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

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

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

Manual Revision Date: 6/2017
Dear Student,

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

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

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

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

Best wishes to you!

Diane Marie St. George, PhD
Director, Master of Public Health Program
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THE MASTER OF PUBLIC HEALTH PROGRAM

The MPH Program is housed within the Department of Epidemiology and Public Health in the University of Maryland School of Medicine. The Department Chairperson is Jay Magaziner, PhD, MSHyg.

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

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

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

The Master of Public Health Program in the University of Maryland School of Medicine at the University of Maryland, Baltimore is accredited until December 31, 2021 by the Board of Councilors of the Council on Education for Public Health (CEPH).

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

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

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

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

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

Our Goals and Objectives
Goal 1: Provide outstanding academic programs and workforce training.
1. Deliver core and concentration courses in which at least 80% of students will rate the course as effective.
2. Deliver core and concentration courses in which at least 80% of students will strongly agree or agree that the learning objectives were clear.
3. Deliver core and concentration courses in which at least 80% of students will strongly agree or agree that the learning objectives were achieved.
4. Develop and implement a plan for increasing the flexibility of times and delivery methods for course offerings.
5. Enhance the efficiency of the capstone proposal development process by preparing students with targeted training in proposal writing.
6. Facilitate a capstone experience which 100% of students strongly agree or agree has contributed significantly to their knowledge of public health.
7. Facilitate a capstone experience which 100% of students will strongly agree or agree has contributed significantly to their skills as public health professionals.
8. Prepare students to apply and integrate their classroom training in a public health practice environment in which 100% of preceptors will strongly agree or agree that the student exhibited the depth and breadth of understanding of public health appropriate for an MPH-prepared professional.
9. Deliver an MPH Program from which at least 80% of alumni will strongly agree or agree that they were prepared with the skills they needed to be successful in their careers.
10. Deliver an MPH Program from which at least 80% of dual degree alumni will strongly agree or agree that they were helped to infuse the population health perspective into their careers.
11. Prepare students to be either employed or pursuing further education within six months of graduation.
12. Conduct at least one needs assessments of the professional workforce every three years.
13. Offer at least two professional workforce development opportunities every year.
14. Conduct a comprehensive biennial review of subjective and objective measures of students’ achievement of Program competencies.

**Goal 2: Conduct and disseminate high-quality research and scholarly activities.**
1. Increase to at least 90% the proportion of primary faculty who are engaged in one or more research projects per year.
2. Achieve a mean of 7.5 scholarly publications and/or presentations per primary faculty member per year.

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

**Goal 4: Ensure excellence among and provide support for our faculty, staff and students.**
1. Increase visibility of the program to attract a diverse, well-qualified student body by sending Program representatives to at least 1 national and 8 state/local recruitment events each year; at least 25% of events should be those designed primarily to increase the diversity of the applicant pool.
2. Enroll 25 new students per year.
3. Enroll qualified students, at least 70% of whom will have minimum entering GPAs of 3.4.
4. Enroll qualified students, at least 70% of whom will have scored at or above the 50th percentile in the GRE verbal section.
5. Enroll an interdisciplinary student body, 30-60% of whom will be concurrently enrolled in a dual degree program or will have already earned a professional degree.
6. Retain through graduation a minimum of 70% of the single degree students whom we enroll.
7. Retain through graduation a minimum of 70% of the dual degree students whom we enroll.
8. Offer annual faculty advising training with at least 70% attendance.
9. Provide faculty advising which at least 90% of graduating students will strongly agree or agree has met their needs.
10. Provide career counseling which at least 90% of graduating students will strongly agree or agree has met their needs.
11. Recruit and retain a Program staff that is representative of the racial/ethnic diversity of the state.
12. Enroll a student body that is representative of the racial/ethnic diversity of the state.
13. Enroll a student body that is representative of the geographic diversity of the state.
14. Increase the racial/ethnic diversity of the Program faculty.
15. Recruit and retain an adequately-sized primary faculty in each concentration area, with a minimum of 3 primary faculty and a maximum 10:1 student: faculty ratio.
16. Recruit and retain an adequately-sized, multidisciplinary secondary faculty, with a minimum of 20 faculty and at least 2 per dual degree program.
17. Recruit and retain a doctorally-prepared faculty with academic training in disciplines relevant to the field of public health.
18. Provide capstone field placement instruction by public health practitioners, at least 80% of whom have 5 or more years of experience in public health practice settings.
19. Maintain a program website that serves as a reliable and comprehensive source of information to current and prospective students, faculty and staff.
20. Generate tuition revenue that, in combination with the state allocation, adequately supports the mission of the Program.
PROGRAM COMPETENCIES

