

**The Johns Hopkins University  
Bloomberg School of Public Health  
Proposal for Substantial Change to Academic Program  
Post-Baccalaureate Certificate in Global Tobacco Control**

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

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

The Johns Hopkins University Bloomberg School of Public Health (JHSPH) proposes a substantial modification to the existing and previously endorsed Post-Baccalaureate Certificate in Global Tobacco Control (HEGIS code 0416.02, CIP code 26.1309), to update curriculum and offer an online format. The PBC in Global Tobacco Control has been fully endorsed by the Maryland Higher Education Commission and the Johns Hopkins University and has been offered by the Bloomberg School of Public Health since 2008.

Tobacco use is the number one preventable cause of death in the world, and it is projected to kill one billion people in the 21st century unless effective tobacco control measures are implemented. In order to reduce and ultimately end the global burden of tobacco-caused death and disease, researchers and public health professionals need to be equipped with the necessary technical skills to support effective policy development and implementation.

The overall aim of this program is to provide formal education to research scientists and public health professionals that equips them with the technical skills necessary to develop and effectively communicate the evidence that is required to support effective tobacco control policy development, implementation, and evaluation. This certificate is adapted from online and onsite course content from an existing Global Tobacco Control certificate, and incorporates existing online OPAL courses. Delivering the certificate in a fully online format will allow greater accessibility for participants from the U.S. and around the world.

The proposed program to commence in fall 2018 will require successful completion of a minimum of 25 credits. Students may complete the certificate over a minimum of four 8-week terms or one year, to a maximum of three years.

The mission of The Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of the Bloomberg School of Public Health 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 proposed certificate program aligns with both of these missions as discussed below.

## 2. Alignment with institutional strategic goals

### *Johns Hopkins University Strategic Goals*

The proposed program advances the university's [\*Ten by Twenty\*](#) 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 via a part-time format that allows students to continue working, making the program more affordable and preventing students from having to take time away from current careers in public health. The program is also global in nature: its part-time basis will better facilitate the participation of international students, 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 program, helping students to effectively lead and work in interdisciplinary teams.

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

The proposed program is consistent with the School and University missions described above, and is well aligned with many of the School's strategic goals:

- Prepare leaders in public health science and practice to address current and future public health challenges. It is a goal of the proposed program to provide skills-based education in tobacco control to the global public health workforce.
- Promote, value, and achieve excellence in teaching and learning. The Bloomberg School aims to combine technology with modern-day pedagogy to retain the same high standards that it incorporates into all of its academic programs.
- Advance the evidence base for the practice of public health and strengthen local, national, and global partnerships with public health practitioners. Through the proposed certificate program, the Bloomberg School will offer advanced training in tobacco control relevant to addressing public health problems. The part-time, online structure of the program will allow the School to reach a domestic and global constituency of learners.
- Raise awareness of public health in the global community. The proposed curriculum includes courses introducing learners to the breadth of public health.

The proposed Certificate program in Global Tobacco Control builds on the strength of the Bloomberg School, which provides unmatched opportunities for advanced training, focuses on global issues, and prepares students to address public health problems through multidisciplinary approaches that apply the latest scientific knowledge.

The program will provide students with the skills to plan, implement, and evaluate tobacco control policy in countries throughout the world. The proposed program will equip students with the necessary tools to anticipate and directly engage in the critical role of a tobacco control professional in public health research or practice.

## **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.

#### *Admissions Requirements*

Admission standards will be as rigorous as those established for other certificate programs at the School. Academic transcripts, TOEFL or IELTS (where applicable), letters of recommendation, and statements of purpose will all be carefully considered in the admissions process. Specifically, the admissions requirements for the certificate program are:

- (i) A baccalaureate-level degree from an accredited college or university;
- (ii) One letter of recommendation is required for all applicants; international applicants are required to submit three letters of recommendation for consideration of the Institute for Global Tobacco Control (IGTC) Certificate Scholarship;
- (iii) A statement of purpose that demonstrates compatibility of the applicant's career goals with the educational objectives of the program;
- (iv) A current résumé or CV; and
- (v) English language proficiency as demonstrated by a personal interview or the TOEFL or IELTS test score (if applicable).

#### *Program Requirements*

The proposed program requires students to successfully complete 25 term credits. The program will consist of required core courses in leadership, quantitative and qualitative methods, and implementation. The program can be completed over a minimum of four 8-week terms to a maximum of three years.

Most courses must be taken for credit and a letter grade. To maintain satisfactory academic performance and good academic standing, students in this program must maintain a minimum grade point average of 2.75.

