as effective.

2. Deliver core and concentration courses in which at least 80% of students will strongly agree or agree that the learning objectives were clear.
3. Deliver core and concentration courses in which at least 80% of students will strongly agree or agree that the learning objectives were achieved.
4. Develop and implement a plan for increasing the flexibility of times and delivery methods for course offerings, by fall 2015.
5. Enhance the efficiency of the capstone proposal development process by preparing students with targeted training in proposal writing, by fall 2014.
6. Facilitate a capstone experience which 100% of students strongly agree or agree has contributed significantly to their knowledge of public health.
7. Facilitate a capstone experience which 100% of students will strongly agree or agree has contributed significantly to their skills as public health professionals.
8. Prepare students to apply and integrate their classroom training in a public health practice environment in which 100% of preceptors will strongly agree or agree that the student exhibited the depth and breadth of understanding of public health appropriate for an MPH-prepared professional.
9. Deliver an MPH Program from which at least 80% of alumni will strongly agree or agree that they were prepared with the skills they needed to be successful in their careers.
10. Deliver an MPH Program from which at least 80% of dual degree alumni will strongly agree or agree that they were helped to infuse the population health perspective into their careers.
11. Prepare students to be either employed or pursuing further education within six months of graduation.
12. Conduct at least one needs assessments of the professional workforce every three years.
13. Offer at least two professional workforce development opportunities every year.
14. Conduct a comprehensive biennial review of subjective and objective measures of students' achievement of Program competencies.

Goal 2: Conduct and disseminate high-quality research and scholarly activities.

1. Increase to at least 90% the proportion of primary faculty who are engaged in one or more research projects per year.
2. Achieve a mean of 7.5 scholarly publications and/or presentations per primary faculty member per year.

Goal 3: Engage communities in Maryland and beyond through service, outreach and partnerships to advance population health.

1. Provide an annual mean of 10 days per primary faculty of professional service to the disciplines and communities which we serve.
2. Fill all MPH student representative slots on governance committees.
3. Engage a minimum of 20% of students in at least one MPH-sponsored community service activity per year.
4. Develop and implement a plan for engaging the MPH Program faculty and students as leaders in campus and community interprofessional activities, by fall 2015.

Goal 4: Ensure excellence among and provide support for our faculty, staff and students.

1. Increase visibility of the program to attract a diverse, well-qualified student body by sending Program representatives to at least 1 national and 8 state/local recruitment events each year; at least 25% of events should be those designed primarily to increase the diversity of the applicant pool.
2. Enroll 25 new students per year.
3. Enroll qualified students, at least 70% of whom will have minimum entering GPAs of 3.4.
4. Enroll qualified students, at least 70% of whom will have scored at or above the 50th percentile in the GRE verbal section.
5. Enroll an interdisciplinary student body, 30-60% of whom will be concurrently enrolled in a dual degree program or will have already earned a professional degree.
6. Retain through graduation a minimum of 70% of the single degree students whom we enroll.
7. Retain through graduation a minimum of 70% of the dual degree students whom we enroll.
8. Offer annual faculty advising training with at least 70% attendance.
9. Provide faculty advising which at least 90% of graduating students will strongly agree or agree has met their needs.
10. Provide career counseling which at least 90% of graduating students will strongly agree or agree has met their needs.
11. Recruit and retain a Program staff that is representative of the racial/ethnic diversity of the state.
12. Enroll a student body that is representative of the racial/ethnic diversity of the state.

13. Enroll a student body that is representative of the geographic diversity of the state.
14. Increase the racial/ethnic diversity of the Program faculty.
15. Recruit and retain an adequately-sized primary faculty in each concentration area, with a minimum of 3 primary faculty and a maximum 10:1 student: faculty ratio.
16. Recruit and retain an adequately-sized, multidisciplinary secondary faculty, with a minimum of 20 faculty and at least 2 per dual degree program.
17. Recruit and retain a doctorally-prepared faculty with academic training in disciplines relevant to the field of public health.
18. Provide capstone field placement instruction by public health practitioners, at least 80% of whom have 5 or more years of experience in public health practice settings.
19. Maintain a program website that serves as a reliable and comprehensive source of information to current and prospective students, faculty and staff.
20. Generate tuition revenue that, in combination with the state allocation, adequately supports the mission of the Program.

Program Competencies

The MPH Program is designed to guide students to the achievement of specific competencies in public health. Competencies specify what students will be able to do upon completion of the degree program. All students are expected to achieve and be able to demonstrate the required core competencies and their concentration-specific competencies by graduation. These competencies are introduced at orientation and are available for review on our website. Individual core and concentration course syllabi will list the relevant competencies.

Following are the 60 core competencies which must be attained by all students:

1. Describe the role biostatistics serves in the discipline of public health.
2. Describe basic concepts of probability, random variables, and commonly used statistical probability distributions.
3. Distinguish among the different measurement scales or types of variables and select appropriate descriptive statistical methods for summarizing public health data.
4. Select appropriate inferential statistical methods to answer research questions relevant to public health research.
5. Conduct descriptive and inferential statistical analyses that are appropriate to different basic study designs used in public health research.
6. Summarize and interpret results of basic statistical analyses found in public health studies.
7. Interpret results of multivariable statistical analyses found in public health studies.
8. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
9. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
10. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
11. Specify current environmental risk assessment methods.
12. Develop a testable hypothesis to evaluate the adverse impact of environmental hazards.
13. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
14. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

15. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
16. Develop appropriate skills in communicating environmental health issues to target groups, both orally and in writing.
17. Identify vital statistics and other key sources of data for epidemiological purposes.
18. Describe a public health problem in terms of magnitude, person, time and place.
19. Discuss the principles and limitations of public health screening programs.
20. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
21. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
22. Apply the basic terminology and definitions of epidemiology.
23. Calculate basic epidemiology measures.
24. Communicate epidemiologic information to lay and professional audiences.
25. Differentiate among the criteria for causality.
26. Draw appropriate inferences from epidemiologic data.
27. Describe epidemiologic study designs and assess their strengths and limitations.
28. Evaluate the strengths and limitations of epidemiologic reports.
29. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S.
30. Describe the legal and ethical bases for public health and health services.
31. Explain methods of ensuring community health safety and preparedness.
32. Discuss the policy process for improving the health status of populations.
33. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
34. Apply principles of strategic planning and marketing to public health.
35. Apply quality and performance improvement concepts to address organizational performance issues.
36. Apply organizational theory and systems thinking for resolving organizational problems.
37. Apply basic principles of ethical analysis to issues of public health practice and policy.
38. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
39. Identify the causes of social and behavioral factors that affect health of individuals and populations.
40. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

41. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
42. Describe the role of social and community factors in both the onset and solution of public health problems.
43. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
44. Apply ethical principles to public health program planning, implementation and evaluation.
45. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
46. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
47. Describe the merits of social and behavioral science interventions and policies.
48. Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
49. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
50. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
51. Identify the ethical, social and legal issues implied by public health biology.
52. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
53. Apply legal and ethical principles to the use of information technology and resources in public health settings.
54. Analyze the strengths and weaknesses of published articles that address public health issues within the program concentration area.
55. Characterize the health of a population/community.
56. Develop and implement plans to address specific public health issues related to the program concentration area.
57. Integrate and apply public health knowledge to practice within the relevant program concentration area.
58. Identify ethical, social, and cultural issues related to policies, risks, research, and/or interventions in public health contexts.
59. Identify processes whereby priorities are established and decisions are made within public health organizations or agencies.
60. Communicate public health content to various target audiences clearly and effectively both orally and in writing.

