

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

**PROPOSAL FOR:**

- NEW INSTRUCTIONAL PROGRAM**  
 **SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**  
 **COOPERATIVE DEGREE PROGRAM**  
 **WITHIN EXISTING RESOURCES** or  **REQUIRING NEW RESOURCES**

*(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)*

**Johns Hopkins University**

\_\_\_\_\_  
Institution Submitting Proposal

**2017**

\_\_\_\_\_  
Projected Implementation Date

**Post-Baccalaureate Certificate**

\_\_\_\_\_  
Award to be Offered

**1214-39**

\_\_\_\_\_  
Suggested HEGIS Code

**Health, Behavior and Society  
Bloomberg School of Public Health**

\_\_\_\_\_  
Department of Proposed Program

**Public Health Advocacy**

\_\_\_\_\_  
Title of Proposed Program

**51.2299**

\_\_\_\_\_  
Suggested CIP Code

**David Holtgrave, Chair  
Michael Klag, Dean**

\_\_\_\_\_  
Name of Department Head

**Philip Tang**

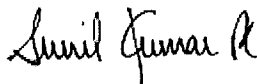
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Signature and Date

**10/13/2016**

\_\_\_\_\_  
President/Chief Executive Approval

**N/A**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date Endorsed/Approved by Governing Board

**The Johns Hopkins University  
Bloomberg School of Public Health  
Proposal for New Academic Program**

**Post-Baccalaureate Certificate in Public Health Advocacy**

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**A. Centrality to institutional mission statement and planning priorities**

**1. Program description and alignment with mission**

The Johns Hopkins Bloomberg School of Public Health (JHSPH) is pleased to submit a proposal for a new Post-Baccalaureate Certificate in Public Health Advocacy. The certificate program would commence in person in summer 2017 and would be available online by 2020.

Advocacy—working for policy change and better implementation of existing policies—is crucial to public health. As research and discovery are translated into policies and programs, accurate interpretation and use of evidence are essential to political leaders, health care providers, potential clients, and the public at large. Yet the advocacy aspects of public health success and failure are not well studied. Public health advocacy is less about a specific point of view and more about research translation—helping major discoveries and insights from research inform policies and programs. As a generator of new scientific knowledge and as a training ground for the public health workforce, the Bloomberg School has an essential role to play in research, education and practice related to public health advocacy.

The school is dedicated to the improvement of health through discovery, dissemination, and translation of knowledge and the education of a diverse global community of research scientists and public health professionals. As articulated in its 2015 Self-Study Report, prepared for the Council on Education for Public Health, the school's goals include seeking to:

- Prepare leaders in public health science and practice to address current and future public health challenges (Education Goal 1)
- Advance and translate research leading to the discovery of knowledge to improve population health throughout the world (Research, Practice, Service Goal 1)
- Advance the evidence base for the practice of public health and strengthen local, national and global partnerships with public health practitioners (Research, Practice, Service Goal 2)
- Sustain a thriving academic community and environment that embraces diversity in expertise and interests (School and Its Environment Goal 1).

The proposed certificate program aligns with this mission, as discussed below. It is designed to build on and enrich the established offerings in the school. It will draw on the diverse expertise and scholarship and the breadth of issues addressed within JHSPH to generate, translate, and disseminate evidence and place it into the hands of well-trained advocates who can use it to create lasting change for the public's health and well-being.

## **2. Alignment with institutional strategic goals**

### *Johns Hopkins University Strategic Goals*

Central to the school's values, as outlined in the Johns Hopkins University (JHU) *Ten by Twenty* vision, is a commitment to dissemination and translation of knowledge into sustainable, evidence-based public health programs and policies, as well as collaboration and capacity building with communities and public health practitioners locally, nationally and globally.

### *Johns Hopkins Bloomberg School of Public Health Strategic Goals*

As also described in its 2015 Self-Study Report, the Bloomberg School's values are based on the International Declaration of Health Rights, which were created by JHSPH students, faculty, and alumni in 1992. It begins with the words, "We, as people concerned about health improvement in the world, do hereby commit ourselves to advocacy and action to promote the health rights of all human beings."

The creation of a public health advocacy certificate program is a key component that enables JHSPH to accomplish its mission in the following ways:

- Contribute to the education of a diverse group of public health professionals to improve health and prevent disease and disability around the world, by educating students in the theory, methodologies, and practical approaches to advocacy and providing them with advocacy skills
- Address a growing need for public health professionals to conduct, design, implement, translate, disseminate, and evaluate research studies, interventions, and policies
- Help meet a strong, widespread, and consistently expressed desire by JHSPH students for course content that informs professional practice experience in advocacy
- Complement and enrich the development of a Center for Public Health Advocacy within the JHSPH
- Facilitate interdisciplinary training for students across JHSPH departments, centers, and other divisions within the university, to foster their ability to collaborate across disciplines—an important skill for future public health practitioners.

## **B. Adequacy of curriculum design and delivery to related learning outcomes**

### **1. Program outline and requirements**

A full course listing, with course titles and descriptions, is provided in Appendix A.

Students will be required to successfully complete three core courses (a minimum total of 9 credit units) on public health advocacy, theories and practice of media advocacy, and campaigning and organizing for public health, and must also complete at least one course in each of three additional key areas (a minimum total of 9 credit units) for a minimum total of 18 credit units. The three key areas are as follows:

- The policy process for improving the health status of populations
- The role of social and community factors in both the onset and solution of public health problems
- The merits of social and behavioral science interventions and policies

Certificate program coursework will allow students to engage deeply with core theories and skills in public health advocacy, and to augment these with an understanding of how to apply these in a variety of policy and geographic settings. The certificate program will complement students' options for training in public health policy making with theoretical and practical insights into the role of advocacy in this process.

Students may not substitute any of the core classes but are free to choose a minimum of 9 credit units from the elective course listing, with at least one course in each of the three key core areas.

The courses included in the certificate program are listed in Table 1 on the following page. Appendix A provides course descriptions and credit hours and identifies which courses fulfill the requirements in each of the three key core areas.

**Table 1. Core and elective courses**

Course No.	Course Title	Cr	Term
	Introduction to Online Learning	0	1,2,3,4,S
550.860	Academic and Research Ethics at JHSPH	0	1,2,3,4,S
<b>Required core classes</b> (Students must take a minimum of 9 credits)			
301.645	Health Advocacy	3	4
410.663	Media Advocacy and Public Health: Theory and Practice	3	4
410.672	Introduction to Campaigning and Organizing for Public Health*	3	3,S
410.677 & 410.678	Theory and Practice in Campaigning and Organizing for Public Health I and II*	8	3+4
*Students will pick one of these two. If they choose 410.677-678, they will also be required to take 301.645 and 410.663, for a total of 14 credits, and can reduce the electives requirement to a minimum of 4 credits accordingly.			
<b>Electives meeting the 3 key core areas requirement</b> (Students must take a minimum of 9 credits)			
221.631	Evaluation of Safety Interventions in Low and Middle Income Countries	3	3
221.650	Health Policy Analysis in Low and Middle Income Countries	3	3
300.610	Public Health Policy	4	S
300.650	Crisis and Response in Public Health Policy and Practice	3	2
300.652	Politics of Health Policy	4	4
300.712	Formulating Policy: Strategies and Systems of Policy Making in the 21 <sup>st</sup> century	3	2
301.627	Understanding and Preventing Violence	3	2
306.650	Public Health and the Law	3	3
308.602	Role of Government in Health Policy	3	4
308.604	Effective Writing for Public Health Change	3	S
308.680	Health Care and Congress: Perspective from K Street	2	W
312.693	Introduction to Comparative Effectiveness and Outcomes Research	3	1,3
317.610	Risk Policy, Management and Communication	3	2,4
318.640	Practical Politics, Policy and Public Health	3	2
330.667	Mental Health and the Law	3	3
380.681	Strategic Leadership Principles and Tools for Health System transformation in Developing Countries	4	2
380.771	Understanding and Changing International Reproductive Health Policy	3	4
380.880	Lessons in Leadership: Applications for Population, Family and Reproductive Health	Var	1,2,3,4
410.642	Tobacco Control Leadership	2	1
410.668	Policy Interventions for Health Behavior Change	3	2
410.721	Translating Research into Public Health Programs I&II	2	3+4
550.608	Problem Solving in Public Health	4	S,W