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

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

1. Describe the role biostatistics serves in the discipline of public health.
2. Describe basic concepts of probability, random variables, and commonly used statistical probability distributions.
3. Distinguish among the different measurement scales or types of variables and select appropriate descriptive statistical methods for summarizing public health data.
4. Select appropriate inferential statistical methods to answer research questions relevant to public health research.
5. Conduct descriptive and inferential statistical analyses that are appropriate to different basic study designs used in public health research.
6. Summarize and interpret results of basic statistical analyses found in public health studies.
7. Interpret results of multivariable statistical analyses found in public health studies.
8. Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
9. Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
10. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
11. Specify current environmental risk assessment methods.
12. Develop a testable hypothesis to evaluate the adverse impact of environmental hazards.
13. Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
14. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
15. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.
16. Develop appropriate skills in communicating environmental health issues to target groups, both orally and in writing.
17. Identify vital statistics and other key sources of data for epidemiological purposes.
18. Describe a public health problem in terms of magnitude, person, time and place.
19. Discuss the principles and limitations of public health screening programs.
20. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
21. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
22. Apply the basic terminology and definitions of epidemiology.
23. Calculate basic epidemiology measures.
24. Communicate epidemiologic information to lay and professional audiences.
25. Differentiate among the criteria for causality.
26. Draw appropriate inferences from epidemiologic data.
27. Describe epidemiologic study designs and assess their strengths and limitations.
28. Evaluate the strengths and limitations of epidemiologic reports.
29. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the U.S.
30. Describe the legal and ethical bases for public health and health services.
31. Explain methods of ensuring community health safety and preparedness.
32. Discuss the policy process for improving the health status of populations.
33. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
34. Apply principles of strategic planning and marketing to public health.
35. Apply quality and performance improvement concepts to address organizational performance issues.
36. Apply organizational theory and systems thinking for resolving organizational problems.
37. Apply basic principles of ethical analysis to issues of public health practice and policy.
38. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
39. Identify the causes of social and behavioral factors that affect health of individuals and populations.
40. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
41. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
42. Describe the role of social and community factors in both the onset and solution of public health problems.
43. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
44. Apply ethical principles to public health program planning, implementation and evaluation.
45. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
46. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
47. Describe the merits of social and behavioral science interventions and policies.
48. Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
49. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
50. Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
51. Identify the ethical, social and legal issues implied by public health biology.
52. Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
53. Apply legal and ethical principles to the use of information technology and resources in public health settings.
54. Analyze the strengths and weaknesses of published articles that address public health issues within the program concentration area.
55. Characterize the health of a population/community.
56. Develop and implement plans to address specific public health issues related to the program concentration area.
57. Integrate and apply public health knowledge to practice within the relevant program concentration area.
58. Identify ethical, social, and cultural issues related to policies, risks, research, and/or interventions in public health contexts.
59. Identify processes whereby priorities are established and decisions are made within public health organizations or agencies.
60. Communicate public health content to various target audiences clearly and effectively both orally and in writing.

