

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

Area of Concentration

Award to be Offered

1214-00

Suggested HEGIS Code

Health, Equity and Social Justice
(within the Doctor of Public Health (DrPH))

Title of Proposed Program

51.2210

Suggested CIP Code

Bloomberg School of Public Health

Department of Proposed Program

Michael Klag, Dean

Name of Department Head

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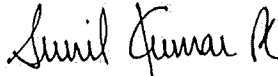
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Signature and Date

1.5.17

President/Chief Executive Approval

N/A

Date

Date Endorsed/Approved by Governing Board

**The Johns Hopkins University
Bloomberg School of Public Health
Proposal for Substantial Modification to an Existing Program**

**New Area of Concentration in Health, Equity and Social Justice
within the Existing Doctor of Public Health (DrPH)**

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) proposes a new Area of Concentration in Health, Equity and Social Justice in the existing and previously endorsed Doctor of Public Health (DrPH) (HEGIS code 1214-00, CIP code 51.2210), which is available for onsite and online delivery. The new concentration is designed to prepare students to advance the public's health through the integration and application of a broad range of knowledge, analytical skills and competencies that will enable graduates to effectively assume leadership roles in public health both domestically and internationally. The DrPH has been offered by the Bloomberg School of Public Health since 1917.

The new concentration in Health, Equity and Social Justice focuses on understanding the multiple determinants of health, particularly among disadvantaged and marginalized groups, and improving health equity and social justice through intersectional partnerships. It is designed primarily for part-time students, who already have substantive public health experience but are interested in further advancing their careers so as to achieve leadership positions in a variety of agencies concerned with promoting public health including state and federal agencies, consulting firms and non-governmental agencies, international organizations and overseas government agencies, as well as health services delivery organizations. The degree will consist of online intensive graduate-level coursework, combined with summer and winter institutes, a practicum in an external agency and a culminating, applied doctoral dissertation.

2. Alignment with institutional strategic goals

The proposed changes to the DrPH program with a concentration in Health, Equity and Social Justice advance the university's vision, and related strategic goals for Johns Hopkins University, in a number of core ways. The program seeks to enhance access to a graduate education through shifting to a part-time format that allows students to continue working, so as to make the program more affordable and prevent students having to take time away from rapidly developing career trajectories. The program is also global in nature and the content is designed to reflect a rapidly globalizing world. The University's Ten by Twenty vision emphasizes interdisciplinary collaboration, which is also a core tenet of the program, supporting students to effectively lead and work in interdisciplinary teams.

The mission of the Bloomberg School is to improve health “through discovery, dissemination, and translation of knowledge and the education of a diverse global community of research scientists and public health professionals.” The DrPH focuses in particular on the application of knowledge and ensuring that the public health leaders of tomorrow possess both appropriate analytical skills and the necessary competencies to apply those to solve public health challenges.

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.

The DrPH program is built around a set of common competencies that all students entering the program will be expected to achieve. In addition to these competencies students will achieve an additional seven competencies that relate Health, Equity and Social Justice within the program. Students will be required to successfully complete a minimum of 64 term credits, including a practicum and a doctoral dissertation. There are 28 term credits of required courses which are designed to develop knowledge, skills and competencies in foundational areas. These courses are required for all DrPH students. An additional 28 term credits are associated with the student’s Health, Equity and Social Justice concentration. The degree can be completed over a minimum of 16 8-week terms.

The DrPH foundational course requirements provide a breadth of skills and competencies relevant to public health leadership including data analysis, health policy, management, and ethics, with particular emphasis on leadership and communication. A series of problem-based courses rooted in real cases provides students with opportunities to integrate skills and apply them to real world problems, while working in diverse, multidisciplinary teams. All students will be required to carry out a practicum in an external organization (that is, an organization external to Johns Hopkins Bloomberg School). This practicum should provide the opportunity for the student to practice higher level skills than those typically entailed in day-to-day work. The practicum will be supported by a preceptor and also through an applied leadership course that enables students to reflect in peer action learning groups on challenges encountered during the practicum and approaches to addressing them. While the practicum itself does not carry credits, the required applied leadership course that accompanies it does.

Students will produce a culminating dissertation (8 credits minimum) that will be supported by their faculty adviser. During the first and second year of the program, the DrPH seminar series will also support students in identifying and shaping appropriate dissertation work, and sharing it with their peers. The DrPH dissertation is a substantive piece of applied analytical work that demonstrates the student’s mastery of the chosen analytical approaches, as well as in-depth understanding of the topical area. DrPH dissertations must address applied problems of public health policy and practice.

Standard practices for the review and approval of the DrPH dissertation will be applied with the proposal being examined at a preliminary oral exam (potentially conducted remotely by video conference) by a faculty committee composed of at least three faculty members from three different departments (including the department where the student's primary adviser resides), and one representative of the practice community. The final dissertation will also be reviewed and approved by a committee of four readers including one representative of the practice community. In assessing the quality and acceptability of a DrPH dissertation proposal and final dissertation, the committee should assess the rigor of the analytical methods and the relevance of the topic. It is accepted that high quality data may not always be available for public health decision-making in which case the dissertation should assess the degree of confidence that can be placed in findings, and the implications for decision-making. DrPH dissertations may follow the standard three paper format, or consist of two papers plus a policy briefing paper.