## **2. Educational objectives and student learning outcomes**

The primary goal of the certificate is to develop students' abilities to translate research into practice, use evidence to inform public health policy, shift social norms and attitudes, and improve public health. The curriculum enables students to understand advocacy methods and apply evidence. Additionally, the program offers practical experience in public health advocacy.

Upon successful completion of the certificate program, students will be able to:

- a) Discuss the role of political actors inside and outside governments in developing and implementing health policy
- b) Identify other actors in the policy making process and how actors such as the media help shape policy
- c) Improve policies and laws and their development, adoption, and implementation
- d) Increase and influence better use of resources for interventions and scientific inquiry
- e) Set agendas in policy circles and the media environment through higher visibility and understanding of issues
- f) Shift public attitudes, behaviors, and social norms toward better public health.

## **3. General education requirements**

Not applicable.

## **4. Specialized accreditation/certification requirements**

Not applicable.

## **5. Contractual agreements with other institutions**

Not applicable.

## **C. Critical and compelling regional or statewide need as identified in the State Plan**

### **1. Demand and need for program**

Examples abound of the success of public health advocacy in tobacco control, gun control, injury prevention, food safety, medicine safety, drug development, and many other areas of public health. Despite abundant evidence of the successes of public health advocacy in driving public perceptions and behavior change and reducing harm through laws and regulations, tax changes, policy changes, and so on, public health advocacy is not widely taught, and has been referred to as "the neglected sibling of public health." Unlike biostatistics, epidemiology, economics, anthropology, education, sociology, and medical psychology, advocacy has no academic journals, few textbooks, and even fewer

training programs that emphasize how to advance or advocate the policy implications of research and how to successfully translate research findings into practice.

Epidemiology remains the bedrock on which advocacy rests. However, as important as data are to public debate, what people see, hear, and experience is often what drives passionate commitment to changing the public's health. The basis for advocacy is not only limited to what we can count and the statistics we derive. Without advocacy, epidemiological efforts run the risk of being relevant primarily for academic discourse and failing to be translated into reforms that can benefit the health of the public.

According to the Maryland Department of Labor, Licensing and Regulation, between 2014 and 2024 the state will need 571 new community health workers; 362 new health educators; 534 environmental scientists and specialists, including health; and 119 survey researchers (see Table 2 below). This certificate program will equip these future public health practitioners, researchers, and scholars with critical advocacy skills that will help them translate the results of their research into policy and practice, and ultimately help build safer and healthier communities in Maryland, and beyond.

## **2. Alignment with Maryland State Plan for Postsecondary Education**

The 2013–2017 Maryland State Plan for Postsecondary Education articulates six goals for postsecondary education: 1) quality and effectiveness; 2) access, affordability and completion; 3) diversity; 4) innovation; 5) economic growth and vitality; and 6) data use and distribution. This program directly addresses several of these goals.

The Bloomberg School of Public Health aims to prepare highly trained scientists and healthcare professionals to work in organizations where they can contribute to the public health needs of society. This certificate program will meet the growing need for professionals in the State, across the country, and around the globe who are skilled in translating research findings into practice in fields as diverse as alcohol policy, tobacco control, injury prevention, and gun control. This is consistent with Goal 1 (quality and effectiveness) of the State Plan.

The proposed certificate program is also consistent with Goal 4, innovation, which articulates Maryland's aspiration to be "a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes..." A recent survey of curricular offerings at the ten leading public health schools in the nation found that only one had anything close to the training in public health advocacy offered by this certificate program. This innovative program helps to keep Maryland in the lead in readying students to enter the public health workforce with appropriate skills and experience in translating research into action.

Additionally, the program contributes to the economic growth and vitality goal (Goal 5) by training the public health workforce in effective means of translating public health initiatives that have been proven cost-effective through rigorous research methods into policies and practice.

**D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State**

**1. Market demand**

There is substantial market demand for public health workers with advocacy skills. Idealist.org, a website that posts jobs, internships and other opportunities to “close the gap between intention and action,” returned 1,014 jobs worldwide and 58 jobs in Maryland using the search keywords “public health advocacy.” The same keyword search in Indeed.com (a worldwide job search tool) yielded 3,900 jobs worldwide and 180 jobs in Maryland. Additionally, there is a growing need for professionals skilled in translating research into practice in diverse public health fields. Public health advocacy is a crosscutting field and public health professionals across multiple fields will benefit from the training and experience that this certificate program will provide.

Market demand for specific areas of public health that would benefit from an advocacy-training program is in the table below. Each of the employment sectors relevant to these areas was noted by the Department of Labor as having a significant amount of growth between 2012 and 2022 (see Table 2).

**Table 2.** Employment areas and job outlook (from the MD Department of Labor, Licensing and Regulation)

<b>Position Title</b>	<b>Employment 2014</b>	<b>Employment 2024</b>	<b>Change</b>
Health educators	2089	2451	362
Community health workers	1617	2188	571
Epidemiologists	489	579	90
Environmental scientists and specialists, including health	2348	2882	534
Social scientists and related workers	8239	9926	1687
Survey researchers	914	1147	119

Approximately 3% of public health professionals in the United States work in Maryland and employment growth shows 2,200 more public health professionals in Maryland in 2010, than in 2006. Thus, the field of public health has grown by 20% in Maryland. This growth is faster than the national trend for public health professionals, which shows a 19% increase in the number of public health professionals working around the nation.

As the field of public health grows, the demand for trained professionals skilled in public health advocacy is also expected to grow.

**2. Educational and training needs in the region**

At the Bloomberg School, an Advocacy Working Group made up of advocacy experts was established to conduct an assessment of the advocacy landscape within JHSPH, the university, and other selected universities in the U.S. and the United Kingdom in 2013. Their assessment concluded that there was a lack of coordinated advocacy training in the



school and university, and failed to find any such coordinated training programs in public health elsewhere.

Similarly, Jernigan (2010) found that although public health schools may provide some advocacy training, of the 10 leading schools of public health, only one had courses covering the full “trifecta” of such training: policy advocacy, media advocacy, and community organizing.

There is therefore a gap in advocacy training for the approximately 9,000 students who graduate from public health schools every year in the United States.