_Students will also attain the relevant concentration-specific competencies listed below:_

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

**Epidemiology**
1. Select the most appropriate and efficient design for a specific research problem.
2. Articulate appropriate research questions and hypotheses to investigate public health problems.
3. Select measurement instruments appropriate for a research question.
4. Identify potential sources of bias, describe the direction and magnitudes of bias and its effect on measures of association, and develop strategies for reducing bias.
5. Identify variables that are potential confounders with respect to an association of interest.
6. Use statistical software packages to conduct descriptive analyses and examine bivariate associations.
7. Estimate measures of disease occurrence and of association and associated confidence intervals.
8. Use advanced statistical methods such as logistic regression, survival analysis, and proportional hazards models.
9. Draw appropriate inferences based on results of analysis.
10. Be prepared to participate in the implementation and management of a clinical trial.

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

Admission Requirements
Detailed admissions requirements are available on our Program website at http://www.medschool.umatyland.edu/epidemiology/mph/Prospective-Students/.

Degree-Seeking Student Status
Students admitted to the Master of Public Health Program as degree seeking students are admitted as a regular admission or provisional admission and are either single-degree students or dual-degree students. Details about these categories are noted below.

- Regular Admission or Provisional Admission. Regularly admitted students are those who meet all of our admissions requirements. In rare cases, we offer provisional admission to those students who have strong credentials but have not provided evidence of excellence in all areas. Provisionally admitted students will be required to meet certain conditions that will be specified in their offer letters. Provisionally admitted students who fail to meet the conditions of their admission will be dismissed.

- Single Degree or Dual Degree. Single-degree students are those UMB students who are enrolled in only one program (the MPH program) on this campus. Students who are applying to or already enrolled in one of six professional degree programs on the UMB campus are eligible to apply to the MPH program as dual-degree students. The dual-degree programs include the DDS/MPH, JD/MPH, MD/MPH, MS (Nursing)/MPH, MSW/MPH and PharmD/MPH. Offers of admission to dual-degree applicants are made contingent upon enrollment and good academic standing within their home programs.

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

Non-degree students may enroll in a maximum of six credits. Exceptions to this limit may be granted in extenuating circumstances. Requests for exceptions must be submitted no later than one month before the beginning of the relevant term. Non-degree admission status is valid for two years. Students who wish to take courses more than two years after the original admission date must re-apply. To maintain this admission status, students must earn a 3.0 grade point average and abide by UMB rules, regulations and policies related to academic and student conduct.

International applicants are not eligible for a student visa to enroll in the non-degree status and are not eligible for financial aid. Other services, such as parking and library privileges, are the same as those available to degree-seeking students.

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

International Student Admissions
International students who receive an offer of admission from the MPH Program are required to contact the UMB Office of International Services to coordinate materials, forms and documentation. Details are available at http://www.umaryland.edu/ois.
Change in Concentration
Students are admitted to the MPH Program in a specific concentration. Students who wish to change their concentration any time after they have been admitted are required to write a new Statement of Purpose and Objectives indicating why they are requesting the change and how the new concentration fits with their career goals. That Statement should be submitted no later than one month before the beginning of the academic term in which the student wishes the change to go into effect. If approved, the change will be effective with the next academic term; changes will never be retroactive.
PROGRAM ENROLLMENT

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

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

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

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

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

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

Program Readmission
Students who request withdrawal or are administratively withdrawn from the MPH Program are no longer permitted to enroll in MPH courses. Students who wish to return to the Program after withdrawal must request readmission by submitting a new application and application fee. If readmitted, students will be governed by the Program requirements and policies that are in effect at the time of readmission. During the readmission review, the Program will make a determination about the relevancy and applicability of prior courses toward the degree.
Time Limits
All requirements for the completion of the MPH degree must be completed within five consecutive calendar years. This time limit applies to all students, whether they are full- or part-time and/or single- or dual degree status. The time limit is inclusive of periods of official or unofficial leaves of absence.
REGISTRATION GUIDELINES

Academic Calendar
Registration dates and other academic calendar information are available from the UMB Office of the Registrar at their website: http://www.umaryland.edu/orr/registration-calendar-and-refund-schedule/.