Students will also attain relevant concentration-specific competencies listed below:

Community and Population Health

1. Recognize and assess the social, biological, psychological, and behavioral factors that affect the health of individuals and populations.
2. Identify and assess the individual, family, organizational, community, and societal level factors that are associated with the onset and solution of public health problems.
3. Comprehend the basic theories, concepts and models from the social and behavioral sciences that are used to address health issues at the individual, family, organizational, community, and population levels in public health research and practice.
4. Integrate and apply qualitative and quantitative mixed research methods for understanding phenomena in population health, and developing and evaluating public health assessments and interventions.
5. Develop community partnerships for the planning, implementation and evaluation of health promotion programs.
6. Employ the steps and procedures of planning social and behavioral assessments, interventions, and policies.
7. Advocate for the use of social and behavioral science approaches to address public health issues.
8. Use the basic concepts, skills, and methods involved in culturally appropriate community engagement and empowerment in diverse communities.
9. Identify key stakeholders for the planning, implementation and evaluation of health promotion programs.

Epidemiology

1. Select the most appropriate and efficient design for a specific research problem.
2. Articulate appropriate research questions and hypotheses to investigate public health problems.
3. Select measurement instruments appropriate for a research question.
4. Identify potential sources of bias, describe the direction and magnitudes of bias and its effect on measures of association, and develop strategies for reducing bias.
5. Identify variables that are potential confounders with respect to an association of interest.

6. Use statistical software packages to conduct descriptive analyses and examine bivariate associations.
7. Estimate measures of disease occurrence and of association and associated confidence intervals.
8. Use advanced statistical methods such as logistic regression, survival analysis, and proportional hazards models.
9. Draw appropriate inferences based on results of analysis.
10. Be prepared to participate in the implementation and management of a clinical trial.

Global Health

1. Explain the impact of globalization on disease, economic development, extreme poverty and hunger.
2. Examine the impact of gender inequality, and the disparities in health, education and nutrition on health outcomes.
3. Describe the epidemiology and point out the impact of maternal and child health and mortality on public health.
4. Evaluate approaches to social and behavioral change in the context of global health programs.
5. Describe the epidemiology, ecology, and control of infectious and non-communicable diseases.
6. Analyze the importance of environmental resources and sustainability in promoting health and economic well-being.
7. Identify, define and describe human rights principles and international public health ethics.
8. Outline the global burden of disease, and compare the roles of major organizations, governments and communities in disease management and global development.
9. Generate a plan to conduct international health work in resource-poor settings or within global initiatives.
10. Use the basic concepts, skills, and methods involved in culturally appropriate community engagement and empowerment in diverse communities.
11. Apply public health skills and principles of research methods and analysis to health problems in the developing world.

Program Admission

The University of Maryland, Baltimore does not discriminate in its admissions, education services or supporting services, because of race, religion, age, national origin, sex, sexual orientation, or disability.

Admission Requirements

Detailed admissions requirements are available on our Program website at <http://medschool.umaryland.edu/epidemiology/mph/prospective.asp>.

Admission Status

Students admitted to the Master of Public Health Program as degree seeking students will fall under two of the categories listed below.

- Regular Admission or Provisional Admission. Regularly admitted students are those who meet all of our admissions requirements. In rare cases, we offer provisional admission to those students who have strong credentials but have not provided evidence of excellence in all areas. Provisionally admitted students will be required to meet certain conditions that will be specified in their offer letters. Provisionally admitted students who fail to meet the conditions of their admission will be dismissed.
- Single Degree or Dual Degree. Single-degree students are those UMB students who are enrolled in only one program (the MPH program) on this campus. Students who are applying to or already enrolled in one of six professional degree programs on the UMB campus are eligible to apply to the MPH program as dual degree students. The dual degree programs include the DDS/MPH, JD/MPH, MSW/MPH, MS (Nursing)/MPH, MD/MPH and PharmD/MPH. Offers of admission to dual degree applicants are made contingent upon enrollment and good academic standing within their home programs.

Non-Degree Student Status

Students who would like to enroll in MPH courses to advance their public health knowledge for personal or professional enrichment, but who do not necessarily want to be admitted to the MPH degree program are eligible to apply for non-degree student status. International applicants are not eligible for a student visa to enroll in the non-degree status.

Non-degree students may enroll in a maximum of six credits. Exceptions to this limit may be granted in extenuating circumstances. Requests for exceptions must be submitted no later than one month before the beginning of the relevant term. Non-degree

admission status is valid for two years. Students who wish to take courses more than two years after the original admission date must re-apply. To maintain this admission status, students must earn a 3.0 grade point average and abide by UMB rules, regulations and policies related to academic and student conduct.

Students in this status are not eligible for financial aid. Other services, such as parking and library privileges, are the same as those available to degree-seeking students.

Non-degree students who later apply and are accepted to the MPH degree program may request that coursework already completed be applied toward their degree requirements. The Program will consider accepting a maximum of six credits if grades of B or better were earned, subject to the applicable time limit policies.

International Student Admissions

International students who receive an offer of admission from the MPH Program are required to contact the UMB Office of International Services to coordinate materials, forms and documentation. Details are available at <http://www.umaryland.edu/ois>.

Change in Concentration

Students are admitted to the MPH Program in a specific concentration. Students who wish to change their concentration any time after they have been admitted are required to write a new Statement of Purpose and Objectives indicating why they are requesting the change and how the new concentration fits with their career goals. That Statement should be submitted no later than one month before the beginning of the academic term in which the student wishes the change to go into effect. If approved, the change will be effective with the next academic term; changes will never be retroactive.

Program Enrollment

Continuous Enrollment

Students must be approved for admission to be eligible for enrollment; only those who have been approved to enroll may register and attend classes. Once admitted to the Program, degree-seeking students are required to be registered every fall and spring semester through graduation. Students who are unable to do so must request a leave of absence.

Students who do not enroll for two consecutive terms (exclusive of summer term) and are not on an official leave of absence will be administratively withdrawn from the MPH Program. This policy does not apply to dual degree students who are enrolled in their home school when they are not enrolled in MPH courses.

Leave of Absence

Students who wish to continue in the degree program but choose not to register in a particular academic term are required to take a leave of absence.

- This request must be made in writing using the Leave of Absence Form. Students should submit the Form for review by the faculty advisor.
- A leave of absence will not be granted for more than one year at a time.
- Retroactive leaves of absence are not permitted.
- A leave of absence does not extend the maximum time permitted for completion of degree requirements.
- Prior to returning from a leave of absence, students should notify the MPH Office of Student Affairs. This notification must be received no later than one month prior to the beginning of the academic term in which the student plans to return. Students who do not return from an official leave of absence are subject to administrative withdrawal.

Withdrawal from the Program

Students who wish to withdraw from the MPH Program must submit a Withdrawal from Program form. Students who officially withdraw before the beginning of the academic term will have no record of that term on their transcripts. Students who officially withdraw after the semester begins will receive the appropriate grades and tuition refunds depending on the date the withdrawal form is postmarked or received (whichever comes first). Students who withdraw during a semester and do not submit the required form will receive grades of F in all courses and will forfeit the right to any refund that they would otherwise receive.

Program Reinstatement

Students who have not enrolled for a period of one term and who were not on an official leave of absence must request reinstatement into the MPH Program in order to register for classes. The written reinstatement request must be received no later than one month prior to the beginning of the academic term in which the student plans to return. The request for reinstatement will be reviewed and students will be notified of the decision in writing.

Program Readmission

Students who request withdrawal or are administratively withdrawn from the MPH Program are no longer permitted to enroll in MPH courses. Students who wish to return to the Program after withdrawal must request readmission by submitting a new application and application fee. If readmitted, students will be governed by the Program requirements and policies that are in effect at the time of readmission. During the readmission review, the Program will make a determination about the relevancy and applicability of prior courses toward the degree.

Time Limits

All requirements for the completion of the MPH degree must be completed within five consecutive calendar years. This time limit applies to all students, whether they are full- or part-time and/or single- or dual degree status. The time limit is inclusive of periods of official or unofficial leaves of absence.