The core courses have gradually been introduced into the school’s curriculum over recent years. Student enrollments in the core courses are shown in Table 3 below for the current academic year and the past five academic years. Based on these enrollment figures, the following enrollments in the proposed certificate program are projected over the next five years:

- Year 1: 10 students
- Year 2: 12 students
- Year 3: 14 students
- Year 4: 16 students
- Year 5: 18 students

**Table 3.** Student enrollments for proposed core courses 2009 to 2016

Course No.	Course Title	Student Enrollment by Academic Year						
		09-10	10-11	11-12	12-13	13-14	14-15	15-16
301.645.01	Introduction to Health Advocacy	–	91	71	73	63	68	41
410.663.01	Media Advocacy and Public Health: Theory and Practice	–	24	–	13	26	32	18
410.672.81	Introduction to Campaigning and Organizing for Public Health	–	–	–	–	44	73	51
410.677.60 & 410.678.60	Theory and Practice in Campaigning and for Public Health (I & II)	–	–	–	–	–	–	6

*Note: “–” indicates course not offered that year.*

### 3. Prospective graduates

All certificate students must either be enrolled in a post-baccalaureate degree program at JHU or meet the criteria for admissions to certificate programs at JHSPH.

Students currently enrolled in degree programs at JHSPH will be eligible for enrollment in the certificate program and will not be required to formally apply to join the certificate program.

Student enrollments in the first year is projected at 10 to 15 students. With increasing awareness of the role of advocacy in public health, these numbers are expected to increase over the next five years to approximately 25 to 30 students each year.

The proposed CIP code is 51.2299 (Public Health, Other – not listed on examples of other public health specialties). Table 4 lists programs in the State of Maryland with the same CIP code. There is no other public health certificate program like the one proposed here in Maryland or elsewhere in the country, to our knowledge.

**Table 4.** Programs in the State of Maryland with the same CIP code (51.2299)

Institution	Degree level	Program	Enrollment Trend					
			2009	2010	2011	2012	2013	2014
Johns Hopkins University	Doctorate (Research/Scholarship)	International Health	122	139	150	155	148	142
U. of Maryland College Park	Bachelor's	Public Health Science	8	29	56	90	116	132

## E. Reasonableness of program duplication

### 1. Similar programs

There are no similar programs either at the certificate, baccalaureate, or post-baccalaureate levels in the State of Maryland. A cursory review of the courses at the University of Maryland School of Public Health reveals none on public health advocacy.

Also, a brief online assessment conducted among 11 universities and 14 schools at peer institutions in the U.S. and the U.K. by an expert retained by the Bloomberg School found advocacy was not structured or formalized within any of the universities or schools. Most of the relevant search results yielded (a) profiles of professors interested in advocacy; (b) courses on advocacy (*e.g.*, isolated courses such as “public health advocacy” rather than a series or certificates); (c) one-time events or lecture series on advocacy; and (d) advocacy books published by university faculty. A number of law schools had more emphasis on advocacy but with respect to legal services, not health.

The Silver School of Social Work at New York University (NYU) does offer a course of study leading to a dual master’s degree in social work (MSW) and health advocacy (MA). However, unlike the program proposed here, which offers a robust selection of public health advocacy courses, a review of a sample course of study for the NYU dual MSW/MA degree shows only two course offerings on advocacy over a three-year time period—one on ethics and advocacy; and the other on models of advocacy: theory and practice.

The proposed program represents the first structured, sequentially organized program of study in the U.S. dedicated solely to public health advocacy that culminates in a post-baccalaureate certificate.

## **2. Program justification**

The Post-Baccalaureate Certificate in Public Health Advocacy will provide concrete training in policy advocacy, media advocacy, and campaigning and organizing skills, with a particular focus on the application of the theory and practice of advocacy in public health. By combining a core set of courses focused specifically on advocacy skills with a range of electives that permit deeper exploration of issues and challenges in specific areas of public health, students who complete the certificate will be equipped to be resources on advocacy for their chosen focus area in public health (*e.g.*, injury prevention, substance abuse, tobacco control, or environmental health, among others).

The target audience is current and future public health professionals who recognize that the ability to advocate for particular public health issues will likely be a component of their required skill set going forward in their careers. The certificate program will be available to students seeking a terminal master's degree and entering the public health workforce, to those already in the workforce seeking further training, and to doctoral-level student researchers seeking skills to more effectively translate their findings into public health practice.

The program will be grounded in real-world challenges and informed by leading edge scholarship, with a diverse faculty of the leading experts in the field and a student body bringing lived experiences to the classroom.

## **F. Relevance to Historically Black Institutions (HBIs)**

By definition, an appropriate student for the Public Health Advocacy certificate program would apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program would not directly affect the implementation, maintenance, uniqueness, identity, or mission of these institutions, as there are no known programs of this type in any of the HBIs in Maryland. Students from HBIs, including nearby Howard University and Morgan State University, are welcome and encouraged to apply. The program will be actively advertised at these institutions.

## **G. Evidence of compliance with the Principles of Good Practice**

For the courses that are offered online, JHSPH will adhere to the Principles of Good Practice for Distance Education. The online courses are developed and managed by the Center for Technology and Learning (CTL) at JHSPH, which is a tremendous resource for the student and faculty. The CTL makes available diverse tools to enhance the online learning experience, including communication tools for asynchronous learning, Adobe Connect for "live talk" sessions, and mechanisms for self-assessment by learners. See Appendix B for the evidence that this program complies with the Principles of Good Practice noted above.

## **H. Adequacy of faculty resources**

See Appendix C for a representative list of faculty who will teach in the proposed program.

The sponsoring faculty members are Robert Wm. Blum, MD, MPH, PhD, and David H. Jernigan, PhD, both of whom have full-time faculty appointments at JHSPH. Dr. Blum is the first William H. Gates Sr. Professor and chair of the Department of Population, Family and Reproductive Health at JHSPH. He has edited two books and has written nearly 250 journal articles, book chapters and special reports. In July 2007, Dr. Blum was named director of the Johns Hopkins Urban Health Institute. His work focuses on adolescent sexuality, chronic illness, Native American youth health, and international adolescent health.

Dr. Jernigan is an Associate Professor in the JHSPH Department of Health, Behavior and Society, and director of the Centers for Disease Control and Prevention-funded Center on Alcohol Marketing and Youth. His work focuses on public health practice with particular interests in alcohol policy. He has written about and worked extensively in the field of media advocacy, the strategic use of the mass media to influence public health policy. He has also served as an adviser to the World Health Organization and the World Bank on the role of alcohol in health and development.

## **I. Adequacy of library resources**

The book collections at the Johns Hopkins University number nearly four million volumes, selected to support the studies of all departments and divisions of the university. These collections serve to advance research, teaching, and scholarship at the university. No additional library resources will be needed to implement the certificate program.

The William H. Welch Library collects current scholarly information, primarily electronic, which supports the research, clinical, administrative, and educational needs of its clients. The collection covers health, the practice of medicine and related biomedical and allied health care disciplines, public health and related disciplines, nursing, research literature, methodological literature, reviews or state-of-the-art reports, and in-depth, authoritative analyses of areas influencing biomedicine and health care. The library's emphasis is on providing materials at point of need. As a result, the collection includes more than 5,000 electronic journals, more than 400 databases, and more than 2,000 electronic books. The library has staff members assigned to each department to aid in research and best practices for library services.