Students applying for admission to the DrPH program should have a minimum of three years relevant public health experience and an MPH degree or equivalent. Students who do not have an MPH degree from an accredited US university may be required to take additional Master's level courses so as to achieve the same level of knowledge, skills and competencies as incoming MPH graduates. Admission standards will be rigorous and will require applicants' academic transcripts, curriculum vitae, letters of recommendation, and statements of purpose. Applicants will also be required to submit standardized test scores (GRE or GMAT). Students for whom English is a foreign language will be required to submit TOEFL scores or a comparable alternative. All of these factors will be carefully considered in the admissions process, with special emphasis on applicants' practice experience and promise as a public health leader, as well as their demonstrated ability to complete required coursework.

2. Educational objectives and student learning outcomes

The goal of the Doctor of Public Health program with a concentration in Health, Equity and Social Justice is to prepare students from diverse individual and professional backgrounds to assume leadership roles in domestic and international public health policy and practice positions, as well as in health services delivery settings.

Upon completion of the Doctor of Public Health degree, students will be able to:

1. Identify, synthesize and apply evidence based public health research and theory from a broad range of disciplines and health related data sources for problem solving and to advance programs, policies, and systems promoting population health. (*data analysis*)
2. Identify and analyze ethical issues including balancing the claims of personal liberty with the responsibility to protect and improve the health of the population; and act on the ethical concepts of social justice and human rights in public health research and practice. (*ethics*)
3. Influence decision making regarding policies and practices that advance public health using scientific knowledge, analysis, communication and consensus

- building. (*policy*)
4. Assess and use communication strategies across diverse audiences to inform and influence individual, organization, community and policy actions in order to promote the health of the public. (*communication*)
 5. Enable organizations and communities to create, communicate and apply shared visions, missions and values; inspire trust and motivate others; build capacity; improve performance, enhance the quality of the working environment; and use evidence-based strategies to enhance public health. (*leadership*)
 6. Provide fiscally responsible, strategic, and operational guidance within both public and private health organizations, for achieving individual and community health and wellness. (*management*)
 7. Design and evaluate system-level and programmatic initiatives in multidisciplinary teams so as promote public health outcomes and health equity (*program design and evaluation*)

The following are the competencies for the Health, Equity and Social Justice concentration:

1. Advocate with and on behalf of disadvantaged and vulnerable individuals and communities to improve their health and wellbeing and build their capacity
2. Provide strategic direction and opportunities for diverse stakeholders, particularly ethnic and racial minorities, the vulnerable and the poor, to participate in the development of healthy public policy, by enabling change and empowering individuals and communities
3. Conduct assessments of health equity in communities and systems so as to identify the behavioral, cultural, social, environmental and organizational determinants that promote or compromise health in disadvantaged groups
4. Identify evidence-informed strategies, and measurable goals and objectives, to promote health equity and social justice
5. Evaluate the reach, effectiveness and impact of health programs and policies to address health equity and social justice through appropriate evaluation methods.
6. Implement effective, efficient and culturally sensitive strategies to improve health equity and social justice
7. Develop and maintain effective partnerships across sectors, disciplines, professions and diverse constituencies so as to enhance the impact and sustainability of population health strategies on health equity.

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

The Johns Hopkins Bloomberg School DrPH degree is designed as a terminal, professional qualification for those aspiring to leadership roles in public health, in both domestic and international settings. The proposed program will be truly global, inspiring learning across diverse countries, and drawing upon Johns Hopkins expertise and experience both domestically and abroad.

The program will combine rigorous training in doctoral-level analytical skills (notably epidemiology, biostatistics, and evaluation) and high-level practice skills (notably communications, systems thinking and leadership). The Health, Equity and Social Justice concentration is focused on understanding the multiple determinants of health, particularly among disadvantaged and marginalized groups, and improving health equity and social justice through inter-sectoral partnerships;

The DrPH program will be primarily offered as a part-time program. It is designed to serve the needs of those who are already working in a public health role, but are seeking to enhance both their analytical skills and their practice competencies so as to accelerate their career trajectories and enhance their contributions to public health specifically Health, Equity and Social Justice.

Graduates of the DrPH program will be equipped to drive the responsible development of new knowledge and new ways of saving lives and improving health to further progress across core disciplines in science and technology, and public health and medicine in Maryland, and beyond.

2. Alignment with 2013–2017 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 6.) data use and distribution. The Doctor of Public Health program helps to fulfill the Maryland State Plan in a number of these core goals.

The program furthers Goal 2 by providing a program that is primarily online and can be completed on a part time basis. Multiple professional workshops will provide students with skills that are transferable to many work environments. The typical student will take about 20-26 term credits each year for the first 2-3 years and complete the 64 term credit degree in 4-5 years.

The program promotes Goal 4 by preparing students to achieve leadership positions in a

variety of agencies concerned with promoting public health including state and federal agencies, consulting firms and non-governmental bodies, and international organizations or government agencies as well as in health services delivery organizations. While built upon the School's existing DrPH curriculum, many courses within the program have been redesigned, as has the course sequence. The program seeks to reduce costs and improve learning "by transforming the way that instruction is delivered and learning environments are designed." The "new modes of delivery and programmatic initiatives" will serve the State's increasingly diverse student population and advance the State's goal of being a "national and international leader in higher education."

The program promotes Goal 5 by helping Maryland meet the challenges of a changing workforce by addressing the need for more people in the workforce with recognized credentials. Program graduates will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy and advancing research. The program's advisory board will incorporate feedback from professional organizations and public health stakeholders to ensure that the program is aligned with workforce needs.