The OPAL Program Manager will track progress and ensure that each student has completed all certificate requirements. The OPAL Program Director will be responsible for writing to the School's Office of Registration and Records to attest to the fulfillment of these requirements for each enrolled student.

The courses included in the certificate program are listed in Table 1 below. Appendix A provides course descriptions and credit hours for each course.

*Table 1: Core Courses for the Certificate in Global Tobacco Control*

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Term</b>
	Introduction to Online Learning	0	1,2,3,4,Su
550.860	Academic and Research Ethics at JHSPH	0	1,2,3,4,Su
	Global Tobacco Control	3	1
	Strategic Communication Planning	4	1
	Tobacco Regulatory Science	4	2
	Tobacco Control Leadership	2	2
	Quantitative Methods for Tobacco Control	4	3
600.612	Professional Development Workshop: Writing for Results	2	3
	Qualitative Methods for Tobacco Control	3	4
	Implementation of Tobacco Control Policies and Programs	3	4

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

The goal of this program is to prepare students from diverse individual and professional backgrounds with the technical skills necessary to develop and effectively communicate the evidence that is required to support effective tobacco control policy development, implementation, and evaluation. The specific educational objectives are below.

Upon completion of the Certificate in Global Tobacco Control, students will be able to:

1. Describe the history of tobacco use and the tobacco epidemic.
2. Identify the types and sources of tobacco control evidence including surveillance data, epidemiological studies, intervention-research and program and policy evaluation studies.
3. Describe the specific activities, strategies and methods that have been undertaken to reduce tobacco use in countries around the world.
4. Discuss, compare and critique current global tobacco control efforts and strategies.
5. Articulate epidemiological, quantitative and qualitative research and evaluation methods using specific tobacco control examples.
6. Discuss theories of change and how they apply to tobacco control at individual, organizational and societal levels.
7. Recognize and describe communication approaches that are effective in educating, informing and persuading individuals, communities and policy decision makers concerning tobacco control.
8. Apply specific methods and approaches to improve leadership and management of tobacco control interventions.

9. Discuss tobacco industry strategies that undermine tobacco control interventions and develop and apply specific countermeasures.
10. Describe tobacco product regulation in the context of the U.S. and abroad.
11. Apply writing skills to communicate confidently and effectively in a variety of professional formats.

### **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**

A 2013 survey of leaders of local health departments across the U.S. assessed data needs among the public health workforce. The survey asked about challenges to advancing a public health workforce agenda. Among the top five challenges, respondents identified the need for improved content, structural and delivery mechanisms for distance-based learning.<sup>1</sup>

Online education in tobacco control will provide the public health workforce with the skills to plan, evaluate and manage programs that will facilitate addressing important public health issues, while enabling learners to remain in the workforce while obtaining that training.

The PBC program in Global Tobacco Control will prepare current and future health practitioners, researchers, policymakers, and scholars to take on tobacco control policy and interventions and highly complex public health and science-related challenges that emerge daily. This certificate is adapted from online and onsite course content from an existing Global Tobacco Control certificate, and incorporates existing online OPAL courses. Delivering the certificate in a fully online format will allow greater accessibility for participants from the U.S. and around the world. The current Certificate in Global Tobacco Control receives about 50-70 scholarship applications per year, but has usually needed to limit the size of each cohort due to funding resources. Changes in the format of the program

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<sup>1</sup> Kaufman NJ, Castrucci BC, Pearsol J, et al. Thinking beyond the silos: Emerging priorities in workforce development for state and local government public health agencies. *J Public Health Management Practice* 2014;20(6):557-565.

should lower costs and may allow for increased program size, serving additional qualified students.

Graduates of the PBC program in Global Tobacco Control 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, technology, public health, and medicine 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. The Certificate program in Global Tobacco Control addresses many 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. The PBC program in Global Tobacco Control is intended to meet the growing need for skilled professionals in tobacco control in the State, across the country, and around the globe. This is consistent with the Goal 1 (quality and effectiveness) of the State Plan.

By leveraging technology in innovative ways, the School makes Tobacco Control more accessible and interactive so that students can pursue “anytime, anywhere” learning opportunities. The online format allows students to pursue a certificate in Tobacco Control even if their work schedules do not permit onsite class attendance. Additionally, students who move away from the Maryland region will still be able to complete the program, thus supporting the State Plan’s innovation and completion goals (Goals 4 & 2).