The Abraham M. Lilienfeld Library is the primary resource within the school for information in the fields of public health, management science, and the social sciences. The library provides access, via the Johns Hopkins Medical Institution online catalog and specialized bibliographic databases, to information in all areas of interest to the schools' students and faculty. The total library collection is now approximately 30,000 volumes of books, pamphlets and government reports, with a strong emphasis in epidemiology, infectious diseases, health policy and management, the social aspects of health care, and HIV and the AIDS pandemic.

**J. Adequacy of physical facilities, infrastructure and instructional equipment**

JHSPH has adequate physical facilities, infrastructure, and instructional equipment to implement the proposed certificate program, including 26,567 square feet of classroom and student study space. Each classroom has a computer and LCD projector. The school has robust student support services, including a fully staffed information technology team and over 1000 computers located in computer labs and throughout main buildings for student use.

The Office of Information Technology (IT) is the central computing resource for the school and provides students with reliable computing infrastructure, location, and device independence, and critical software tools. Additionally, an enterprise service desk offers support for faculty, staff, and students. Assistance is provided over various channels, including phone, desktop, and FIPS 140-2 compliant remote-control support. Customer satisfaction is monitored and benchmarked against other higher educational institutions and industries.

No additional facilities, infrastructure, laboratory, or computer resources will be required.

**K. Adequacy of financial resources with documentation**

See Appendix D for detailed financial information.

**L. Adequacy of provisions for evaluation of program**

As part of the certificate program design and approval process, student learning outcomes and assessments have been aligned with JHSPH's academic goals and approved by the school's Committee on Academic Standards. Student course evaluations, conducted at the end of each term, provide feedback about both courses and faculty. The evaluations include questions addressing the course overall, the instructor and the assessments of learning.

Certificate program-level evaluation activities will include an annual assessment of program participants and course offerings to generate a report on course enrollment, faculty participation, pedagogical innovations and program accomplishments/recognition.

Evaluation of student learning and achievement will focus students' acquisition of knowledge and skills and the degree to which the certificate program is fostering students' achievement of the competencies as outlined in this proposal.

**M. Consistency with the State's minority student achievement goals**

Any student meeting the admissions requirements can apply to the Public Health Advocacy certificate program. The program will work to help all accepted students improve their workplace competitiveness and reach their professional goals, an aim consistent with the State's minority student achievement goals.

**N. Relationship to low productivity programs identified by the Commission**

Not applicable

## Appendix A

### Course List and Descriptions

#### **Introduction to Online Learning (IOL) (0 credits) ONLINE**

Introduction to Online Learning (IOL) is a mandatory course that will prepare a learner and his or her computer for taking an online course offered through the Johns Hopkins Bloomberg School of Public Health. Attention is focused on learner responsibilities and communication strategies in online courses. Course instructors do not assume that anyone taking the course is a computer expert, although it is expected that all online students have a good, basic understanding of how to operate a computer.

*Prerequisite: None*

#### **550.860.81 Academic & Research Ethics (0 credits) ONLINE**

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

*Prerequisite: None*

#### **Core Courses**

#### **301.645.01 Health Advocacy (3 credits) ONSITE**

Prepares health professionals, (from government health officials, business leaders, non-profit organization representatives to scientists) to advance public health policy improvements. Through lectures, extensive group exercises and a "mock" congressional hearing, students develop the skills to evaluate the policy making process, create opportunities to inform and influence policy making, and become more effective in translating and communicating in a policy making environment.

*Prerequisite: None*

#### **410.663.01 Media Advocacy and Public Health: Theory and Practice (3 credits) ONSITE**

Broadens students' understanding of health communication to include the strategic use of the news media to support community organizing to change public health policy. Builds on theoretical and empirical work in mass communications, and uses case examples in a number of health policy areas to show how the strategies and tools of media advocacy may be applied to specific public health policy campaigns. Ample opportunities are provided for students to "practice" media advocacy, in the form of writing letters to the editor and opinion pieces, role-playing interviews, and so on. Introduces students to research literature about news media forms

and practices; to framing techniques to influence news content and gain access to news channels; and to the relationship between media advocacy and other forms of health communication.

*Prerequisite: None*

**410.672.81 Introduction to Campaigning and Organizing for Public Health (3 credits)**

ONLINE

Introduces students to a key area of knowledge in public health practice: the principles and methods of community organizing and campaigning for policy and structural change. Focuses on how to mobilize the right people at the right time, with the right demands, to change public policies to promote health. Complements other courses in the school that look at advocating within policy processes or by using the mass media by placing these strategies in the context of the practical daily work and thinking of people who plan and carry out policy change campaigns at grassroots and grasstop levels.

*Prerequisite: Introduction to Online Learning*

**410.677.60 Theory and Practice in Campaigning and Organizing for Public Health I (4 credits) ONSITE**

One of the most effective ways to change behavior and improve population health is by changing the policies and structures that set the contexts in which people make their decisions about health. Readings, online lectures, in-class discussions and a required practicum explore how organizations get this done, including techniques and philosophies of organizing, the practical realities of campaigns, how to develop a campaign plan, how theories of organizing relate to what happens in the "real world," what role leadership plays in campaigns, and how online organizing fits in with the building of vehicles for long-term change.

*Prerequisite: None; may not be taken if students have already completed 410.672.81.*

**410.678.60 Theory and Practice in Campaigning and Organizing for Public Health II (4 credits) ONSITE**

One of the most effective ways to change behavior and improve population health is by changing the policies and structures that set the contexts in which people make their decisions about health. Readings, online lectures, in-class discussions and a required practicum explore how organizations get this done, including techniques and philosophies of organizing, the practical realities of campaigns, how to develop a campaign plan, how theories of organizing relate to what happens in the "real world," what role leadership plays in campaigns, and how online organizing fits in with the building of vehicles for long-term change.

*Prerequisite: 410.677.60*

*(continued)*

**KEY AREA 1: The policy process for improving the health status of populations**

**300.610.01 Public Health Policy (4 credits) ONSITE**

Introduces MPH students to the policy process and some of the main policy issues confronting public health today. Presents an analytical model of the policy process called the eightfold path, which divides the policy process into the steps that a policy analyst can use to either better understand the policy process and or to become a more effective advocate for policy change. Presents a number of policy issues confronting public health policy makers today (e.g. gun policy, obesity, injuries, chronic conditions, access to care). Introduces strategies for conducting a literature synthesis of a policy issue.

*Prerequisite: None*

**300.650.01 Crisis and Response in Public Health Policy and Practice (3 credits) ONSITE**

It has famously been said that one should never let a good crisis go to waste. Public health has never done so. From the sulfanilamide and thalidomide scandals that forged the modern FDA, to the scares that forever changed vaccine policy, to the recent Ebola crisis that could reshape international health, much in public health policy has emerged in response to a real or perceived catastrophe. Studies the phenomenon of crises in public health. From a historical perspective, demonstrates how much of U.S. public health policy traces back to crises and responses that riveted public attention. Explains how substantial increases in FDA authority came about through serial crises in drug, device, food and tobacco markets. Shows that modern vaccine infrastructure emerged out of both disease and vaccine-related crises. From a management perspective, reviews how public health leaders at all levels respond to crises – the good, the bad and the ugly. From a strategic perspective, explores how health officials effectively manage crisis and response in order to win significant policy advances. Uses past and present examples to understand the role of crisis, how public health leaders respond during a crisis, and how a crisis can be an opportunity to bring about long-term change. While most examples are U.S.-based, there are opportunities to discuss these issues in an international context.