Registration Guidelines

Academic Calendar

Registration dates and other UMB academic calendar information are available from the University of Maryland Office of the Registrar on their website available at: http://www.umaryland.edu/orr/registration_information/

Course Registration

Single-degree MPH and non-degree students must register for courses by submitting a paper registration form. Dual degree students may register online through SURFS. All students must receive permission for their course enrollment from their MPH faculty advisor.

Schedule Adjustment Procedures

Students who wish to add or drop courses after their initial semester registration must complete and submit an Add/Drop form. That form must be approved by the MPH faculty advisor.

Day 1 – Day 21 in Fall/Spring Term (Day 1 – Day 11 in Summer Term): Students who drop a course(s) during this period will have no notation on the official transcript.

Day 22 – Day 56 in Fall/Spring Term (Day 12 – Day 18 in Summer Term): Students who withdraw from a course(s) during this period will have a “W” recorded on the official transcript. The “W” grade will not be included in the student GPA.

Day 57 – end of Fall/Spring Term (Day 19 – end of Summer term): Students who withdraw from a course(s) will have a “WP” or “WF” recorded on the official transcript. “WP” will be recorded if they are passing the course at the time of withdrawal and “WF” will be recorded if they are failing the course at the time of withdrawal. Neither “WP” nor “WF” will be included in the student GPA. However, “WF” grades will be treated as course failures when determinations of academic progress are made.

Refund Schedule

Refunds for dropped courses will be issued in accordance with the refund schedule (see www.umaryland.edu/orr/registration_information/refund_policies.html).

Students who are receiving financial aid or who are registered as international students are responsible for assuring that they comply with their enrollment requirements. For details, students should contact the relevant UMB offices: Office of International Services (<http://www.umaryland.edu/ois>) or Student Financial Assistance and Education Office (<http://www.umaryland.edu/fin>).

Transfer of Credit

Students who wish to receive transfer credit for a course taken at another institution must apply for transfer credit. When a request for transfer of credit from other institutions is approved, the credits—but not the grades—will be transferred. Therefore, grades from transferred courses will not be included in the cumulative grade point average.

Consideration of transfer of credit will be reviewed according to the following criteria:

- Courses must have been taken at a regionally accredited institution within the time limit for completing the MPH degree.
- No more than six credits of graduate coursework, with a grade of B or better, may be considered for transfer.
- Students must complete and submit a Transfer of Credit form along with an official transcript and syllabus for each course for which they are seeking credit.
- Credit cannot be transferred for courses that were used to fulfill requirements for any other degree, correspondence courses or “credit by examination” courses taken at other universities.
- Students who have already matriculated in the MPH Program and wish to take a class(es) at another university must seek approval, using the Transfer of Credit form, before enrolling in the class(es).
- Students may not receive transfer credit for PH 789: Capstone Experience.

Course Waivers

Students who have taken coursework elsewhere that replicates material in a given required course may request a course waiver. A maximum of six credit hours may be waived for the MPH Program. Only core or concentration courses may be waived. The student must request the course waiver by completing the Course Waiver Form and submitting it to the Course Master who will assess the student’s knowledge of the material and make a recommendation to the Program Director. Course waivers do not reduce the number of credits required for the MPH degree. If waivers are approved, students must work with their MPH faculty advisors to identify additional courses to achieve the minimum of 42 credits.

Student Services

UMB Campus Resources

UMB's new Southern Management Corporation (SMC), located at 621 W. Lombard St., is the University's "town square," fostering development and student learning, encouraging health and wellness, housing, student organizations and services, as well as food and dining venues. Additionally, the Office of Student Development and Leadership is committed to offering educational program, cultural and social activities, as well as providing leadership opportunities that enable graduate and professional students to continue their development as holistic, knowledgeable and sensitive professionals. More information is available on their website at <http://www.umaryland.edu/student>.

For more detailed information about such issues as parking, security, support resources, campus health and other matters that involve the entire campus community, students should consult the University Answer Book which is online at http://www.umaryland.edu/studentleadership/answer_book/.

Identification Badges

All students are required to carry the UMB One Card, the official form of identification for the campus, which provides access to buildings and services. More information about the One Card is available at <http://www.umb-one.umaryland.edu>

Disability Services

The University of Maryland is committed to providing equal access and opportunities for qualified students with disabilities. Individuals who are offered admission and who need accommodation under the Americans with Disabilities Act should contact the Office of Educational Support and Disability Services (ESDS). Full details are available on the Web at <http://www.umaryland.edu/disabilityservices/>, by telephone at (410) 706-5889, or in person at 621 W. Lombard St., Room 329, Baltimore, MD 21201. Students may also use the Maryland Relay Service 711 in Maryland or 800-735-2258 elsewhere.

CITS

The Center for Information Technology Services (CITS) is the central information technology organization for the University. The IT Help Desk, an office within CITS, provides technology support for students. They can be reached via the Web at <http://www.umaryland.edu/helpdesk>.

SURFS

SURFS (Student User Friendly System) is a Web-based information utility that allows students to perform functions such as:

- accessing enrollment records, including courses, grades and grade point average
- registering for classes (for students in selected UMB programs)
- requesting transcripts
- submitting name, address, telephone number and e-mail address changes
- completing the diploma application
- submitting enrollment verification and degree certification requests

To activate and access an account, students must go to the SURFS Web site at <http://simsweb.umaryland.edu/>. To login, students need a UMID and PIN. The UMID is the Social Security number or the nine digit UMB ID number. The initial value of the PIN is a student's date of birth, using the mmddyy format. SURFS accounts are managed by the Office of Records and Registration. Questions about SURFS should be directed to them at (410) 706-7480.

Office of the Registrar

The Office of the Registrar produces transcripts and degree/enrollment verifications for students and alumni, administers the residency policy, oversees campus-wide registration and grading, produces and distributes diplomas. This Office can be accessed at <http://www.umaryland.edu/orr>.

Access to MPH Student Forms

Most forms students will need during the course of the MPH Program are available through one or more of the following sources:

- MPH Program Web site at <http://medschool.umaryland.edu/epidemiology/mph/>
- MPH Office of Student Affairs, Howard Hall, Suite 135

Communication between Program and Students

Electronic mail (e-mail) is the official medium by which MPH Program faculty and staff communicate with students. MPH students are assigned a UMB e-mail account when they matriculate. Students are responsible for checking their e-mail account regularly to receive departmental information and respond promptly.

MPH Office of Student Affairs

The Office of Students Affairs is staffed by Ms. Pamela DeMartino (Director), Ms. Teena Maultsby (Assistant Director of Records and Registration) and Ms. Kassy Santoni (Academic Program Specialist). This Office strives to provide high-quality, individualized services to all students by:

- providing proactive, personalized services and making referrals that enhance the students' academic experience in the MPH Program,
- maintaining accurate records
- ensuring confidentiality of student records and issues
- delivering timely, efficient and courteous service
- supporting individual goals of students while remaining fair and consistent in implementing policies and procedures

The Office is located in Howard Hall, Suite 135 and services are provided in person, on the telephone, or via email.

Academic Standards and Policies

Academic Expectations

The MPH Program expects students to meet the highest standards of academic integrity. The success of the entire academic enterprise depends on their doing so. Cheating, plagiarism, fabrication, falsification or abetting the academic dishonesty of another may result in sanctions including academic dismissal. The University policies governing academic integrity are available through the Student Answer Book.

Faculty Advising

All students are assigned a faculty advisor at matriculation to help guide their progress toward achieving their degree and for providing guidance in career planning. Students are required to seek the guidance and approval of their faculty advisors in developing their Individual Study Plan during the first semester. Students admitted to the dual degree MPH Program will have advisors in both the “home school” and the MPH Program. Both advisors must approve the Individual Study Plan. Students are responsible for scheduling regular meetings with their advisors to assess progress and address any questions or concerns. Students are responsible for their progress in the program and for being in compliance with the program policies, procedures and all other graduation requirements.