Typically, part-time students with full-time jobs who enroll in JHSPH certificate and degree programs represent a broader range of diversity than students in full-time programs. In targeting these part-time students, this program addresses the diversity goal (Goal 3) in the State Plan.

Similarly, the proposed program is 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...”

Additionally, the program, through the preparation of highly qualified experts in tobacco control, contributes to the economic growth and vitality goal (Goal 5) by providing life-long learning to scientists and healthcare professionals so they can maintain the skills they need to succeed in the workforce.

## **D. Quantifiable and reliable evidence and documentation of market supply and demand in**

## **the region and State**

### **1. Market demand**

In recent years the demand for public health professionals with tobacco control knowledge and expertise has been increasing. The Bloomberg School of Public Health receives 50-70 applications to the current certificate program each year, from those who are seeking training and education in tobacco control. The Certificate program in Global Tobacco Control provides students with a pathway to career opportunities in academic, policy, research, clinical, government, and non-profits. These and similar employment opportunities are available nationwide. A recent search for employment on the job site LinkedIn.com revealed 1,651 active job postings where a background or training in tobacco control is relevant. In addition to a general pool of job opportunities, The Bloomberg School already has established relationships with many partner organizations, through which the certificate program and its alumni can be promoted, including: Campaign for Tobacco Free Kids, CDC Foundation, International Union Against Tuberculosis and Lung Disease, World Health Organization and Vital Strategies. In addition, there is established need and interest for The Bloomberg School's Global Tobacco Control coursework in countries all over the globe, including Bangladesh, Brazil, China, India, Indonesia, Mexico, Pakistan, Philippines, Ukraine, and Vietnam.

Since the existing Certificate program in Global Tobacco Control program was established in 2008, over 150 students have completed the program and the average cohort size has been 17 students. This program has been limited in size due to the availability of scholarship funding and onsite course requirements, rather than lack of interested and qualified applicants. Updating the program and making it available in an online format will lower costs and will only increase interest and accessibility to the program.

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

The Bloomberg School of Public Health receives 50-70 applications each year from professionals interested in seeking training in tobacco control. Adapting the existing certificate program will allow the program to better utilize funding resources in order to serve additional students.

Projected admissions for the certificate program are as follows

Year 1: 10 students  
Year 2: 20 students  
Year 3: 20 students  
Year 4: 20 students  
Year 5: 20 students

### **3. Prospective graduates**

The average part-time student admitted for the fall 2018 semester will complete the program in 2019. Eighteen students are expected to graduate in 2019 and 2020, and twenty each year thereafter. Graduate counts for the existing program in Global Tobacco Control are noted in

the table below.

Table 2: Count of Graduates from Relevant Certificate Programs under CIP 26.1309 in the state of Maryland

School Name	Program Name	Graduate count by Year				
		2011	2012	2013	2014	2015
Johns Hopkins University (Bloomberg School of Public Health)	Global Tobacco Control	21	18	20	24	21

## E. Reasonableness of program duplication

### 1. Similar programs

In Maryland, there are no other Global Tobacco Control programs approved or endorsed by MHEC under CIP code 261309 (the code for our current certificate program) or any other code. While there are a handful of programs in Tobacco Control across the U.S., there are no certificate programs in Global Tobacco Control in Maryland.

Under the 261309 CIP code, there are three other active post-baccalaureate certificates. None of these programs focus on tobacco control; University of Maryland, Baltimore offers a program in Clinical Research, and the Johns Hopkins University has additional certificate programs in Epidemiology for Public Health Professionals and Pharmacoepidemiology & Drug Safety. None of these programs are expected to directly impact or compete with this updated certificate program.

Across the country, there are very few academic programs related to tobacco control. The Harvard Center for Global Tobacco Control appears to have a limited selection of course offerings available for students through the MPH, MS, ScD and PhD programs. Loma Linda University in California, School of Public Health, offers a Certificate in Tobacco Control Research Methods. There is a post-doc program at the University of California, San Francisco as well.

### 2. Program justification

The overall aim of this program is to provide formal education to research scientists and public health professionals that equips them with the technical skills necessary to effectively communicate the evidence that is required to support effective tobacco control policy development, implementation, and evaluation.

The Certificate program in Global Tobacco Control will provide concrete training in tobacco control strategies, policies and practices with a focus on technical skills involving policy implementation, evaluation, quantitative and qualitative methodologies, and leadership.

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 Certificate program in Global Tobacco Control 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.

There are no known Certificate programs in Global Tobacco Control in any of the Historically Black Institutions in Maryland.