*Prerequisite: None*

**300.712.01, 02 Formulating Policy: Strategies and Systems of Policymaking in the 21st century (3 credits) ONSITE**

Explores the considerations, activities and participants involved in the formulation of public health policy. Examines the process of selecting and assessing policy options, and discusses the role that various players have in the making of health policy. Through the analyses of case studies, students learn how policy-makers interact, and how outside influences such as the media and advocates help shape policy. Presents basic legal principles that govern health policy, and discusses the roles of economics and ethics in policy formulation.

*Prerequisite: None*

**308.602.01 Role of Government in Health Policy (3 credits) ONSITE**

Students explore the key political dimensions of the health policy making process in the United States. Examines the roles of government institutions and political actors both inside and outside government in developing and implementing health policy. Uses past and present health care debates to illustrate concepts, theories and frameworks discussed in class. Students acquire an understanding of the political processes in which health policies are considered, and gain



practical experience executing political strategies in the context of health policy campaigns. An optional doctoral-level health politics “journal club” lab is available to students.

*Prerequisite: None*

**308.680.51 Health Care and Congress: Perspective from K Street (2 credits) ONSITE**

Introduces the roles and functions of the entire legislative process -- from bill introduction, to committee markup, to the enactment of legislation. Throughout this process, students also examine the essential role of congressional lobbyists in shaping health care policy stemming from coalition building, knowing your opponents, organizing grassroots and campaign contribution efforts, identifying key Members of Congress and staff, working with the Administration, testifying on Capitol Hill, and knowing what and what not to tell your constituency. Using a case-study approach, students walk through the process of how an idea goes from an organization into federal or state law.

*Prerequisite: None*

**380.681.01 Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries (4 credits) ONSITE**

Introduces students to the principles of strategic leadership, placing these in the context of facilitating health systems change in developing countries. Covers the following topics: mental models and the household production of health, systems thinking and strategic leverage, personal mastery and commitment to change, action-learning principles and practice, shared vision and creative tension, the theory of constraints and root cause analysis, strategy design and key moves, implementation with accountability, and linking data to action. Develops leadership skills via interactive computer exercises using STARGuide software, small group work and class presentations.

*Prerequisite: None*

**380.880-883.01 Lessons in Leadership: Applications for Population, Family and Reproductive Health I-IV (4 credits) ONSITE**

Focuses on instruments and tools that assess leadership styles, strengths and weaknesses. Explores communication strategies used by effective leaders and interview public health leaders to identify how they approach their work. Opportunity to read studies in leadership.

*Prerequisite: Multi-term course. Enrollment restricted to JHSPH graduate students.*

**550.608.13 Problem Solving in Public Health (4 credits) ONSITE**

Uses divergent public health issues to illustrate a systematic problem solving process for use in addressing public health problems. The problem solving process includes defining the problem, measuring its magnitude, understanding the key determinants, developing a conceptual framework of the relationships between the key determinants, identifying and developing intervention and prevention strategies (either interventions or policies), setting priorities among intervention options, understanding barriers to implementation and evaluation, and developing an effective communication strategy. Consists of lectures, discussions, small-group exercises, a group project, and individual assignments.

*Prerequisite: None*

*(continued)*

**KEY AREA 2:** The role of social and community factors in both the onset and solution of public health problems

**221.650.01 Health Policy Analysis in Low and Middle Income Countries (3 credits)**  
ONSITE

Provides an overview of key political frameworks and theories related to policy development and offers practical perspectives on their application to health policy in low and middle-income countries (LMICs). Analyzes the political economy of health policy, that is how the political environment, country institutions, and economic and planning systems come together to influence the process of health policy development. Introduces the main actors, processes and contextual features that are typical of policy development and implementation in low and middle income countries, and actors and processes at the global level that influence LMIC policy. Topics covered encompass national policy and planning frameworks; relationships with aid donors and issues of aid harmonization and alignment; the role of policy networks and in particular civil society actors; policy implementers and their role in shaping policy development; and mechanisms for global health governance.

*Prerequisite: Introduction to International Health (220.601)*

**300.652.01 Politics of Health Policy (4 credits) ONSITE**

Analyzes the politics of health policy according to the dictum of one of the founders of public health, R. Virchow, "Public Health is a Social Science and Politics is Public Health in its most profound sense." Focuses on the political reasons for the underdevelopment of health and health care in the U.S. and in the world. Looks at how economic, social, and political power are reproduced through political institutions, and the consequences on the level of health and type of health care that countries have. Analyzes the role of national and international agencies such as the WTO, World Bank, IMF, and WHO in facilitating and/or hindering development of health. Also focuses on U.S. governmental policies that diminish or increase the maldistribution of power outside and within the health sector.

*Prerequisite: None*

**301.627.01 Understanding and Preventing Violence (3 credits) ONSITE**

Explores the role of public health in reducing violence and associated injuries. Focuses on factors that contribute to interpersonal violence, policy issues relevant to violence and violence prevention, and approaches to violence prevention and their effectiveness. Topics include the epidemiology of violence; biological, psychological, social, and environmental factors related to violence; intimate partner violence; the role of alcohol and other drugs; firearms policy; behavioral approaches to violence prevention; and community efforts to prevent violence.

*Prerequisite: None*

**317.610.01 Risk Policy, Management and Communication (3 credits) ONSITE**

Examines the role of the risk sciences in the public policy process. A case study approach presents the broad societal context of risk-based decision-making, including the scientific, social, economic, legal and political factors that drive the policy process. Provides an overview of risk management tools and the application of risk communication principles and strategies. The goal is to provide an understanding of how the risk sciences are applied in the formulation and implementation of public health risk policy in "the real world."

*Prerequisite: Introduction to the risk sciences and public policy (317.600.01)*

**318.640.01 Practical Politics, Policy and Public Health (3 credits) ONSITE**

How does one effectively influence policy? What is the connection between policy and politics? This course will explore how the two are related via a practical and hands-on approach to health reform focusing on effectiveness, influencing the legislative process, and practical skills. Students will learn how to approach legislators and other policy makers, gain insight into the political process, understand how bills are drafted and amended, develop persuasive arguments, and build strategic political coalitions. The course explores how one effectively influences policy and the connection between policy and politics. Addresses how the two are related via a practical and hands-on approach, focusing on effectiveness, influencing the legislative process, and practical skills. Addresses how to approach legislators and other policy makers, gain insight into the political process, understand how bills are drafted and amended, develop persuasive arguments, and build strategic political coalitions. A sample of issues, with a focus at the state level, include: insurance regulation, reproductive rights, mental health systems, air/water quality, programs for the disabled, and gun policy. Also considers non-health care issues, including education funding and policy, transportation, criminal justice system and jails, gambling/gaming, building development, and election law.