Individual Study Plan

Students are required to complete an Individual Study Plan in the first semester of enrollment in the MPH Program. Faculty advisors work with MPH students to develop and approve Individual Study Plans that reflect the students’ career interests and fulfill the requirements for the MPH Program. Should students wish to change the Individual Study Plan, they must complete a Change in Study Plan form and seek advising and approval from their faculty advisor. Courses taken that are not approved by the faculty advisor (or, in the case of dual degree students, by both advisors) may not qualify for the MPH degree.

Course Grades

The available letter grades and corresponding quality points used for grade point average calculations are as follows:

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

No Mark: If no grade is issued, students automatically receive a No Mark (NM) on their transcript at the end of the academic term. The NM remains on the record until a final letter grade is submitted. Students are responsible for consulting with their course faculty to reconcile the NM grade.

Incomplete: An Incomplete grade is used for students who are passing a course, but are unable to complete a small part of the course, such as the final exam or report, because of extenuating circumstances. Students must complete coursework and faculty must assign a permanent letter grade within one year from the time the grade of I was issued. Incomplete grades not resolved within the designated time period will be converted to the grade of F. Students are ultimately responsible for completing coursework within the one-year period.

Repeating Courses

MPH students must earn grades of B or better in each core or concentration course. Students who earn less than a B in a core or concentration course may be granted permission to repeat the course by the MPH Admission and Progression Committee. Students will not be permitted to enroll in a given course more than twice. Furthermore, students will only be permitted to repeat two core/concentration courses in the Program. If a student repeats a course, both grades are recorded on the transcript. The second grade, whether higher or lower, replaces the original grade in the calculation of the cumulative GPA.

Satisfactory Academic Progress

In order to remain enrolled, the MPH Program requires all students to maintain satisfactory academic progress which is defined as follows:

- Minimum cumulative grade point average of 3.0
- Grades of B or better in each core and concentration course
- Continuous enrollment
- Adherence to Program time limit
- Compliance with all Program and University policies

The MPH Admission and Progression Committee reviews the academic progress of students at the end of each academic term.

Midterm Alert

Students who are at risk of earning a grade of less than B in an MPH core or concentration course will receive a midterm alert form from the course instructor. That form will also be sent to the Office of Student Affairs and the faculty advisor. Students who receive alert forms are expected to meet with the instructor and the faculty advisor to discuss their status in the course.

Academic Probation/Dismissal

Students who are not making satisfactory academic progress will be placed on Academic Probation, with a permanent notation on the transcript. Students who remain on Academic Probation for more than two academic terms are subject to dismissal from the Program. Students may also be dismissed for violations of the SOM Code of Conduct or other SOM, UMB and USM policies.

Appeals Process

The appeals process regarding grades and academic dismissal is available through the School of Medicine's Web site at <http://medschool.umaryland.edu>.

Graduation

Students are responsible for completing and submitting all forms required for graduation by the stated deadlines. Dual degree students must complete all requirements for each Program in which they are enrolled and submit a separate diploma application for each degree. At program completion, students will also be asked to complete the MPH Program Exit Survey and the Evaluation of Public Health Competencies. These two documents are important components of the ongoing assessment of the MPH Program.

The University issues diplomas at the end of each academic term. However, there is only one commencement celebration each year (in May). Students who have applied for graduation but are not certified in that term must reapply in the subsequent term (or the one in which they intend to graduate). Students will not be charged another diploma fee, but they must register for at least one credit in the term in which they graduate.

Master of Public Health Curriculum

The MPH Program includes four components:

- Core Coursework—Training in the five foundational areas of public health (Epidemiology, Biostatistics, Social and Behavioral Sciences, Environmental Health and Health Policy and Management) and Public Health Ethics.
- Concentration Coursework—Advanced training in one of three areas:
 - Community and Population Health which prepares students to apply the conceptual and methodological approaches of the social and behavioral sciences to public health practice and research.
 - Epidemiology which is designed for students who desire quantitative research skills in epidemiologic study design and data analysis.
 - Global Health which prepares students to address the unique challenges of careers in the global health arena.
- Elective Coursework—With faculty guidance, students select from a variety of elective courses in areas relevant to public health. Approved elective courses are available in several of the schools across campus.
- Capstone—The required MPH field and culminating experiences are combined into a capstone which includes the development of a capstone proposal, a 240-hour placement in a public health agency, a final written report, an oral defense of the project and the creation of a capstone portfolio.

Students are required to complete a minimum of 42 credits to earn the MPH degree. Courses taken for Audit may not be applied toward the 42 credit minimum.

Core Courses

Principles of Epidemiology	PH 600 ¹	3 cr	Fall, Summer
Biostatistical Methods	PH 621 ²	3 cr	Fall
Environmental and Occupational Health	PH 668	3 cr	Fall
Health Services Policy, Management and Finance	PH 648	3 cr	Fall, Summer
Social and Behavioral Foundations of Public Health	PH 610	3 cr	Fall
Ethical Issues in Public Health	PH 623	2 cr	Spring

¹ MS Nursing/MPH students in the CPH or GH concentrations may substitute NURS 671: Epidemiological Assessment Strategies for PH 600. PharmD/MPH students in the CPH or GH concentrations may substitute PHAR 547: Epidemiology and Medical Evidence for PH 600.

² All students in the EPI concentration substitute PH 620: Principles of Biostatistics for PH 621.

Concentration Courses

Community and Population Health (9 credits)

Health Survey Research Methods	PREV 758	3 cr	Fall (prereq/coreq PH 621)
Program Planning and Evaluation in Community/Public Health	NURS 732	3 cr	Spring (prereq PH 610)
Community Based Participatory Research: Theories & Methods	PREV 625	3 cr	Spring (prereq PH 610)

Epidemiology (10 credits)

Introduction to SAS	PREV 619	1 cr	Fall (coreq PH 620)
Clinical Trials/Experimental Epidemiology	PREV 803	3 cr	Spring (prereq PH 600, 620)
Observational Studies in	PREV 659	3 cr	Spring (prereq PH600)

Epidemiology			
Statistical Methods in Epidemiology	PREV 720	3 cr	Spring (<i>prereq PH 600, 620</i>)

Global Health (9 credits)

Critical Issues in Global Health	PREV 664	3 cr	Spring
Infectious Disease Epidemiology: A Global Perspective	PREV 749	3 cr	Fall
Program Planning and Evaluation in Community/Public Health*	NURS 732	3 cr	Spring (<i>prereq PH 610</i>)
Community Based Participatory Research: Theories & Methods*	PREV 625	3 cr	Spring (<i>prereq PH 610</i>)

*Students in the GH concentration take NURS 732 or PREV 625.

Elective Courses

Following is the list of approved MPH elective courses. Students who wish to enroll in an elective course that is public health-related but is not on this list may request to do so with permission of their MPH faculty advisor and the Curriculum Committee.