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

1. Market demand

A survey of recent alumni from the Bloomberg School MPH program was conducted to assess market demand for the redesigned DrPH program. Of the 140 respondents to the survey 63 stated that they were likely or very likely to want to pursue a DrPH program.

The program is intended for both a domestic and a global audience, serving public health leaders in the US (both at state and federal level), but also public health leaders in rapidly industrializing and emerging economies such as China, Indonesia, India, and Nigeria, and other contexts such as the Middle-East where there are relatively high incomes, but few facilities for post-graduate education in public health. The part time, online nature of the course will be well suited to such applicants.

As part of the preparation for the redesign of this program we interviewed 19 employers of DrPH graduates to enquire about desired competencies, and attitudes towards part time study. DrPH graduates have gone to work at state and federal agencies, consulting firms, universities, international organizations, non-governmental organizations and for foreign governments and representatives from such agencies were amongst our respondents. These employers confirmed the need for doctoral level graduates who combined excellence in analytical methods with strong leadership and communication skills. This program is designed to respond to these employers' articulated needs including in the area of Health, Equity and Social Justice.

2. Educational and training needs in the region

The Bloomberg School has offered a DrPH program since 1917. Table 2 below indicates the number of applicants (across all departments), number of accepted students and

number of students finally enrolling during the three most recent years. As can be seen from the table there is a healthy number of applicants, but due to the funding package that the School offers its doctoral students there are caps on the number of DrPH students that can be accepted into the program. Of those offered places in the program, 60-70% typically accept.

Table 2 – Trends in Applicants and Enrollees in JHSPH DrPH programs

	Applied	Accept	Enrolled
2013	159	40	29
2014	136	31	19
2015	147	36	21

We anticipate that with the new program requirements and a part-time program we will be able to increase both the number of students accepted and the number enrolling.

3. Prospective graduates

If students on average take between 4 to 6 years to complete the program (with roughly equal numbers graduating at the end of the 4th, 5th and 6th year, then a first small cohort (approximately 12 students) of those admitted in summer 2017, will graduate in summer 2021. 25 students are expected to graduate in 2022, 40 in 2023, and 45 in 2024, 49 in 2025, and 50 annually in subsequent years. The average graduation rate for the Health, Equity and Social Justice concentration is anticipated to be 13 a year once the program is at full capacity.

E. Reasonableness of program duplication

1. Similar programs

While there are at least 41 DrPH doctoral degree programs in Public Health across the United States, there are very few DrPH degree programs in Maryland. In Maryland, there is only one other DrPH program approved or endorsed by MHEC, offered by Morgan State University. The concentration in Health, Equity and Social Justice will be the first known concentration of such in Maryland.

The DrPH program offered by Morgan State is a 60 semester credit program that is planned as a 4 year completion for full-time students. Courses are offered in classroom format, on evenings and weekends at the School.

2. Program justification

The Doctor of Public Health program will build upon students' MPH training, and will offer more advanced training in analytical skills (especially analytical skills relevant to their chosen concentration), as well as high level practice-oriented skills particularly in communication and leadership.

The program will take advantage of many of the existing, online courses already available in analytical methods. In addition, new, more practice-oriented courses are being developed including a core sequence of problem-based courses designed to help students integrate different skill sets, and work in diverse, multidisciplinary teams to solve real world problems. Students will achieve these core competencies primarily through these problem based courses.

All students will have the opportunity to apply newly acquired skills through a required practicum that will be conducted typically in their own workplace, but will address a special project or initiative. Further, a practice-oriented dissertation will provide students with an opportunity to complete the whole cycle of a research-based or analytical project so as to further integrate and master acquired skills.

This new concentration will provide the skill sets and competencies necessary for graduates to be promoted and become leaders in addressing critical public health challenges at local, national, and global levels. As a terminal degree it will position graduates for senior management and leadership positions across a range of public-health related agencies and health services delivery organizations, and develop professional networks that will serve students throughout their careers.

F. Relevance to Historically Black Institutions (HBIs)

An appropriate student for the Doctor of Public Health program would apply after attending and completing at least a Master of Public Health 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.

G. Evidence of compliance with the Principles of Good Practice

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 and act as mentors for the core courses and in the proposed concentration. Program faculty members hold full-time or adjunct appointments in the Bloomberg School. Program faculty have been recognized for their excellence in teaching and have produced leading public health research while continuing to generate path-breaking scholarship, educating the next generation of leaders in public health.

I. Adequacy of library resources

The book collections at the Johns Hopkins University number almost two and one-half million volumes, selected to support the studies of all departments and divisions of the

University. The William H. Welch Medical 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 7,200 electronic journals, more than 400 databases, and more than 13,000 e-books. The library has staff members assigned to each department to aid in research and best practices for library services.

J. Adequacy of physical facilities, infrastructure and instructional equipment

Most courses in the proposed program will be offered online. The program will have no discernible impact on the use of existing facilities and equipment beyond the standard requirements already in place; primarily, faculty office space in an existing university facility location.

While some courses will be offered onsite, no additional facilities, infrastructures or laboratory or computer resources will be required. JHSPH has 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 central computing resource for the School, the Office of Information Technology (IT), 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.

K. Adequacy of financial resources with documentation

See Appendix D for detailed financial information.

L. Adequacy of provisions for evaluation of program

Program level evaluation activities will include an annual assessment of program inputs, processes and outputs to generate a report on program applicants and admitted students, course enrollment, faculty participation, pedagogical innovations and program accomplishments/recognition.