*Prerequisite: None*

**380.771.01 Understanding and Changing International Reproductive Health Policy (3 credits) ONSITE**

Introduces students to policy analysis and issues in reproductive health, especially international family planning. Students learn how to analyze policy making processes and ways to influence these processes through evidence-based advocacy. Case studies are used to analyze policies. Focuses on FP2020, the international partnership launched at the London Summit on Family Planning in 2012. The instructors present an “insider’s” perspective for most cases and will draw heavily on Advance Family Planning (AFP), a multi-country advocacy initiative. Training in the AFP SMART approach to advocacy is a core part of the course.

*Prerequisite: None*

**KEY AREA 3:** The merits of social and behavioral science interventions and policies

**221.631.81 Evaluation of Safety Interventions in Low and Middle Income Countries (3 credits) ONLINE**

In 2013, injuries were responsible for 5 million deaths and almost a billion non-fatal injuries, over 90% of which occurred in low and middle-income countries (LMICs). Well-designed and well-conducted evaluation of safety programs is critical to assess the efficacy and efficiency of possible interventions to affect change particularly in resource challenged settings. This course gives students an introduction to and basic understanding of some of the commonly used study designs in safety program evaluation: pre-post, time series, randomized trial, qualitative assessment and cost-benefit analysis. Prepares students to participate in designing, conducting, and translating evaluations of LMIC safety programs for policy and advocacy. Content lectures discuss specific methods for data collection and analysis. These are followed by case studies discussing and critiquing how these designs have been used in LMIC settings. Students are introduced to data collection using previously validated tools from organizations such as the WHO, methods for analysis using widely available software such as Microsoft Excel, and basic concepts of translating evaluation information into safety policy and advocacy.

*Prerequisite: Introduction to Online Learning (IOL)*

**306.650.01 Public Health and the Law (3 credits) ONSITE**

Introduces non-lawyers to the important role played by the law in determining the public's health. Students analyze judicial opinions, statutes, and regulations in classroom discussions. Covers substantive legal topics including the balance between individual rights and public health initiatives, privacy, medical malpractice, and informed consent.

*Prerequisite: None*

**308.604.11 Effective Writing for Public Health Change (3 credits) ONSITE**

Sharpens persuasive writing skills for public health change. Focuses on the key elements of successful advocacy writing, including fundamental writing mechanics and grammar, effective argumentation structure, rhetorical awareness, and analysis of the political/policy environment. Addresses and practices a variety of writing techniques, including story-telling, and data presentation. Participants review and analyze a wide range of persuasive writing formats (i.e., white papers, letters opinion-editorials, and policy briefs), and participate in short in-class writing exercises and writing workshops.

*Prerequisite: None*

**312.693.81 Introduction to Comparative Effectiveness and Outcomes Research (3 credits) ONLINE**

In the last few years, comparative effectiveness research has surged to the forefront of political and academic consciousness in the US. This course provides an introduction to the motivation and methods of this rapidly evolving field. Reviews the problems faced by decision makers across the US health care system, and reviews priority topics for investigation. Explains the role of stakeholders, including payors, manufacturers, health care organizations, professional groups, providers and patients. Explains study designs and methods used in effectiveness research, focusing in particular on observational studies, but also on newer trial designs. Addresses the policy implications of this research.

*Prerequisite: Introduction to Online Learning (IOL)*

**330.667.01 Mental Health and the Law (3 credits) ONSITE**

Covers a myriad of topics that are of concern to policy makers in the field of mental health. Topics include a review of relevant legislation and regulations in the areas of patient rights, consent and guardianship, financing, governance and forensics. Topics are specifically related to issues facing the public mental health system, including the forensic issues for adults and juveniles and financing laws relating to the funding of the mental health systems. Case studies of the impact of law on mental health might include the impact of Medicaid reimbursement regulations on poverty and depression for single adult males and the impact of registration laws and treating juveniles as adults on the treatment of juvenile sex offenders. Examines how the law has shaped and continues to shape the delivery of behavioral health services to children and adults with mental illness and the impact of these laws on treatment, financing and governance of the public mental health systems.

*Prerequisite: None*

**410.642.17 Tobacco Control Leadership (2 credits) ONSITE**

Examines the role of the tobacco control leader in policy development and implementation, and the essential knowledge and skills this role requires, through lectures, discussion, exercises, and an applied case study. Provides a framework for understanding the process of working

effectively with and leading others. Emphasizes the role of the leader in leading change and developing a vision for the future of tobacco control.

*Prerequisite: None*

**410.668.01 Policy Interventions for Health Behavior Change (3 credits) ONSITE**

Examines the major theoretical frameworks (e.g., policy streams, advocacy coalition framework, punctuated equilibrium theory, ambiguity-conflict model) relevant to the development, enactment, implementation and evaluation of policy interventions that support health behavior change. Explores the roles of ideas, interests, institutions and key actors in the policy process. Discusses how the environment can be influenced to improve the chances of implementing effective interventions to improve the public's health. Includes case studies from the areas of tobacco control, alcohol, HIV/AIDS, obesity/physical activity, and other health topics to critically explore the strengths and limitations of policy change theories as they relate to current hot topics in the area of health, behavior and society.

*Prerequisite: None*

**410.721.01 Translating Research into Public Health Programs I&II (4 credits) ONSITE**

Examines how behavioral research (especially intervention research) is used, and not used, by policy makers and program administrators to determine what public health services are delivered. Defines the major types of decisions made in determining services to deliver in public health programs and major decision analytic methods used to aid these selections. Types of decisions include (1) how much to invest in service for one disease area relative to another, (2) determining if an intervention is affordable for large-scale delivery, and (3) choosing how much to invest in each of several different types of services within one disease area. Methods include decision tree analysis, cost analysis, and cost-utility analysis.

*Prerequisite: None*

## Appendix B

### Evidence of Compliance with the Principles of Good Practice (as outlined in COMAR 13B02.03.22C)

#### (a) Curriculum and instruction

- (i) **A distance education program shall be established and overseen by qualified faculty.**

The proposed certificate program will be supported by the school's Center for Teaching and Learning (CTL), which offers an array of evidence-based programs and services that support innovative teaching methods. JHSPH faculty experts will lead and support the development of online courses. Several program faculty members are experienced in developing and supporting online learning. New instructors are required to meet the same qualifications as those teaching in the traditional onsite program.

Drs. Blum and Jernigan will oversee the certificate program. Both are full-time faculty at the Bloomberg School. All the online classes included in the certificate program will be overseen by the JHU faculty teaching the classes, most of whom are full-time faculty at JHSPH. All online classes included in the certificate program have been successfully offered online for multiple years.

- (ii) **A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

All online courses adhere to CTL's course development process with support from experienced instructional designers. Online coursework follows well-established curriculum development standards, tailoring delivery methods, content, and assessments to learning objectives. Each term the School compares student course evaluations for onsite and online courses; these comparisons consistently yield very similar results.

Individuals who are not JHSPH degree or post-doctoral students must apply to the certificate program. All applicants must have earned at least a baccalaureate degree and have a strong academic record. The application requires official transcripts from all post-secondary schools (those from non-US institutions must be approved by a credentialing agency), one letter of recommendation, CV or resume, and a statement of purpose vis-à-vis the certificate program; international applicants must also submit scores of an English language proficiency test (TOEFL or IELTS). All applicants who have attended a post-secondary institution outside the United States must have their academic records evaluated by a US-based external credentials evaluation agency. Only applicants approved by the certificate program's faculty admissions committee will be admitted to the certificate program. The stringent application

process and requirements help ensure that certificate and degree students have comparable qualifications for academic success.