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

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

- Day 1 – Day 21 in Fall/Spring Term (Day 1 – Day 11 in Summer Term): Students who drop a course(s) during this period will have no notation on the official transcript.
- Day 22 – Day 56 in Fall/Spring Term (Day 12 – Day 18 in Summer Term): Students who withdraw from a course(s) during this period will have a “W” recorded on the official transcript. The “W” grade will not be included in the student GPA.
- Day 57 – end of Fall/Spring Term (Day 19 -- end of Summer term): Students who withdraw from a course(s) will have a “WP” or “WF” recorded on the official transcript. “WP” will be recorded if they are passing the course at the time of withdrawal and “WF” will be recorded if they are failing the course at the time of withdrawal. Neither “WP” nor “WF” will be included in the student GPA. However, “WF” grades will be treated as course failures when determinations of academic progress are made.

Refund Schedule
Refunds for dropped courses will be issued in accordance with the UMB refund schedule available at http://www.umaryland.edu/orr/registration-calendar-and-refund-schedule/.
Students who are receiving financial aid or who are registered as international students are responsible for assuring that they comply with their enrollment requirements. For details, students should contact the relevant UMB offices: Office of International Services (http://www.umaryland.edu/ois) or Student Financial Assistance and Education Office (http://www.umaryland.edu/fin).

Transfer of Credit
Students who wish to receive transfer credit for a course taken at another institution must submit a completed Transfer Credit Form along with an official transcript and syllabus for each course for which they are seeking credit. When a request for transfer of credit is approved, the credit(s)—but not the grade(s)—will be transferred. Therefore, grades from transferred courses will not be included in the MPH grade point average.

Consideration of transfer of credit will be reviewed according to the following criteria:
- Courses must have been taken at a regionally accredited institution within the time limit for completing the MPH degree.
- No more than six credits of graduate coursework, with a grade of B or better, may be considered for transfer.
- Credit cannot be transferred for either courses that were used to fulfill requirements for any other degree, correspondence courses or “credit by examination” courses.
• Students who have already matriculated in the MPH Program and wish to take a class(es) at another university must seek approval, using the Transfer of Credit form, before enrolling in the class(es).
• Students may not receive transfer credit for PH 789: Capstone Experience.

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

Limit on Course Transfer and Waivers
Students are limited to a combined total of six credits of transfer credit and/or waivers.
STUDENT SERVICES

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

For more detailed information about such issues as parking, security, support resources, campus health and other matters that involve the entire campus community, students should consult the Campus Life Quick Look Book which is available online at http://www.umaryland.edu/campuslife/about-us/office-of-the-vice-president/campus-life-quick-look-book/.

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

Disability Services
The University of Maryland is committed to providing equal access and opportunities for students with disabilities. Students who need accommodations under the Americans with Disabilities Act should contact the Office of Educational Support and Disability Services directly. They may be contacted through their website at http://www.umaryland.edu/disabilityservices, in person at their office in the SMC Campus Center Room 302, by telephone at (410) 706-5889 or through the Maryland Relay Service 711 in Maryland or 800-735-2258 elsewhere.

CITS
The Center for Information Technology Services (CITS) is the central information technology service for the University. The IT Help Desk, an office within CITS, provides support for students. They may be contacted through their website at http://www.umaryland.edu/helpdesk.

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

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

To activate and access an account, students must go to the SURFS Web site at http://www.umaryland.edu/surfs/. To login, students need a UMID and PIN. The UMID is the Social Security number or the nine-digit UMB ID number. The initial value of the PIN is a student’s date of birth, using the mmddyy format. SURFS accounts are managed by the Office of the Registrar. For questions related to SURFS, contact the managing group directly by email (help@umaryland.edu) or by telephone ((410) 706-4357).
Office of the Registrar
The Office of the Registrar produces transcripts and degree/enrollment verifications for students and alumni, administers the residency policy, oversees campus-wide registration and grading, and produces and distributes diplomas. Students may contact the Office of the Registrar through their website at http://www.umaryland.edu/orr.