Evaluation of student learning and achievement will focus on the early identification of students' goals/objectives and individualized learning outcomes; students' acquisition of

knowledge and skills and the degree to which the program is fostering students' achievement of the degree competencies. Post-degree professional and academic accomplishments of graduates will also be tracked.

Student course evaluations, conducted at the end of each term, will provide feedback about both courses and faculty. The evaluations include questions addressing the course overall, the instructor and the assessments of learning.

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

Any student meeting the admissions requirements can apply to the Doctor of Public Health 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 (0 credits)

Introduction to Online Learning (IOL) will prepare a student for taking both online and on-campus courses offered through CoursePlus, a course management system at Johns Hopkins University. The course is designed to give students clear examples of the fundamental design principles for courses across schools at the University: time-boxed, cohort-based, and highly collaborative. Attention is focused on learner responsibilities and communication/collaboration strategies in both online and face-to-face courses. While ensuring that an individual computer and network connection is compatible with the tools used in CoursePlus is an important part of the course, the primary focus is on the digital course experience and not on teaching basic computer and Web browsing skills.

Introduction to Problem-Based Learning (0 Credits)

This online class will prepare students to participate in courses involving problem-based learning. Problem-based learning is a student-centered approach whereby students work in small teams to address complex, real world challenges. This introductory course will introduce students to the theory of problem-based learning and explore good behaviors and practices in a problem-based learning environment.

550.860 Academic and Research Ethics (0 Credits)

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.

Introduction to the DrPH Program (0 credits)

This face-to-face module will provide students with an overview of the DrPH Program, the different concentrations on offer, and the requirements of the program.

Foundational Requirements

551.610 Foundations of Leadership: A Survey Course (3 credits)

Students develop an understanding of the role expectations of the organizational leader and the essential knowledge and skills the role requires. Provides a framework for understanding the process of working effectively with, influencing and leading others. Drawing from a variety of disciplines, emphasizes organizational effectiveness, developing a future vision and direction, leading change and building adaptive organizational cultures.

xxx.xxx Applied Leadership Development (3 credits)

This course in applied leadership development will be taken by DrPH students at the same time as they undertake their practicum. The course promotes and supports reflection on and development of students' own leadership principles and practices. The course builds upon the Foundations of Leadership class providing students with an opportunity to both revisit and put into practice their personal leadership philosophy. During the class students will work in small (4-5 person) action learning teams in order to reflect on their experiences of leadership during their practicum. This process of reflection will be supported and prompted by a specialized leadership framework. The final assignment of the class is an individual leadership reflection paper, and the course will culminate in a student conference during the winter institute which will promote sharing and discussion around students' own experiences.

301.772 Making Effective Public Presentations (2 credits)

Enhances skills to construct and deliver oral presentations with clarity and impact. Provides a template for "audience-centered" presentation construction with examples, tools and exercises. Provides individual assessment and feedback for each participant through videotaped exercises and a short formal presentation constructed during the course.

301.771 Case Studies in Communicating with the Media (1 credit)

Provides techniques and guidelines to understand and handle the media during a crisis. Topics include: and overview of the media needs in a crisis, the essential elements of crisis communication plans, tips and techniques for spokespersons, common pitfalls to avoid, audience psychology, non-verbal communication and techniques for communicating complex information to the lay audience. Students review videotapes of news coverage and participate as spokespersons in videotaped simulation exercises.

xxx.xxx DrPH Student Seminar – Developing a DrPH Dissertation (1 credit)

This three part seminar series (taken during the second year in the program) is designed to assist DrPH students in the development of a dissertation proposal and to facilitate the transition from doctoral course work to a dissertation. The course will start by reviewing components of a dissertation proposal and the process through which a dissertation proposal is developed and approved. Students will review and critique already completed DrPH dissertations. Particular emphasis will be placed on identifying a suitable problem or challenge to address in a DrPH dissertation. During the second and third terms of the seminar, students will work individually on developing problem statements, literature reviews, conceptual frameworks, research questions, and study methods. Student evaluation is based on seminar presentations and participation.

xxx.xxx DrPH Problem-Based Sequence 1 –Scaling up and Sustainability: Learning from the India Avahan Initiative (3 credits)

This class focuses on the challenges to managing scaling up of new programs and how effective scale up can affect prospects for sustainability. The class focuses on efforts in India in the early 2000s to ensure rapid scale up of an NGO-based HIV/AIDS prevention program in the high prevalence states, and the subsequent transition of the program to the government of India. A second case focuses on scale up and sustainability of public health programs in the US context. The case addresses issues of management, evaluation and ethics.

xxx.xxx DrPH Problem-Based Sequence 2 – Vaccine safety at the FDA (3 credits)

Focusing on two vaccine related challenges faced by the US Food and Drug Administration, this class will help students to develop competencies in data analysis, communication and policy. In 1999, the FDA realized that given levels of ethylmercury in vaccines, infants who followed the recommended childhood immunization schedule might be exposed to cumulative doses of ethylmercury that exceed some federal safety guidelines. The science behind the case was challenging. Students will play the part of FDA officials seeking both to assess the science, deliberating about how to communicate risk to the public, and managing multiple stakeholders with differing views on the case. The second case in this class focuses on the 2010 contamination of Rotavirus vaccine with pig viruses, and focuses again on assessments and communication of risk and managing negotiations regarding this issue with both national and international actors.