- (iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program.**

The program learning outcomes (competencies) are derived with input from professionals within the discipline, the program faculty, program leadership, and other program stakeholders, and are reviewed by the school's Committee on Academic Standards. The desired program outcomes are identical to those achieved in onsite programs.

- (iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.**

Courses in the proposed certificate program will be delivered via the school's course delivery and management system, CoursePlus. The platform supports both synchronous and asynchronous interaction between faculty and students. Students and faculty may also participate in real-time interaction through weekly web-conference office hours, supported by Adobe Connect, and pre-scheduled LiveTalks.

- (v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.**

Faculty members are selected based on domain expertise, program-related teaching experience and completion of required course development training. Faculty will be fully supported by CTL experts.

**(b) Role and mission**

- (vi) A distance education program shall be consistent with the institution's mission.**

See Section A.1 in the main body of the proposal.

- (vii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.**

All courses offered online are designed in conjunction with CTL and with the support of an instructional designer, multimedia producers, and web specialists. These individuals assist in identifying and recommending the most effective learning technologies for achieving the course learning objectives. The course instructor(s) consults with an instructional designer during the course design process to determine the most effective learning technologies and strategies needed to meet the course learning objectives. The course design goes through multiple reviews by the instructional designer and program directors. Program directors ensure that the course design meets the program's expectations for online courses and that the course learning objectives reflect what the program expects students to achieve after

completing the course. The CTL design team continually monitors courses and consults with the instructors to make adjustments, if needed. All new online courses participate in a midterm and end-of-term course evaluation process. Midterm feedback is used to determine if any midterm adjustments are needed and the end-of-term feedback is used to assess whether further course refinements are needed prior to the next time the course is offered.

**(c) Faculty support**

- (i) An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.**

Online programs are supported by CTL, which offers a number of opportunities and resources for faculty instructors and teaching assistants to become more familiar with online teaching and best pedagogical practices. In addition to maintaining an extensive catalog of resources on teaching and learning via an online Teaching Toolkit, CTL regularly offers events, workshops, and one-on-one office hours to introduce and provide updates on the latest advances in teaching technology and pedagogy.

- (ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.**

Prior to teaching their first courses, all new online instructors are required to participate in training that conveys, among other things, principles of best practices for online education.

- (iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.**

The Bloomberg School, through CTL, maintains an innovative course management system and provides faculty support and training for online education through a staff of more than 30 individuals who specialize in instructional design, audio production, technical writing, web development, production management and quality control.

- (d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.**

The Johns Hopkins University library system includes The William H. Welch Medical Library in the School of Medicine, the Abraham M. Lilienfeld Library in the Bloomberg School of Public Health, and the Milton S. Eisenhower Library on the Homewood campus. Most periodicals, including more than 13,000 journal subscriptions and multiple databases and catalogs, are available to University Faculty, staff and students online from any location in the world. The interlibrary loan department also makes the research collection of the nation available to faculty and students. The libraries offer a variety of instructional services, including electronic classrooms designed to explain the library resources available for research and scholarship. Students have access to all libraries and library informationists.



(e) **Students and student services**

- (i) **A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The Bloomberg School maintains numerous web-based resources to inform prospective students on the information they may need as an online student. These resources include the JHSPH website [www.jhsph.edu](http://www.jhsph.edu) and the Course Catalog. These resources offer detailed programmatic information, academic support services, financial aid, costs, policies, etc. and specific information for online learning. As new online students are admitted and enrolled, they receive timely emails with important information to help them prepare to become an online student. These emails include information on technical requirements, available academic support services, and a required orientation course (IOL) for new online students.

- (ii) **Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.**

JHSPH online students have access to the following academic support services:

**Academic advising.** Degree-seeking students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. The advisor regularly contacts the students to check on progress and answer questions. Certificate sponsoring faculty will be available to provide advising to non-degree-seeking students. Courses that deviate from the program plan and have not been approved by an adviser may not count toward program requirements.

**Library services.** Students have online access to the William H. Welch Medical Library in the School of Medicine, the Abraham M. Lilienfeld Library in the Bloomberg School of Public Health, and the Milton S. Eisenhower Library on the Homewood campus. The interlibrary loan department allows students access to resources at any other university in the nation. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.

**Disability Support Services.** The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the JHSPH Disability Services' senior director.

**Career Services.** The Bloomberg School Career Services Office helps students, alumni, faculty, staff, and employers navigate the world of public health jobs.

**Johns Hopkins Student Assistance Program.** The Johns Hopkins Student Assistance Program (JHSAP) is a professional counseling service that can assist students with managing problems of daily living. Stress, personal problems, family conflict, and life challenges can affect the academic progress of students. JHSAP focuses on problem solving through short-term counseling. Accessing the service is a simple matter of a phone call to arrange an appointment with a counselor. Online students contact the service by phone for consultation and are directed to the appropriate resource or office. JHSAP services are completely confidential. The program operates under State and federal confidentiality legislation and is HIPAA compliant.

**Transcript Access.** Students may view and print unofficial transcripts at any time. Official transcripts will be mailed to students upon completion of the program; additional official transcripts will be mailed upon request of the student at minimal charge.

**Student Login IDs.** The university issues each student a Johns Hopkins Enterprise ID (JHED ID) and the school issues a JHSPH ID. The JHED ID grants students a JHU email address and secure access to many online services including course registration, bill payment, official grades, library services, and the online learning platform CoursePlus. Students are also issued a JHSPH ID that provides access to the School's intranet (MyJHSPH) where students can locate additional resources including research and administrative tools as well as the School's policy and procedures manual.

**(iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.**

All accepted online students are required to have met the admission requirements stated for the certificate program. New online students are required to complete the Introduction to Online Learning (IOL) course prior to beginning their first online courses. IOL covers a broad range of topics on how to be a successful online student such as learning expectations for online students and how to participate in online discussions.

**(iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.**

All relevant program information is available on the JHSPH web site. All recruiting information includes the URL for the JHSPH website, which contains information available to prospective and current students. The school's Prospectus and Guidebook are posted online, as are school-wide student handbooks and all program-specific handbooks. The school's website contains links to all student-relevant information including admissions requirements, online application and instructions,

online registration, student funding resources and financial aid, and other student support services.

**(f) Commitment to Support**

- (i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.**

Faculty who teach online courses are strongly encouraged to participate in one or two professional development opportunities annually to improve their online teaching skills. Teaching online is viewed no differently than teaching onsite for promotion purposes.

- (ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.**

JHSPH has a commitment to online teaching as demonstrated by the resources of its Center for Teaching and Learning, which provides course development, instructional, and technical support to new and current faculty. See Appendix D for detailed financial information regarding the proposed program.

**(g) Evaluation and Assessment**

- (i) An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

See Section L of the main body of the proposal.

- (ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.**

CTL continually participates in professional development activities to keep abreast of evidence-based approaches to online teaching practices. These online teaching practices are then incorporated into faculty workshops and training sessions.