PREV 702	Advanced Quantitative Methods
PHSR/PREV 722	Advanced Topics: Veterinary Pharmacoepidemiology
TOXI 601	Advanced Toxicology I
PREV 601	Applied Epidemiology
PSYC 656	Applied Social Psychology (UMBC)
PREV 710	Cancer Epidemiology
PREV 716	Chronic Disease Epidemiology
SWOA 704	Community Organization
SOWK 720	Comparative Social Policy
PHSR 522	Context of Health Care
PREV 645	Critical Issues in Health Care
EHS 632	Disaster Health Services (UMBC)
PREV 611	Disease Modeling in Epidemiology
GERO 472	Economics of Aging
NURS 730	Environmental Health
PREV/GERO 681	Epidemiology of Aging

ETHC 638	Ethical issues in International Research
TOXI 611	Exposure, Risk and Public Health
PREV 711	Genetic Epidemiology
LAW 564	Health and International Human Rights Seminar
SOWK 713	Health Care and Social Policy
POLI 640-1	Health Law (UMBC)
LAW 586	Health Law Seminar: Food and Drug Law
PREV 789	Independent Study
PREV 715	Injury Epidemiology & Prevention
NURS 750	Interdisciplinary Seminar in Environmental Health
PREV 629	Introduction to Ethical Theory
PHSR 620	Introduction to Health Behavior Theory
PREV 709	Introduction to Health Services Research Methods
GERO/SOCY 672	Issues in Aging Policy
PREV 801	Longitudinal Data Analysis
PUBL 613	Managing Public Organizations (UMBC)
PHMY 502	Medication Safety in Health Care
PREV 780	Molecular Epidemiology
PREV 631	Molecular Epidemiology of Infectious Diseases
SOWK 764	Multicultural Practice in Organizations and Communities
SOWK 765	Nature of Health and Illness
PREV 613	Nutritional Epidemiology
PREV 705	Pharmacoepidemiology
PHSR 610	Pharmacy, Drugs, and the Health Care System
NURS 761	Populations at Risk in Community/Public Health
PHSR 670/PREV 650	Principles of Health Education and Health Promotion
SOWK 783	Qualitative Ethnocultural Research
SOCY 619	Qualitative Methods in Social Research (UMBC)
SOWK 826	Qualitative Research Methods in Social Work
PREV 721	Regression Analysis
PREV 706	Research Informatics: Data Management in Research
PHSR 701	Research Methods I
PREV 665	Responsible Conduct in International Research
NURS 697	Seminar in Health Policy
PH 699	Service Learning in Public Health
NURS 769	Society, Health and Social Justice
GERO 700	Sociocultural Gerontology
SOCY 658	Sociology of Mental Health and Illness (UMBC)
PREV 723	Survival Analysis
PUBL 603	Theory and Practice of Policy Analysis (UMBC)
TOXI 618	Toxicology Seminar
PREV 627	Vaccinology

Dual Degree Requirements

The MPH articulates with six programs to offer dual degrees: DDS/MPH, JD/MPH, MD/MPH, MS (Nursing/MPH), PharmD/MPH and MSW/MPH.

Dual degree students must fulfill all of the respective degree requirements to receive both degrees. Students will need to work closely with their advisors in both the home school and the MPH Program to ensure that all degree requirements are met.

The MPH Program will allow students to apply up to six credits from their primary degree program in their “home” schools toward the MPH degree elective credit requirement. The list of courses that may be shared is available from the MPH advisors. The programs in the home schools will determine how many MPH credits will be accepted toward their degrees.

Course Descriptions

Core Courses

PH 600 Principles of Epidemiology: This introductory course presents a comprehensive overview of the concepts and methods of modern epidemiology. A major emphasis is placed on understanding the strengths and limitations of the various epidemiologic study designs. Bias, confounding, effect modification, and causal inference are covered in detail and the students are given the opportunity to apply these concepts in critiques of the published epidemiologic literature. Learning approaches include lectures, readings, discussions, in-class exercises and workshops. (3 credits). Course Masters: Mona Baumgarten, PhD and Nancy Elish, DrPH

PH 610 Social and Behavioral Foundations of Public Health: This course will examine the complex set of factors that are associated with the health and disease of diverse populations, including the individual, organizational, community, and population. To encourage an appreciation of the wealth of conceptual and methodological approaches and disciplines which inform public health practice and research, course content will highlight the social and behavioral sciences, public health communication and information sciences. We will go beyond the individual risk factor approach to health and disease, applying multi-disciplinary models and social epidemiology to elucidate the economic, sociocultural, political, and behavioral context and processes underlying health care access and health outcomes. A primary goal is to better understand how, where and why inequalities contribute to health disparities, and facilitate an appreciation of the health management processes which may reduce inequities in health. (3 credits). Course Masters: Wendy Lane, MD, MPH and Jessica Brown, PhD

PH 620 Principles of Biostatistics: This is an introductory course in statistics with coverage of elementary probability and statistical theory, and common statistical procedures used in the biomedical and health sciences. Topics include: elementary probability; random variables; binomial and Poisson distributions; sampling distributions; estimation and significance testing; power analysis; elementary study design; numerical and visual summary; inference for means, proportions, risk ratios and odds ratios; two-group comparisons; two-way tables; Wilcoxon Rank-Sum, McNemar's, and Fisher's Exact tests; correlation and simple linear regression. *Prerequisite: One-year course in Calculus is strongly recommended.* (3 credits). Course Master: Clayton Brown, PhD

PH 621 Biostatistical Methods: This course is designed to introduce the students to a broad range of methods commonly used in biomedical and public health research, and

to provide some hands-on data analysis experience. Topics to be covered include the role of statistics in science, properties of distributions, exploratory data analysis, inference about means, proportions and survival distributions, and introduction to multivariable methods. (3 credits). Course Master: Olga Goloubeva, PhD

PH 623 Ethical Issues in Public Health: The goal of this course is to provide students with both content and skills in the field of the ethics of public health and the concept of health and human rights. This course begins with an introduction to the field of public health and the underlying ethical framework that governs its existence and importance for society. The course next builds upon the theory linking health and human rights together in order to examine in depth the impact of health policies and programs on human rights; the impact of human rights violations on health and the synergistic relationship that flows between the two fields. Flowing from this synergy will be an exploration of power, health disparities, and health inequities and the possible solutions that can bridge the gap between such inequities. In essence, through a uniquely public health approach, this course will examine a spectrum of issues related to health and human rights including health as a human right, measurement and justifiability of the right to health, vulnerable populations and implications for public health practice. Case studies in each of these topics will be utilized throughout the course to support critical inquiry into the burgeoning field of health and human rights. (2 credits). Course Master: Henry Silverman, MD, MA

PH 648 Health Services Policy, Management and Finance: Lectures, seminars, readings, and small group discussions are designed to convey an understanding of health care systems, their structure, function, and effectiveness. Topics include: principles of management; municipal, state, national, and foreign organizational systems; HMOs; health care costs; cost containment and quality; regulations; planning and evaluation; health manpower, and applied problem solving. (3 credits). Course Master: Charlene Quinn, PhD

PH 668 Environmental and Occupational Health: The class addresses the different components of the environment, the potential hazardous exposures and their implications, and the best practices to prevent and control them. Environmental exposures play a significant role in disease causation, particularly as risk factors for cancer, asthma, and other chronic diseases; and exposures in the occupational settings are an important part of environmental exposures. It is a three-credit hour course, taught once per week, over one semester. It consists of didactic lectures, in class discussions, student presentations, and visits to environmental and occupational sites. (3 credits). Course Master: Sania Amr, MD

Community and Population Health Concentration Courses

PREV 625 Community Based Participatory Research: Theories & Methods: This course will provide a comprehensive understanding of the ways in which social scientists, health professionals, and community members can collaborate to address public health problems through research that leads to improvements in health and quality of life, and organizational or community change. Students and faculty from multiple scholarly disciplines will examine the approaches to community-based participatory research that go beyond the domain of any one discipline. Students will receive training in the skills and knowledge needed to apply mixed methods (qualitative and quantitative) approaches in designing, implementing, and evaluating public health programs and community-based participatory research. Attention will be given to the scholarly debates and practical/logistical issues in conducting community-based participatory research. Ethical principles of social justice will be applied to public health program planning and evaluation which uses community-based participatory methodology. *Prerequisite: PH 610 (3 credits).* Course Master: Bruce DeForge, PhD