Prerequisite: xxx.xxx DrPH Problem-Based Sequence 1 –Scaling up and Sustainability: Learning from the India Avahan Initiative

xxx.xxx DrPH Problem-Based Sequence 3 – Managing outbreaks: Ebola in West Africa and Zika in the Americas (3 credits)

The Ebola outbreak in West Africa required a very rapid and coordinated response across multiple agencies. This case focuses in particular on analytical methods, including modelling of the epidemic, and issues regarding how to manage uncertainty in such fast moving environments. The case also explores issues of community engagement, systems thinking, and how to link and coordinate public health strategies and clinical containment efforts. Finally, the case will also examine issues concerning research ethics during outbreaks of this nature. Problems from the more recent Zika outbreak in the Americas are also compared and contrasted with the Ebola outbreak.

Prerequisites: xxx.xxx DrPH Problem-Based Sequence 1 –Scaling up and Sustainability: Learning from the India Avahan Initiative, xxx.xxx DrPH Problem-Based Sequence 2 – Vaccine safety at the FDA

xxx.xxx DrPH Problem-Based Sequence 4 – Preventing HIV among African American men (3 credits)

While overall rates of HIV are declining in Baltimore, they are actually increasing among gay and transgender people. This case explores a new program in Baltimore that works closely with community-based organizations to scale up testing and adoption of Pre-Exposure Prophylaxis (PREP) among people who engage in risky behavior, particularly gay men in the African American community. The case seeks to strengthen students' analytical skills, but also focuses on cultural competencies and leadership.

Prerequisite: xxx.xxx DrPH Problem-Based Sequence 1 –Scaling up and Sustainability: Learning from the India Avahan Initiative, xxx.xxx DrPH Problem-Based Sequence 2 – Vaccine safety at the FDA, xxx.xxx DrPH Problem-Based Sequence 3 – Managing outbreaks: Ebola in West Africa and Zika in the Americas

140.620 Advanced Data Analysis Workshop (2 credits)

Covers methods for the organization, management, exploration, and statistical inference from data derived from multivariable regression models, including linear, logistic, Poisson and Cox regression models. Students apply these concepts to two or three public health data sets in a computer laboratory setting using STATA statistical software. Topics covered include generalized linear models, product-limit (Kaplan-Meier) estimation, Cox proportional hazards model.

140.607 Multilevel Models (2 credits)

Gives an overview of "multilevel models" and their application in public health and biomedical research. Multilevel models are statistical regression models for data that are clustered in some way, violating the usual independence assumption. Typically, the predictor and outcome variables occur at multiple levels of aggregation (e.g., at the personal, family, neighborhood, community and/or regional levels). Multilevel models account for the clustering of the outcomes and are used to ask questions about the influence of factors at different levels and about their interactions. Students focus on the main ideas and on examples of multilevel models from public health research. Students learn to formulate their substantive questions in terms of a multilevel model, to fit multilevel models using Stata during laboratory sessions and to interpret the results.

140.608 Analysis of Longitudinal Data (2 credits)

Covers statistical models for drawing scientific inferences from longitudinal data. Topics include longitudinal study design; exploring longitudinal data; linear and generalized linear regression models for correlated data, including marginal, random effects, and transition models; and handling missing data.

Prerequisite: Intermediate level biostatistics & epidemiology

340.768 Professional Epidemiological Methods: Decision Making in Health Situation Analysis (2 credits)

Covers advanced health situation analyses for the evaluation of effectiveness of public health programs using real public health scenarios and available health information datasets. Covers selected epidemiological metrics for measuring social health inequalities and methods for informing evidence-based healthcare decision-making using epidemiologic data. Also addresses the role of available epidemiological evidence and translational research for public health programs. Laboratory exercises provide experience with applying concepts, methods and tools to problems drawn from real epidemiological data and published literature.

Prerequisite: 340.608 Observational Epi or 340.752 Epidemiologic Methods II

340.727 Introduction to Health Survey Research methods (2 credits)

Students learn the basic skills necessary to conduct health survey research, providing both theoretical information and experience in the field. Specifically, students learn about: qualitative methods, the use of theory in informing survey development; development of research questions; probability and non-probability sampling; power calculations; ethical issues of conducting research; and quality assurance/quality control. Hands-on exercises include the development and administration of a brief survey.

410.671 Introduction to Qualitative Research Methods (3 credits)

Introduces students to qualitative research methods applied to the investigation of public health issues. Explores the theoretical underpinnings of qualitative research, factors that influence the utility of a qualitative approach, and ethical considerations in qualitative research. Focuses on the qualitative interview and provides an overview of the practical skills and tools required for conducting qualitative interviews and analyzing qualitative data.

410.673 Introduction to Qualitative Data Analysis for Public Health (2 credits)

Introduces students to the analysis of interview and focus group data collected as part of qualitative public health research. Explores distinct analytic approaches and traditions, and compares the strengths and weaknesses of different analytic paradigms for different research questions. Introduces computer software for coding and managing data using freely available online demonstration of various software packages. Presents both theoretical and practical dimensions of qualitative data analysis. Emphasizes hands-on learning activities within the classroom to practice and apply concepts learned through readings, lectures, and discussion. Develops skills to conceptualize an analytic plan for qualitative data for future research.