- (iii) An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.**

As part of the online course design process, course assessments are required to be aligned with stated courses learning objectives. The proposed program will incorporate authentic assessments that demonstrate students' application of learned skills. Program faculty have experience with developing individual and collaborative assessments for measuring the acquisition of relevant knowledge and skills through online learning.

## Appendix C

### Faculty

<b>Name</b>	<b>Degree</b>	<b>Field</b>	<b>Academic Title/Rank</b>	<b>Status</b>
Blum, Robert	PhD	Population, Family and Reproductive Health	Sr. Professor, and Chair; Population, Family and Reproductive Health	Full-time
Jernigan, David	PhD	Health, Behavior and Society	Director, Center on Alcohol Marketing to Youth; Associate Professor	Full-time
Agus, Deborah	JD	Mental Health	Associate Professor – Adjunct	Full-time
Anderson, Gerard	PhD	Health Policy and Management	Director, Center for Hospital Finance and Management; Professor	Full-time
Barry, Colleen	PhD	Health Policy and Management	Associate Chair for Research and Practice, Health Policy and Management; co-Director, Center for Mental Health and Addiction Policy Research; Professor	Full-time
Bennett, Sarah	PhD	International Health	Editor, Health Policy and Planning; Vice Chair, Health Systems Global; Chair, Joint Health Systems Research Committee; Associate Professor	Full-time
Bhalla, Kavi	PhD	International Health	Assistant Professor	Full-time
Cohen, Joanna	PhD	Health, Behavior and Society	Director, Institute of Global Tobacco Control; Professor	Full-time
Fox, Mary	PhD	Health Policy and Management	Assistant Professor	Full-time
Frattaroli, Shannon	PhD	Health Policy and Management	Associate Professor	Full-time
Fredrick, Beth		Bill and Melinda Gates Institute for Population and Reproductive Health	Executive Director, Advance family Planning, Gates Institute, JHSPH; Faculty Senior Associate	Full-time
Fox, Mary	PhD	Health Policy and Management	Assistant Professor	Full-time
Gillespie, Duff	PhD	Population, Family and Reproductive Health	Professor	Full-time
Holtgrave, David	PhD	Health, Behavior and Society	Department Chair, Health Behavior and Society; co-Director, Center for Implementation Research; Interim Director, Lerner Center for Public Health Promotion; Professor	Full-time
Hope, Patrick	JD	Health Policy and Management	Associate	Part-time

<b>Name</b>	<b>Degree</b>	<b>Field</b>	<b>Academic Title/Rank</b>	<b>Status</b>
Horwitz, Joshua	JD	Health Policy and Management	Associate	Full-time
Hyder, Adnan	MD	International Health	Professor	Full-time
Lawrence, Robert	MD	Environmental Health Sciences	Professor	Full-time
Lozare, Benjamin	PhD	Health, Behavior and Society	Associate Director and Chief, Training and Performance Improvement Division, Johns Hopkins Center for Communications Programs; Professor	Full-time
Morhaim, Dan		Health Policy and Management	Associate	
Mosley, Henry	MD	Population, Family and Reproductive Health	Professor-Emeritus	Full-time
Navarro, Vincente	MD	Health Policy and Management	Professor	Full-time
Resnick, Beth	MPH	Health Policy and Management	Director, Office of Public Health Practice and Training; Director, MSPH Program in Health Policy; Associate Scientist	Full-time
Segal, Jodi Beth	MD	School of Medicine	Professor	Full-time
Sharfstein, Joshua	MD	Health Policy and Management	Professor of the Practice	Full-time
Tamplin, Stephen	MSE	Health, Behavior and Society	Associate Scientist	Full-time
Vernick, Jon	JD	Health Policy and Management	Professor	Full-time
Webster, Daniel	ScD	Health Policy and Management	Director, Center for Gun Policy and Research; Deputy Director for Research, Center for the Prevention of Youth Violence; core faculty, Center for Injury Research and Policy; Professor	Full-time

## Appendix D

### Finance Information

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1. Reallocated Funds	-	-	-	-	-
2. Tuition/Fee Revenue (c + g below)	\$136,095	\$159,673	\$184,647	\$210,991	\$238,607
a. Number of F/T Students	1	1	1	1	1
b. Annual Tuition/Fee Rate	\$50,640	\$52,159	\$53,724	\$55,336	\$56,996
c. Total F/T Revenue (a x b)	\$50,640	\$52,159	\$53,724	\$55,336	\$56,996
d. Number of P/T Students	9	11	13	15	17
e. Credit Hour Rate	\$1055	\$1086	\$1119	\$1153	\$1187
f. Annual Credit Hour Rate	9	9	9	9	9
g. Total P/T Revenue (d x e x f)	\$85,455	\$107,514	\$130,923	\$155,655	\$181,611
3. Grants, Contracts & Other External Sources	-	-	-	-	-
4. Other Sources	-	-	-	-	-
<b>TOTAL (Add 1 – 4)</b>	<b>\$136,095</b>	<b>\$159,673</b>	<b>\$184,647</b>	<b>\$210,991</b>	<b>\$238,607</b>

**Resources narrative:**

1. Reallocated Funds: None.
2. Tuition and Fee Revenue: The cost of both full-time and per-credit tuition cost is subject to a 3% increase each year. Only one full-time student will enroll in the certificate program while completing her/his master's degree. The expectation is that there will be nine part-time students in the program initially, increasing to 17 by Year 5.
3. Grants and Contracts: Not applicable.
4. Other Sources: Tuition will be the only resource to support the revenue to this program.

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1. Faculty (b + c below)	\$80,400	\$82,812	\$85,296	\$87,856	\$90,492
a. # Sections offered	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
c. Total Benefits	\$20,400	\$21,012	\$21,642	\$22,292	\$22,960
2. Admin. Staff (b + c below)	\$20,704	\$21,326	\$21,965	\$22,625	\$23,304
a. # FTE	.10	.10	.10	.10	.10
b. Total Salary	\$15,451	\$15,915	\$16,392	\$16,884	\$17,391
c. Total Benefits	\$5253	\$5411	\$5573	\$5741	\$5913
3. Support Staff (b + c below)	–	\$3015	\$3106	\$6397	\$6589
a. # FTE	–	.05	.05	.10	.10
b. Total Salary	–	\$2250	\$2318	\$4774	\$4917
c. Total Benefits	–	\$765	\$788	\$1623	\$1672
4. Equipment	–	–	–	–	–
5. Library	–	–	–	–	–
6. New or Renovated Space	–	–	–	–	–
7. Other Expenses	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
<b>TOTAL (Add 1 – 7)</b>	<b>\$136,104</b>	<b>\$143,203</b>	<b>\$147,499</b>	<b>\$155,123</b>	<b>\$159,778</b>

**Expenditures narrative:**

1. Faculty: Full-time faculty salaries are prorated at 50% effort with a 3% increase in salary each year. This includes program director effort in coordinating the program with a 3% annual salary increase.
2. Administrative: Fringe benefit rate of 34%.
3. Support Staff: Administrative support staff effort is projected at 5%, increasing to 10% in monitoring the program and student efforts as enrollment increases.
4. Equipment: No new resources will be required.
5. Library: No new resources will be required.
6. New or Renovated Space: No new resources will be required.
7. Other Expenses: Costs for converting and upgrading course material to online format as well as costs for faculty advisers in the certificate program.