NURS 732 Program Planning and Evaluation in Public Health: Focus is on the systematic inquiry of the foundations of advanced practice in community/public health program planning and evaluation. Emphasis is on the assessment, planning and evaluation of population/community focused health promotion/disease prevention programs and projects. *Prerequisite: PH 610 (3 credits).* Course Master: Susan Wozenski, JD, MPH

PREV 758 Health Survey Research Methods: This course leads students through the steps in survey research from developing a survey questionnaire, to administering it and analyzing the data. The final results of the survey are presented in a paper. *Prerequisites: PH 620/621 or consent of instructor. (3 credits).* Course Master: Jessica Brown, PhD

Epidemiology Concentration Courses

PREV 619 Introduction to SAS: This course provides the necessary concepts of SAS software and examples of using SAS for data management, descriptive data analysis and regression analysis. There is one hour of lecture and two hours of lab work per week for eight weeks in total. Hands-on experience in weekly workshops is gained by conducting analyses of existing data designed to answer research questions in lab sessions. *Corequisite: PH 620* (1 credit). Course Master: Min Zhan, PhD

PREV 659 Observational Studies in Epidemiology: This course provides an in-depth examination of study designs, including case-control and cohort studies. Special emphasis will be placed on possible biases that can occur in epidemiologic research. Some special topics will also be addressed in detail, including screening, misclassification, and questionnaire construction. *Prerequisite: PH 600*. (3 credits). Course Masters: Laura Hungerford, PhD and Anthony Harris, MD, MPH

PREV 720 Statistical Methods in Epidemiology: provides instruction on the specific statistical techniques used in the analysis of epidemiological data. Topics include: treatment of stratified and matched data, detection of interaction, conditional and unconditional logistic regression, survival analysis, and proportional hazards models. *Prerequisites: PH 600 and PH 620*. (3 credits). Course Master: Michelle Shardell, PhD

PREV 803 Clinical Trials and Experimental Epidemiology: This course presents a rigorous overview of the experimental method as applied in therapeutic evaluations. A variety of experimental methods and their clinical applications are studied in detail. Guest speakers of unique expertise and experience in clinical trials also are drawn upon. *Prerequisites: PH 600 and PH 620*. (3 credits). Course Master: Michael Terrin, MD, CM, MPH

Global Health Concentration Courses

PREV 625 Community Based Participatory Research: Theories & Methods: This course will provide a comprehensive understanding of the ways in which social scientists, health professionals, and community members can collaborate to address public health problems through research that leads to improvements in health and quality of life, and organizational or community change. Students and faculty from multiple scholarly disciplines will examine the approaches to community-based participatory research that go beyond the domain of any one discipline. Students will receive training in the skills and knowledge needed to apply mixed methods (qualitative and quantitative) approaches in designing, implementing, and evaluating public health programs and

community-based participatory research. Attention will be given to the scholarly debates and practical/logistical issues in conducting community-based participatory research. Ethical principles of social justice will be applied to public health program planning and evaluation which uses community-based participatory methodology. *Prerequisite: PH 610 (3 credits).* Course Master: Bruce DeForge, PhD

PREV 664 Critical Issues in Global Health: A series of seminars, lectures and reading assignments designed to give students an overview of the global health problems facing the world today and equip them with tools to navigate the world of international health. The course focuses on teaching students about the global burden of disease and pattern of disease variations between and within countries. It addresses cross cutting issues such as poverty, environmental degradation and the impact of globalization on health. Topics include maternal and child health, gender and violence, nutrition, water and sanitation. (3 credits). Course Master: Jeffrey Johnson, PhD

NURS 732 Program Planning and Evaluation in Public Health: Focus is on the systematic inquiry of the foundations of advanced practice in community/public health program planning and evaluation. Emphasis is on the assessment, planning and evaluation of population/community focused health promotion/disease prevention programs and projects. *Prerequisite: PH 610 (3 credits).* Course Master: Susan Wozenski, JD, MPH

PREV 749 Infectious Disease Epidemiology: A Global Perspective: This course is taught through lectures, discussions of case examples, including outbreak investigations, and assigned readings. Following an introduction to basic principles of infectious disease epidemiology, the topics will be covered according to mechanisms of transmission: contact and air-, vehicle- and vector- borne. There will be sessions on nosocomial infections and hospital infection control and vaccines to prevent infectious diseases along with discussions of problems based upon outbreak investigations. The students will prepare a presentation and a report on an infectious disease and take a short written exam and progressive review of an unknown infectious disease outbreak. The students are encouraged to attend other conferences and seminars with infectious disease epidemiology topics during the semester. *Prerequisite: A basic knowledge of medical microbiology.* (3 credits). Course Master: Samer El-Kamary, MD, MPH

Capstone Experience

The capstone is designed to be a supervised public health learning experience and a demonstration of the substantive application of the knowledge and skills that have been acquired in the core and concentration courses taken as part of the MPH Program. The capstone functions as both the practice experience and the culminating experience for the program.

Components of the Capstone Experience

The capstone includes the following four components that allow for students to develop and demonstrate their public health core and concentration competencies:

1. Development of a capstone proposal.
2. Completion of a 240-hour supervised field placement at a public health agency.
3. Oral defense of the capstone.
4. Preparation of a capstone portfolio.

Planning for the Capstone Experience

Students should begin the process of planning the capstone experience as early as possible, but no later than the beginning of the term prior to the one in which they will begin the field placement. The length of time needed for the planning process varies widely. The timeline will depend on a myriad of factors, such as whether the project is based outside of the US, requires funding and/or needs IRB review, whether the field agency has a lengthy clearance process, etc.

The first step in the process is to attend a Capstone Advising Session. Students may attend these at any time after admission to the Program. The sessions are held once a month, at varying days and times, to accommodate as many schedules as possible. During the Advising Session, students will review all of the capstone policies and procedures and have the opportunity to ask any questions they may have. After completion of the session, students will be assigned to a capstone director who will guide them through the remainder of the process.

Students should then meet with faculty advisor(s) and their assigned capstone director to discuss potential capstone ideas, vis a vis career goals, areas of interest, existing skills, skills to be developed/honed, etc. Then they are ready to identify a suitable capstone field placement agency, site preceptor and project.

Duration of the Capstone Experience

As with the planning for the capstone experience, the length of time it takes to complete the entire capstone experience varies widely. Students should anticipate that it will take several months to plan the capstone, write and revise the capstone proposal, complete the field placement and write and revise the final capstone report in preparation for assembling the portfolio.

The actual capstone field placement requires a minimum of 240 contact hours, exclusive of the time devoted to preparation of the capstone proposal, preparation for and delivery of the final oral defense presentation at UMB and preparation of the capstone portfolio. Based on a number of factors such as the needs of the student, the preceptor and the project and/or the agency's operating hours, those 240 hours may be completed in a six-week block or spread over a longer period of time. The student and the preceptor will work together during the capstone planning phase to determine the timeline for the capstone. At the completion of the capstone placement, the site preceptor will be asked to certify the student's completion of the capstone hours.

Identification and Approval of a Capstone Field Placement Site

The MPH capstone field placement may take place in any of a wide variety of agencies that conduct public health activities, such as city, county or state health departments; federal agencies; nonprofit organizations; or programs in one of the schools at UMB or other universities. A student who wishes to do a capstone at his/her place of employment and/or a site in which a previous field training placement was completed may be permitted to do so provided the MPH capstone experience is separate and distinct from those other activities. Details are provided in the section entitled *Capstone Project at Work Site or Previous Field Placement Site*.

Students are free to select any public health agency that meets their interests and career goals and will work with the capstone director to seek approval of the proposed placement site. The MPH capstone director maintains a list of agencies that have indicated an interest in hosting our students and/or have served as placement sites for previous MPH students. All such sites will have a designated site liaison and/or site preceptor(s) who will be familiar with the UMB MPH Program. While selecting a site from that list may potentially enable the student to move more quickly through the planning process, there is no guarantee that that will be the case. Furthermore, students are not restricted to selection of sites from that list.