Prerequisite: 410.671 Introduction to Qualitative Research Methods

Health Equity and Social Justice Concentration**410.614 A New View: Improving Public Health Through Innovative Social & Behavioral Tools and Approaches (4 credits)**

Emphasizes real world integrative thinking, tools, and solutions in the pursuit of improving public health in the U.S. and internationally. Presents a global, multifaceted examination of health and illness, exploring the many factors that influence - or even determine - whether we remain healthy or become ill. Using biopsychosocial and environmental/ecological perspectives, explores the most prevalent diseases and health challenges confronting us today. Presents emerging views of health and illness being used in research, program and policy arenas.

Examines factors such as socioeconomic status, ethnicity, stress, stigma, social support, coping, and politico-cultural influences through an array of contemporary issues, including: obesity, HIV/AIDS, women's health, bioterrorism, environmental public health, mental health and others. Presents innovative social and behavioral perspectives, tools and approaches.

410.620 Program Planning for Health Behavior Change (3 credits)

Provides an overview of the breadth of programs and diversity of settings in the field of health education in health promotion, and an opportunity to develop skills in program planning. Explains the importance of health behavior as a contributor to current public health problems and the role of health education and health promotion programs in addressing them, drawing examples from the literature on community-based health education, patient education, school health, and work-site health promotion. Also discusses issues of ethical standards and quality assurance in health education and health promotion.

340.666 Foundations of Social Epidemiology (3 credits)

Students learn to apply social epidemiologic concepts, introduced through weekly online lectures and readings, through the use of discussions, group activities, case studies and labs. Prepares students to understand and appreciate the contribution of social factors to disease etiology, course and the distribution of states of health in populations. After reviewing the conceptual and theoretical underpinnings of social epidemiology from an historical perspective, focuses on the scientific findings in the field from the 1970s until today. The influence of social context on behavior is well-known, and forms the backbone for most health promotion interventions; we focus initially on how the social environment influences behavior, by shaping norms, reinforcing social control, providing environmental opportunity, and coping strategies.

Prerequisite: 340.751 Epidemiologic Methods or 340.601 Principles of Epidemiology or equivalent

340.767 Professional Epidemiological Methods: Topics and Methods for Health Situation Analysis (2 credits)

Focuses on epidemiological methods and tools used in key health situation analyses. Includes the use of prospective epidemiological scenarios for monitoring health targets and indications. Also covers examples of health priority setting assessments; health needs assessments, and the methods for epidemiological stratification of public health problems. Laboratory exercises provide experience with applying concepts, methods and tools to problems drawn from real epidemiological data and published literature.

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

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.

xxx.xxx Health Equity and Social Justice Concentration Seminar Series (1 credit)

This one credit seminar that students will take in the fourth term of their second year is designed to support them in the development of their doctoral dissertation with a particular focus on the methods, topics and approaches likely to be used in their dissertation work. Student evaluation based on seminar presentations and participation.

380.768 Selected topics in Women's Health and Women's Health Policy (4 credits)

Discusses major health concerns among women in developed and developing countries within a life course framework that integrates biological determinants of health and the social, cultural and economic contexts of women's lives. Examines a spectrum of current health and policy concerns, and may include family planning, preventive services for women, chronic disease, migration, gender-based violence, mental health and disability. Also includes historical perspectives and a gender justice framework for viewing health policies.

380.623 Adolescent Health (3 credits)

Lectures on research findings and issues present biological, psychological, and social aspects of normal adolescent growth and development as a framework for viewing a variety of adolescent health problems and their social and biological effects. Also considers programmatic needs of the adolescent.

330.680 Promoting Mental Health and Preventing Mental Disorders in Low and Middle Income Countries (3 credits)

Focuses on research and intervention approaches in low- and middle-income countries in the field of mental health prevention and promotion. Particularly emphasizes populations exposed to adversity, and challenges students to bridge the gap between research and practice in this area. Discusses the determinants of mental health, and how they can be targeted: at different life stages and different socio-ecological levels (e.g., family, school, and neighborhood). Addresses such questions as 'What is resilience, and how can it be promoted?', 'How can interventions prevent depression in women exposed to intimate partner violence?', and 'How do poverty, violence and malnutrition impact mental health?'. Uses real-world examples, and follows a case method approach.

180.600 Special Topics in Health and Human Rights: Public Health Implications of Health as a Human Right (2 credits)

Applies a human rights framework to the analysis of key determinants of health status and PH policies, programs and practices. Readings & discussions explore health as a human right & its implications for PH research and practice. Focuses broadly on 3 areas: (1) health as a human right, (2) impact of public health policies, programs and practices on human rights, and (3) collective health impact of human rights violations, whether gross violations in human conflict or insidious violations associated with mistreatment of marginalized groups. Topics include: (1) international instruments defining human rights principles, their historical development and application, (2) operationalization of the right to health and its consequences for public health practice, (3) governmental obligations for health under international human rights law, (4) linkages between health and human rights, (5) application of the human rights framework to the design, implementation, and evaluation of PH programs

309.631 Population Health Informatics (3 credits)

Introduces students to concepts, methods, and issues related to the application of health information technology (HIT) to population health. Emphasizes the population health potential of comprehensive electronic health records (EHRs), personal health records (PHRs), mobile health and telemedicine devices; and consumer focused internet-based tools. Covers the uses of HIT to define and identify populations and sub-populations of interest, describe the health status and needs of populations, improve the health of populations, and evaluate services provided to populations. Emphasizes the use of HIT within both local, regional and federal public health agencies and population-based private health care organizations such as integrated delivery systems and health insurance plans. Lessons are mainly US oriented but are also applicable to other high and middle income countries.