Access to MPH Student Forms
Most forms students will need during the course of the MPH Program are available through one or more of the following sources:
- MPH Program Web site at http://medschool.umaryland.edu/epidemiology/mph/
- MPH Office of Student Affairs, Howard Hall, Suite 100

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

MPH Student Support
The MPH Program staff and faculty are available to provide students with the support they need to succeed. The MPH Office of Student Affairs is located at Howard Hall, Suite 100. Services are provided in person, on the telephone, or via email.

Following is a list of staff whom students may contact for assistance:
- Ms. Oriyomi Dawodu (community service and service learning)
- Ms. Kara Longo (intra- and extra-campus collaborative initiatives)
- Ms. Andrea Manning (registration, records, policies, procedures, accommodations for students with disabilities, referrals to other campus services, prospective student inquiries, admissions, Veteran's affairs)

For matters related to academics and career planning, students are assigned a faculty advisor to help guide their progress toward achieving their degree and for providing guidance in career planning. Students admitted to the dual degree MPH Program will have advisors in both the “home school” and the MPH Program. Students are responsible for scheduling regular meetings with their advisors to discuss progress and address questions or concerns. However, students are responsible for their progress in the program and for being in compliance with the program policies, procedures and all other graduation requirements.

Students should contact the Director of the MPH Program for matters related to overall program concerns, participation in student governance and when referred by other faculty or staff.
ACADEMIC STANDARDS AND POLICIES

Academic Expectations
The MPH Program expects students to meet the highest standards of academic integrity. The success of the entire academic enterprise depends on their doing so. Cheating, plagiarism, fabrication, falsification or abetting the academic dishonesty of another will result in sanctions including academic dismissal. The School of Medicine policies governing academic integrity are available in the SOM Student Handbook (http://medschool.umaryland.edu/osa/handbook/).

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

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

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0.0

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

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

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

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

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

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

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

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

**Appeals Process**
The policies and procedures for appealing grades and academic dismissal decisions are available through the online School of Medicine Student Handbook which is available at [http://medschool.umaryland.edu/osa/handbook/school_policies.asp](http://medschool.umaryland.edu/osa/handbook/school_policies.asp).

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

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

The MPH Program includes four components:

**Core Coursework** - Training in the five foundational areas of public health (Epidemiology, Biostatistics, Social and Behavioral Sciences, Environmental Health and Health Policy and Management) and Public Health Ethics.

<table>
<thead>
<tr>
<th>Core Courses (17 credits)</th>
<th>Course #</th>
<th>Course Name</th>
<th># of Credits</th>
<th>Prerequisite</th>
<th>Term Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 600¹</td>
<td>Principles of Epidemiology</td>
<td>3</td>
<td></td>
<td>Summer/Fall</td>
<td></td>
</tr>
<tr>
<td>PH 610</td>
<td>Social &amp; Behavioral Foundations of Public Health</td>
<td>3</td>
<td></td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>PH 621²</td>
<td>Biostatistical Methods</td>
<td>3</td>
<td>PH 600³</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>PH 668</td>
<td>Environmental &amp; Occupational Health</td>
<td>3</td>
<td>PH 600³</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>PH 623</td>
<td>Ethical Issues in Public Health</td>
<td>2</td>
<td></td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>PH 648</td>
<td>Health Services Policy, Management &amp; Finance</td>
<td>3</td>
<td></td>
<td>Summer/Fall</td>
<td></td>
</tr>
</tbody>
</table>

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

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

³ Prerequisite or corequisite PH 600.

**Concentration Coursework** - Advanced training in one of three areas:

- **Community and Population Health** which provides students with the skills and knowledge needed to design, implement and evaluate public health programs for diverse communities.
- **Epidemiology** which is designed for students who desire quantitative research skills in epidemiologic study design and data analysis.
- **Global Health** which enhances students’ understanding of the complexity of issues, including social, economic, historical and political factors that affect global health.