In rare situations, certain agencies may provide stipends to program "interns." However, in general, students should neither expect to receive payment nor pay for their capstone

placements. Capstone sites are expected to provide students with resources necessary for their work at the agency. The resource requirements may vary considerably by agency and project. However, those resources may include work space, computers, office supplies, parking spots, facility identification badges, etc. The University recognizes that, in certain cases, agency resource availability may be limited. The capstone director will strive to work with the agency and the student to devise plans to accommodate them wherever possible.

Capstone Project at Work Site or Previous Field Placement Site

Students may wish to undertake a capstone project within their current or previous work site or an agency in which they have completed a previous field placement. While this is not necessarily encouraged, such a placement is permissible as long as it addresses a problem that is pertinent to the public health educational goals of the student as previously formulated with her/his advisor(s). The capstone project must have a specific scope of work that extends beyond the scope of, or is something other than, the student's duties related to the job and/or the other field training activity. In making this determination, the capstone director will look for indicators such as: substantively different responsibilities, a field placement in a different administrative unit and supervision by a different agency staff member. Students will also be required to specifically document in the proposal how this experience differs from previous placements or jobs at the agency.

Identification and Approval of a Site Preceptor

After receiving the capstone director's approval for the field placement agency, a student will nominate a site preceptor to mentor him/her during the project. The site preceptor must be willing and able to mentor students and must have a combination of education and/or experience that qualifies him/her as a public health professional. The site preceptor must submit a CV and a signed site preceptor agreement to the capstone director who is responsible for reviewing and approving the nominee. In situations where it is necessary, students may be approved to have more than one, but no more than two preceptors.

Identification and Approval of a Capstone Project

After obtaining the capstone director's approval of the field placement agency and the site preceptor, the student works with the site preceptor to design a capstone project. The capstone is designed to be an individualized learning experience, so projects differ according to the needs of the student. However, all capstones must:

1. Be consistent with the mission and values of the MPH Program.
2. Center around a specific project for which they will have responsibility.
3. Fulfill one or more of the three functions of public health.

4. Have pre-specified learning objectives which are mapped to the required competencies.

The student writes a 1-2 paragraph description of the project which is sent via email to the capstone director for review. When required, the student will also meet with the capstone director to discuss the project further.

Development of the Capstone Proposal

After the capstone director has approved the field placement agency, site preceptor and project, the student drafts a proposal using the guidelines outlined in the Capstone Proposal Template. The proposal should demonstrate the student's ability to plan a feasible, relevant, public health project that will enable him/her to achieve specified measurable learning objectives. It should also demonstrate the student's ability to integrate the scholarly literature and agency goals in a written document that provides adequate justification for the project.

The proposal draft is circulated for review by the student's Capstone Committee comprising the site preceptor, advisor(s) and capstone director. Drafts will need to be revised and re-reviewed until the proposal receives approval by all members of the Capstone Committee.

Eligibility to Begin the Capstone Field Placement

Students may begin the field placement as long as the following criteria are met:

1. Overall MPH GPA of 3.0 or better
2. Satisfactory completion of all MPH core courses
3. Satisfactory completion of all MPH concentration courses
4. Approval of the capstone proposal by their Committee
5. Completion of any field placement site requirements, e.g. training, security clearance, etc.
6. Registration for PH 789

Registration for the Capstone Project

Students must be registered for capstone credits while they are in the field placement agency. A total of six credit hours of PH 789 are required. Since a student must be continuously registered for credit while working on the capstone, should a capstone spanning more than one term be planned, the six credits may be divided among the terms during which the project will be undertaken. Since a project timeline is included in the capstone proposal, students should know how long their capstone will last and should register for PH 789 credits accordingly. However, in certain circumstances, capstones may take longer than anticipated and students may complete their PH 789

credit requirement before completing the capstone field hours and all reporting requirements. In those cases, students will be required to register for continuing credit (one credit per term) until all capstone requirements are complete. The university requires that all students be enrolled for at least one credit hour during the academic term in which they graduate.

Institutional Review Board

All persons affiliated with UMB who conduct research with human subjects must receive Institutional Review Board (IRB) approval prior to data collection. Students should receive required training (CITI and HIPAA) if they will participate in research with human subjects. Students will work with their site preceptors and the capstone director to ensure that all required IRB clearances are received.

Due to the nature of the capstone experience, in most cases, students involved in research at the capstone site will work on existing projects that have already received IRB approval by the principal investigator or project director. Inclusion of the student may require an amendment to the IRB protocol by the principal investigator or a member of his/her research team. However, if students are working on projects that require new IRB protocol reviews, they will work closely with the capstone director to complete this requirement. Additionally, students should be advised that the IRB protocol preparation and review process may take several weeks and this should be considered when the capstone timeline is being planned.

Site Visits and Progress Meetings

The capstone director will make one site visit during the course of a student's field placement. The visit will be arranged in advance with the site preceptor, and will be scheduled for a time when the student is on-site. This site visit will serve as the midterm evaluation. In addition to the site visit at the placement agency, student progress will be evaluated during two progress meetings with the capstone director. Ideally one will be held soon after the student begins the field placement and the second will be held closer to the end of the project. Those progress meetings will usually take place on campus, but alternate arrangements will be made with students with out-of-town placements. In addition to the required progress meetings, the capstone director and student should remain in contact throughout the process via email, telephone, or additional in-person meetings.

Resolution of Issues Arising Within the Capstone Placement

We do not anticipate that students will encounter any major issues at the placement sites. However, should issues arise, we recognize that the ability to resolve conflict at the work site is a valuable skill and we encourage students to work with their site preceptors to address the concerns. Should the student feel uncomfortable doing so or feel that the problem remains unresolved, he/she should immediately report the issue to the capstone director. Similarly, site preceptors should initiate contact with the capstone director should the issue require additional intervention.

Capstone Reporting Requirements

After the completion of the field placement, each student will be required to: (1) write and receive approval for a final report, (2) orally defend the capstone project and (3) assemble a capstone portfolio. The guidelines for each of these requirements are described below.

Final Written Report

Upon completion of the field placement, students should begin to draft the final written report using the guidelines outlined in the Capstone Final Report Template. The report is both a scientific document that describes the capstone project and a student self-assessment of the learning experience. The report draft(s) will be reviewed by the student's Capstone Committee. When they have determined that the report is complete and approved students may advance to the next phase (oral defense).

Oral Defense

The oral defense will only be scheduled after the final written report has been approved. Students must identify a 1.5 hour date/time slot for the defense that would fit within the schedules of all of the Capstone Committee members and the MPH Program Director. Students will arrange for a conference room for the oral defense by contacting the MPH Office of Student Affairs.

The oral defense presentation will be on the UMB campus and will be open to UMB faculty, staff, students, representatives of the capstone site and other guests of the student. Other MPH students are highly encouraged to attend their peers' defense presentations. No later than two days before the oral defense date, the student must provide a copy of the draft presentation slides to the capstone director for review and approval.

Students must plan for a 45-minute defense with accompanying slides. Students must bring enough copies of the slides (handouts with four slides per page) to share with each of the members of the Capstone Committee, additional copies for other attendees may

also be provided. A draft of the portfolio (without the final report) must also be brought to the final defense.

The oral presentation should address all of the components included in the final written report with the exception of the Competencies. After the presentation, there will be a 15-30 minute question and answer period. Following that, the Capstone Committee will have a closed session and then the student will return to receive the Committee's oral feedback about the oral defense and written report. Any further edits to the report which will be included in the portfolio will be discussed at this time.