#### **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 courses, and advise students in the proposed program.

Program faculty hold full-time, or adjunct appointments in the Johns Hopkins School of Public Health. Many of the faculty are also affiliated with the Institute for Global Tobacco Control. Program faculty have been recognized for their excellence in teaching and have produced leading public health research while continuing to generate path-breaking scholarship.

#### **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**

All 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.

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.

No additional facilities, infrastructures or 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 program design and approval process, student learning outcomes and assessments have been aligned with the academic goals of the School 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.

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 students' acquisition of knowledge and skills and the degree to which the program is fostering students' achievement of the certificate competencies as demonstrated by assessments administered in each course. Post-program professional and academic accomplishments of graduates will also be tracked.

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

Any student meeting the admissions requirements can apply to the Certificate program in Global Tobacco Control. The program will 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.

*Prerequisite: None*

#### **550.860 Academic & 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.

*Prerequisite: None*

#### **6xx.xxx Global Tobacco Control (3 credits)**

Introduces tobacco control strategies, policies, and practices to provide an understanding of what is being done to address this public health problem. Provides a historical context in which to understand the consequences of smoking and tobacco use. Provides a framework to understand how tobacco control has evolved and to understand practical approaches to tobacco prevention, control, cessation, advocacy, surveillance, and evaluation being implemented in the U.S. and in other countries. Discusses the transnational tobacco companies and their role in undermining actions to control tobacco use. Examines international tobacco control issues including the determinants of tobacco addiction, tobacco control strategies, tobacco products such as novel tobacco products (e.g., e-cigarettes), tobacco industry strategies, the Framework Convention on Tobacco Control (FCTC), legal foundations for regulation, and basic surveillance and evaluation methods using lectures, case studies, and discussion.

*Prerequisite: None*

#### **6xx.xxx Strategic Communication Planning (4 credits)**

Focuses on the step-by-step design, implementation, evaluation, and critique of communication programs designed to change behavior. Allows students to create actual health communication campaigns guided by P-Process worksheets.

*Prerequisite: None*

**6xx.xxx Tobacco Regulatory Science (4 credits)**

Introduction to tobacco product regulation and considerations with examples from the US and abroad.

*Prerequisite: None*

**6xx.xxx Tobacco Control Leadership (2 credits)**

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*

**6xx.xxx Quantitative Methods for Tobacco Control (4 credits)**

Introduces students to quantitative methods most often used in tobacco control and tobacco-related research. Includes topics such as common study design, methods to assess the burden of tobacco-related disease, and evaluation of prevention and cessation interventions. Provides students with the opportunity to apply these new skills in interpreting and presenting quantitative data.

*Prerequisite: None*

**600.612 Professional Development Workshop: Writing for Results (2 credits)**

What's the essential skill you need to advance your career? Writing. For better or worse (and hopefully better), you'll spend much of your career communicating to colleagues, bosses and others via the written word. If you can improve your writing, you'll likely be more successful in communicating your thoughts and persuading colleagues and leaders in your organization to act on your ideas. No matter whether you currently approach writing with confidence or abject dread, this course will systematically improve your writing skills.

Professional Development: Writing for Results: Introduces a systematic approach to writing—from planning and organization to revision and completion. Emphasizes the importance of defining the message and understanding the audience and purpose. Examines the basic elements of good writing. Focuses on clarity, concision and style. Explores the use of rhetoric and storytelling to maximize a piece of writing's impact. Emphasizes best practices in various forms of writing, including emails, memos, reports, proposals and op-eds.

*Prerequisite: None*

**6xx.xxx Qualitative Methods for Tobacco Control (3 credits)**

Introduces students to applied research techniques used in tobacco control including direct observational studies, interviewing and focus groups, and analysis of tobacco industry documents. Guides students on the use of qualitative data collection techniques and provides examples of usage of these techniques. Introduces students to the use of the online databases and repositories of tobacco industry documents. Classroom sessions include lectures, discussions, and group work.

*Prerequisite: None*

**6xx.xxx Implementation of Tobacco Control Policies and Programs (3 credits)**

Studies tobacco control methods in depth. Focuses on designing and implementing tobacco control interventions based on the need of a specific region or country using a systems approach. Highlights the use of multi-level solutions linking policy, communication, prevention, education, regulation, advocacy, and community organizing to address the interdisciplinary problem of tobacco use. Examines the aspects of tobacco use and tobacco control through lectures, case studies, presentations, and discussion.

*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 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 Certificate in Global Tobacco Control program 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.