221.620 Applying Summary Measures of Population Health to Improve Health Systems (4 credits)

Explores the conceptual basis and application of summary measures of population health status. Presents approaches to measuring the burden of disease in populations and their use for guiding resource allocation and planning efficient and equitable health care systems. Lectures, discussions, and group exercises focus on composite indicators, exploring social and ethical value choices, and assessing the burden of disease at national level.

330.607 Prevention of Mental Disorders: Public Health Interventions (3 credits)

Introduces the basic principles and methods that guide research on the prevention of and early intervention with mental disorders and drug abuse. Includes public health interventions that operate at multiple ecological levels, including the community (e.g., mobilization, media), school (e.g., changes in classroom management and organization), family (e.g., parent training strategies), and individual (e.g., social competence strategies). Focuses on specific topics in prevention and intervention trial design, community and institutional base building, intervention theory and monitoring, and data analysis techniques and findings. Examines population-based epidemiologic and other methodological approaches from a life-course developmental perspective.

188.694 Health of Vulnerable Worker Populations (3 credits)

Discusses occupational health program considerations, (including all levels of prevention), for vulnerable populations, using examples such as the health needs of women workers, shift workers, aging workers, families of workers, and workers with chronic diseases and impairments. Focuses on strategies for identifying and removing barriers that affect health and work performance; program development and management responsibilities; and cost issues related to implementing selected preventive and rehabilitative programs. Presents relevant research findings on the ability of vulnerable populations to benefit from safe and healthy working lives.

221.688 Social and Behavioral Foundations of Primary Health Care (4 credits)

Provides students with the knowledge and skills needed to understand individual, community, and organizational behaviors and change processes in cross-cultural and developing countries settings as a foundation for planning appropriate Primary Health Care (PHC) programs. Students learn to outline the contributions of social and behavioral science theory in the planning and implementation of culturally relevant PHC programs; will utilize social and behavioral theories to understand individual, social network, organizational, community, and policy maker health related behaviors; and identify the factors that promote and inhibit community involvement in PHC program development and implementation.

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 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. JHPSH 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.

- (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.

- (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.

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

The proposed concentration will be delivered via the School's course delivery and management system—CoursePlus. This 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

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

Refer to Section A.1 in the main body of the proposal.

- (ii) **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 on the East Baltimore campus and the Milton S. Eisenhower Library on the Homewood campus. The Welch Library collects current scholarly information that supports the research and educational needs of the Johns Hopkins Medical Institutions as well as the Bloomberg School. Because the library's emphasis is on providing materials at point of need, the collection is primarily in electronic format. The electronic collection includes more than 7,200 electronic journals, more than 400 databases, and more than 13,000 e-books. The WelDoc Service provides access to materials not in the Hopkins collections. The library offers a variety of instructional services, including classes and online tutorials 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 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. 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. Courses that deviate from the program plan and have not been approved by an adviser may not count toward degree requirements.

Library services. Students have online access to the William H. Welch Medical Library 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 University's library system provides easy access to a wide selection of electronic information resources, including an 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 Career Services Office at the Bloomberg School 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 (My JHSPH) 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 [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.**

Please 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

Alphabetical order. While faculty leads are identified, some courses will be team taught by multiple faculty.

Name	Terminal Degree	Title/Academic Rank	Status	Course
Abdulgafoor Bachani	PhD	Assistant Professor	Full-Time	<ul style="list-style-type: none"> Applying Summary Measures of Population Health to Improve Health Systems
Sara Bennett	PhD	Director for DrPH program; Associate Professor	Full-Time	<ul style="list-style-type: none"> DrPH Doctoral Seminar Case-based Class: Scaling up and Sustainability Systems Thinking in Public Health: Applications
Wendy Bennett	MD	Assistant Professor, primary at School of Medicine	Full-Time	<ul style="list-style-type: none"> Selected Topics in Women's Health and Women's Health Policy
Robert Blum	PhD	Professor	Full-Time	<ul style="list-style-type: none"> Adolescent Health
Carlos Castillo-Salgado	DrPH	Professor	Full-Time	<ul style="list-style-type: none"> Professional Epidemiological Methods: Decision Making in Health Situation Analysis
David Celentano	ScD	Charles Armstrong Chair in Epidemiology, Professor	Full-Time	<ul style="list-style-type: none"> Foundations of Social Epidemiology
Michele Decker	ScD	Associate Professor	Full-Time	<ul style="list-style-type: none"> Selected Topics in Women's Health and Women's Health Policy
Paul Gaist	PhD	Professor	Part-Time	<ul style="list-style-type: none"> A New View: Improving Public Health Through Innovative Social & Behavioral Tools and Approaches
Michael Griswold	PhD	Associate Professor	Part-Time	<ul style="list-style-type: none"> Analysis of Longitudinal Data
Ann-Michelle Gundlach	EdD	Assistant Professor	Part-Time	<ul style="list-style-type: none"> Leadership courses
Adnan Hyder	PhD	Professor	Full-Time	<ul style="list-style-type: none"> Applying Summary Measures of Population Health to Improve Health Systems
Nicholas Ialongo	PhD	Professor	Full-Time	<ul style="list-style-type: none"> Prevention of Mental Disorders: Public Health Interventions