Students are highly encouraged to present their capstone project at the field placement agency. It is an opportunity for students to showcase the work they have done, for preceptors to receive recognition for the efforts they have put into mentoring the work, and for the student to provide professional development to the other agency staff. The presentation at the agency cannot substitute for the one to be held on the UMB campus.

Capstone Portfolio

After the oral defense, students should assemble and bind the capstone portfolio which is a full record of the capstone experience and should demonstrate the achievement of the capstone competencies. The following elements are included in the portfolio:

1. Original approved capstone proposal.
2. Original approved capstone report.
3. Copy of the slides (and handouts) used for the UMB oral defense.
4. Original approved activity log.
5. Artifacts from the capstone field placement, including materials developed, IRB approval letters for research projects, copies of slides from onsite presentation(s) and any other relevant materials. When needed, there should be a cover sheet describing the artifacts and the roles the student played in developing them. Confidential agency and/or client information should not be included. Therefore, the site preceptor should review the artifacts before the portfolio is bound.

The portfolio must be bound and submitted to the capstone director by the due date announced each semester by the MPH Student Affairs Staff. To ensure that all required components are included, the capstone director conducts a pre-review of the document at least two business days before it is taken to be bound. Students may choose to get the document bound at Prompt Print (basement of Howard Hall) or may take it elsewhere.

The bound portfolios are kept in the MPH Office of Student Affairs for a period of five years, during which time they may be reviewed by faculty, students and accreditation site visitors. After that time, they will be shredded.

Evaluation of the Capstone Experience

The capstone experience is evaluated in multiple ways:

1. Students evaluate the capstone experience.
2. Site preceptors evaluate the student.
3. Faculty in attendance at the student's oral defense are also asked to complete an evaluation.
4. The capstone director evaluates the student.

These evaluations are reviewed by the capstone director who uses them to improve the process and summarizes them for program-level planning and decision-making.

Grading of the Capstone Placement

The capstone is graded on a Pass/Fail basis. The capstone director makes the final determination of the student's grade taking into consideration the input from other members of the Capstone Committee.

Roles and Responsibilities

Student

The MPH student will be responsible for working in collaboration with his/her faculty advisor(s), the capstone director and the site preceptor to plan and implement a capstone experience that best meets his/her educational and career goals.

Before the Field Placement

1. Identify a capstone field placement site, preceptor and project that meet MPH Program guidelines.
2. In collaboration with the site preceptor, prepare a capstone proposal that meets the MPH Program guidelines.
3. Obtain all necessary approvals for the capstone proposal.
4. Register for the appropriate number of capstone credit hours (PH 789).

During the Field Placement

5. Schedule regular supervision meetings with the site preceptor.
6. Complete all capstone activities included in the approved proposal.
7. Take advantage of other learning opportunities at the agency.
8. Be professional in all dealings with the agency staff and clients.

9. Document all capstone activities in the activity log.
10. Keep in contact with the capstone director about progress.

After the Field Placement

11. Prepare a draft of the final written report for review. Revise and resubmit until approval is obtained.
12. Schedule and deliver the oral defense presentation.
13. Complete a capstone portfolio.

Site Preceptor

Site preceptors are integral members of the MPH Program who are responsible for helping the program to meet its instructional and service goals. A preceptor fulfills this role by serving as the field instructor for students at the capstone site. Preceptors also serve the program by participating in ongoing program evaluation and improvement efforts, both informally and formally.

Before the Field Placement

1. Become familiar with the requirements of the MPH capstone as described in the capstone handbook.
2. Submit a current CV documenting the education and experience necessary to support his/her designation as a qualified public health professional.
3. Assist the student to identify a project that meets the needs of the agency and satisfies the MPH Program criteria.
4. Complete the site preceptor agreement.
5. Review, provide comments, and when satisfied, approve the capstone proposal.

During the Field Placement

6. Provide level of orientation to the agency necessary for student to function efficiently.
7. Provide the student with the agreed-upon resources necessary to complete the capstone project.
8. Supervise and provide feedback to the student during the field placement, including regular meetings with the student at least once each week (or once per 40 hours).
9. Allow the student to maximize learning at the agency by including the student on relevant meetings, introducing him/her to a variety of public health professionals, and exposing him/her to other projects being undertaken at the agency.
10. Communicate with the capstone director about any unforeseen issues that might arise during the placement, including student performance concerns, inability to complete preceptor responsibilities, etc.

11. Participate in the mid-course site visit meeting.

After the Field Placement

12. Facilitate the student's delivery of an oral presentation at the agency, if possible.
13. Complete a summary evaluation of the student using the form provided.
14. Review, provide comments, and when satisfied, approve the capstone report.
15. Certify completion of the field hours in the activity log.
16. Approve artifacts to be included in the capstone portfolio.
17. Attend the student's UMB oral capstone defense, if possible.
18. Provide input to the MPH Program to assist with program evaluation, including suggesting ways in which to maximize our ability to prepare our students for careers in public health, ways to improve the capstone experience, etc.

Capstone Director

The capstone director is a faculty member of the MPH Program and has overall responsibility for administration of the capstone experience. The capstone director reports to the MPH Program Director and the MPH Curriculum Committee on matters related to capstone design and evaluation.

Before the Field Placement

1. Assist in planning the student's capstone experience
2. Determine the acceptability of activities, agencies and site preceptors
3. Review, provide comments, and when satisfied, approve capstone proposal

During the Field Placement

4. Monitor student progress during the capstone (includes two progress meetings with students and one agency site visit)
5. Assist with problem-solving at the capstone site

After the Field Placement

6. Review, provide comments, and when satisfied, approve capstone report
7. Review drafts of the oral defense presentation slides.
8. Moderate the oral capstone defense.
9. Review pre-binding draft of the capstone portfolio.
10. Submit capstone final grade.
11. Solicit and take action on evaluations received from students, site preceptors and faculty.

Faculty Advisor(s)

Each student is assigned a faculty advisor upon enrollment in the MPH Program. Dual degree students will also have advisors in their home schools. In most cases, the assigned MPH faculty advisor will work with the student to provide guidance on development of the capstone project idea and the proposal. Advisors work with students to plan the capstone experience and maintain contact with the students while in the field to maximize learning and provide assistance with the project as needed. The advisor will communicate with the capstone director should problems arise during the capstone.

Policies

Official University policies are published online in the UMB Answer Book.

- Eligibility to Register
- Confidentiality and Disclosure of Student Records
- Americans with Disabilities Act and Amendments (ADAA) Student Grievance Procedure Regarding Accommodation Decisions
- Review of Alleged Arbitrary and Capricious Grading
- Rights and Responsibilities for Academic Integrity
- Code of Ethics and Conduct
- Scheduling of Academic Assignments and Dates of Religious Observance
- Library Materials
- Information Technology Acceptable Use Policy
- University District Nonsmoking Policy
- Policy on Alcoholic Beverages
- Campus Substance Abuse
- Illicit Drugs
- Policy on Students Who Are Called to Active Military Duty During a National International Crisis or Conflict
- UMB Policy Prohibiting Weapons
- Policy on Acts of Violence and Extremism
- Threat Response and Assessment Coordination Policy
- Statement Regarding Organized Activities on Campus
- Policy on the Use of the Physical Facilities of the University System for Public Meetings
- Health Insurance Portability and Accountability Act
- Immunization Policy
- Service to Those With Infectious Disease
- Policy on Sex-Based Discrimination of Students
- Procedures Related to Sexual Assault
- Student Sexual Orientation Nondiscrimination Policy
- Inclement Weather and Emergency Policy
- Student Right to Know and Campus Security Act
- Public Safety Yearly Crime Comparison

Additional policies governing students in the School of Medicine are published online on the SOM website <http://medschool.umaryland.edu/osa/handbook/mistreat.asp>