**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.

**(ii) 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 certificate 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.** Students and advisors will be in regular email communication 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 certificate 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 Certificate in Global Tobacco Control 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

<b>Name</b>	<b>Terminal Degree</b>	<b>Field</b>	<b>Academic Title/Rank</b>	<b>Status</b>	<b>Courses Taught</b>
Ryan David Kennedy	PhD	Health, Behavior, and Society	Assistant Professor	Full-time	<ul style="list-style-type: none"> <li>• Tobacco Regulatory Science</li> </ul>
Lisa Lagasse	PhD	Health, Behavior, and Society	Assistant Scientist	Full-time	<ul style="list-style-type: none"> <li>• Qualitative Methods in Tobacco Control</li> </ul>
Ben Lozare		Health, Behavior, and Society	Senior Associate	Part-time	<ul style="list-style-type: none"> <li>• Strategic Communication Planning</li> </ul>
Brian Simpson		Health, Policy and Management	Associate	Part-time	<ul style="list-style-type: none"> <li>• Professional Development Workshop: Writing for Results</li> </ul>
Frances Stillman	EdD	Health, Behavior, and Society	Associate Professor	Full-time	<ul style="list-style-type: none"> <li>• Qualitative Methods in Tobacco Control</li> <li>• Global Tobacco Control</li> <li>• Implementation of Tobacco Control Policies and Programs</li> </ul>
Steve Tamplin		Health, Behavior, and Society	Associate Scientist	Full-time	<ul style="list-style-type: none"> <li>• Tobacco Control Leadership</li> </ul>
Kevin Welding		Health, Behavior, and Society	Associate	Part-time	<ul style="list-style-type: none"> <li>• Quantitative Methods in Tobacco Control</li> </ul>

<b>TABLE 1: RESOURCES:</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds					
2. Tuition/Fee Revenue (c + g below)	\$140,375	\$289,250	\$298,000	\$306,750	\$316,000
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	10	20	20	20	20
e. Credit Hour Rate	\$1123	\$1157	\$1192	\$1227	\$1264
f. Annual Credit Hour Rate	12.5	12.5	12.5	12.5	12.5
g. Total P/T Revenue (d x e x f)	\$140,375	\$289,250	\$298,000	\$306,750	\$316,000
3. Grants, Contracts & Other External Sources					
4. Other Sources					
<b>TOTAL (Add 1 – 4)</b>	<b>\$140,375</b>	<b>\$289,250</b>	<b>\$298,000</b>	<b>\$306,750</b>	<b>\$316,000</b>

2. Resources are part time tuition revenues. The expectation is that we will start with ten students and increase to twenty students. The cost of the per credit tuition cost subject to a 3% increase each year. Tuition revenue will be the only resource to support this program.

<b>TABLE 2: EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$85,296	\$87,856	\$90,491	\$93,206	\$96,003
a. # FTE	.5	.5	.5	.5	.5
b. Total Salary	\$63,654	\$65,564	\$67,531	\$69,557	\$71,644
c. Total Benefits	\$21,642	\$22,292	\$22,960	\$23,649	\$24,359
2. Admin. Staff (b + c below)	\$21,965	\$22,625	\$23,304	\$24,003	\$24,723
a. # FTE	.10	.10	.10	.10	.10
b. Total Salary	\$16,392	\$16,884	\$17,391	\$17,913	\$18,450
c. Total Benefits	\$5573	\$5741	\$5913	\$6090	\$6273
3. Support Staff (b + c below)	\$3016	\$6397	\$6589	\$6787	\$6979
a. # FTE	.05	.10	.10	.10	.10
b. Total Salary	\$2318	\$4774	\$4917	\$5065	\$5208
c. Total Benefits	\$788	\$1623	\$1672	\$1722	\$1771
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses	\$37,132	\$38,245	\$39,393	\$40,575	\$41,792
<b>TOTAL (Add 1 – 7)</b>	<b>\$147,409</b>	<b>\$155,123</b>	<b>\$159,777</b>	<b>\$164,571</b>	<b>\$169,497</b>

1. Full-time faculty salaries prorated at 50% effort with a 3% increase in salary each year. Fringe benefit rate of 34%.
2. Program Director effort at 5% in coordinating the program with a 3% increase in salary each year. Fringe benefit rate of 34%.
3. Administrative Support staff effort at 5% increasing to 10% in monitoring program and students efforts as enrollment increases. Fringe benefit rate of 34%.
7. Cost for converting and upgrading course material to on-line format as well as cost for faculty advisers to the certificate program.