Name	Terminal Degree	Title/Academic Rank	Status	Course
David Jernigan	Phd	Associate Professor	Full-Time	<ul style="list-style-type: none"> • Introduction to Campaigning and Organizing for Public Health
Vanya Jones	PhD	Assistant Professor	Full-Time	<ul style="list-style-type: none"> • Program Planning for Health Behavior Change
Hadi Kharrazi	PhD	Assistant Professor, Track Director for Public Health Informatics within Health Policy and Management	Full-Time	<ul style="list-style-type: none"> • Population Health Informatics
Amanda Latimore	PhD	Assistant Scientist	Full-Time	<ul style="list-style-type: none"> • Foundations of Social Epidemiology
Robert Lawrence	MD	Professor	Full-Time	<ul style="list-style-type: none"> • Special Topics In Health and Human Rights: Public Health Implications of Health as a Human Right
Jill Owczarzak	PhD	Assistant Professor	Full-Time	<ul style="list-style-type: none"> • Introduction to Qualitative Data Analysis for Public Health
Tonia Poteat	PhD	Assistant Professor	Full-Time	<ul style="list-style-type: none"> • Problem-Based Class on HIV and Gay Men in Baltimore
George Rebok	PhD	Professor	Full-Time	<ul style="list-style-type: none"> • Prevention of Mental Disorders: Public Health Interventions
Joshua Sharfstein	MD	Professor of the Practice	Full-Time	<ul style="list-style-type: none"> • Problem-Based Class on Vaccines
Susan Sherman	PhD	Professor	Full-Time	<ul style="list-style-type: none"> • Introduction to Health Survey Research Methods
Katherine Clegg Smith	PhD	Professor	Full-Time	<ul style="list-style-type: none"> • Introduction to Qualitative Research Methods
David Stein	MD	Assistant Professor, primary School of Medicine	Full-Time	<ul style="list-style-type: none"> • Special Topics In Health and Human Rights: Public Health Implications of Health as a Human Right
Donna Strobino	PhD	Professor	Full-Time	<ul style="list-style-type: none"> • Selected Topics in Women's Health and Women's Health Policy

Name	Terminal Degree	Title/Academic Rank	Status	Course
Patrick Tarwater	PhD	Professor	Part-Time	<ul style="list-style-type: none">• Advanced Data Analysis Workshop
Wietse Tol	PhD	Assistant Professor	Full-Time	<ul style="list-style-type: none">• Promoting Mental Health and Preventing Mental Disorders in Low and Middle Income Countries
Jonathan Weiner	DrPH	Professor	Full-Time	<ul style="list-style-type: none">• Population Health Informatics• Managed Care and Health Insurance

Appendix D
Finance Information

TABLE 1: RESOURCES					
Resource Categories	2017	2018	2019	2020	2021
1. Reallocated Funds	-	-	-	-	-
2. Tuition/Fee Revenue (c + g below)	\$81,024	\$111,309	\$143,360	\$192,026	\$197,683
a. Number of F/T Students	-	-	-	-	-
b. Annual Tuition/Fee Rate	-	-	-	-	-
c. Total F/T Revenue (a x b)	-	-	-	-	-
d. Number of P/T Students	6	8	10	13	13
e. Credit Hour Rate	\$1055	\$1087	\$1120	\$1154	\$1188
f. Annual Credit Hour Rate	12.8	12.8	12.8	12.8	12.8
3. Grants, Contracts & Other External Sources	-	-	-	-	-
4. Other Sources	-	-	-	-	-
TOTAL (Add 1 – 4)	\$81,024	\$111,309	\$143,360	\$192,026	\$197,683

Resources narrative:

1. Reallocated Funds: No reallocation of existing resources will be required.
2. Tuition and Fee Revenue: The cost is subject to a 3% increase each year. The expectation is that there will be six students in the first year, increasing by one or two each year for the first five years.
3. Grants and Contracts: No grant or contract support is anticipated.
4. Other Sources: Not applicable.

TABLE 2: EXPENDITURES:					
Expenditure Categories	2017	2018	2019	2020	2021
1. Faculty (b + c below)	\$115,109	\$118,562	\$122,118	\$125,782	\$129,555
a. # FTE	.80	.80	.80	.80	.80
b. Total Salary	-	\$88,479	\$91,133	\$93,867	\$96,683
c. Total Benefits	\$29,207	\$30,083	\$30,985	\$31,915	\$32,872
2. Admin. Staff (b + c below)	-	-	-	-	-
a. # FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Support Staff (b + c below)	\$15,008	\$15,458	\$16,399	\$16,891	\$17,397
a. # FTE	.20	.20	.20	.20	.20
b. Total Salary	\$11,200	\$11,536	\$12,238	\$12,605	\$12,983
c. Total Benefits	\$3,808	\$3,922	\$4,161	\$4,286	\$4,414
4. Equipment	-	-	-	-	-
5. Library	-	-	-	-	-
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	\$46,000	\$47,380	\$48,801	\$50,265	\$51,773
TOTAL (Add 1 – 7)	\$176,117	\$181,400	\$187,318	\$192,938	\$198,725

Expenditures narrative:

1. Faculty: Faculty per section is equivalent to one FT faculty teaching at FTE of 80%. This includes salary and a fringe benefits rate of 34%.
2. Administrative Staff: Not applicable.
3. Support Staff: Twenty percent of a support staff member's salary with 3% annual increases and benefits at a rate of 34%.
4. Equipment: No additional equipment is needed for the proposed program
5. Library: No additional library resources are needed for the proposed program.
6. New or Renovated Space: No additional space is needed for the proposed program.
7. Other Expenses: The cost of instructional support to put the new curriculum on-line as well as the cost to pay faculty to be advisers to the DrPH PT program concentration.