**Community and Population Health Concentration Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course and Population Health Concentration Courses (12 credits)</th>
<th>Course #</th>
<th>Course Name</th>
<th># of Credits</th>
<th>Prerequisite</th>
<th>Term Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 732 Program Planning &amp; Evaluation in Public Health</td>
<td>3</td>
<td>PH 610</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>PREV 625 Community Based Participatory Research: Theories and Methods</td>
<td>3</td>
<td>PH 610, PH 621</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>PH 735 Health Communication for Behavior Change</td>
<td>3</td>
<td>PH 610</td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>PREV 758 Health Survey Research Methods</td>
<td>3</td>
<td>PH 621⁴</td>
<td></td>
<td></td>
<td>Fall</td>
</tr>
</tbody>
</table>

⁴ Prerequisite or corequisite PH 621 or consent by instructor.
### Epidemiology Concentration Courses (12 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th># of Credits</th>
<th>Prerequisite</th>
<th>Term Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREV 619</td>
<td>Introduction to SAS</td>
<td>1</td>
<td>PH 620&lt;sup&gt;6&lt;/sup&gt;</td>
<td>Fall</td>
</tr>
<tr>
<td>PREV 601</td>
<td>Applied Epidemiology</td>
<td>2</td>
<td>PH 600, PH 620</td>
<td>Spring</td>
</tr>
<tr>
<td>PREV 659</td>
<td>Observational Studies in Epidemiology</td>
<td>3</td>
<td>PH 600</td>
<td>Spring</td>
</tr>
<tr>
<td>PREV 720</td>
<td>Statistical Methods in Epidemiology</td>
<td>3</td>
<td>PH 600, PREV 619, PH 620</td>
<td>Spring</td>
</tr>
<tr>
<td>PREV 803</td>
<td>Clinical Trials/Experimental Epidemiology</td>
<td>3</td>
<td>PH 600, PH 620</td>
<td>Spring</td>
</tr>
</tbody>
</table>

<sup>6</sup> Corequisite PH 620.

### Global Health Concentration Courses (12 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th># of Credits</th>
<th>Prerequisite</th>
<th>Term Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREV 664</td>
<td>Critical Issues in Global Health</td>
<td>3</td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>PREV 749</td>
<td>Infectious Disease Epidemiology: A Global Perspective</td>
<td>3</td>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>NURS 732 OR PREV 625</td>
<td>Program Planning &amp; Evaluation in Public Health OR Community Based Participatory Research: Theories and Methods</td>
<td>3</td>
<td>PH 610&lt;sup&gt;6&lt;/sup&gt;, PH 621&lt;sup&gt;7&lt;/sup&gt;</td>
<td>Spring</td>
</tr>
<tr>
<td>PREV 613</td>
<td>Nutritional Epidemiology</td>
<td>3</td>
<td></td>
<td>Spring</td>
</tr>
</tbody>
</table>

<sup>6</sup> Prerequisite PH 610 for NURS 732 and PREV 625.
<sup>7</sup> Prerequisite PH 621 for PREV 625.

### Elective Coursework

With faculty guidance, students select from a variety of elective courses in areas relevant to public health. Approved elective courses are available in several of the schools across campus.

Below are the electives approved by the Curriculum Committee as of 8/1/16.

<table>
<thead>
<tr>
<th>Approved Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHS 632 Disaster Health Services (UMBC)</td>
</tr>
<tr>
<td>ETHC 638 Ethical issues in International Research</td>
</tr>
<tr>
<td>GERO/SOCY 672 Issues in Aging Policy</td>
</tr>
<tr>
<td>NURS 697 Seminar in Health Policy</td>
</tr>
<tr>
<td>NURS 761 Populations at Risk in Community/Public Health</td>
</tr>
<tr>
<td>NURS 769 Society, Health and Social Justice</td>
</tr>
<tr>
<td>PH 699 Service Learning in Public Health</td>
</tr>
<tr>
<td>PHSR 701 Research Methods I</td>
</tr>
<tr>
<td>PHSR 702 Research Methods II</td>
</tr>
<tr>
<td>POLI 640-1 Health Law (UMBC)</td>
</tr>
<tr>
<td>PREV 627 Vaccinology</td>
</tr>
<tr>
<td>PREV 629 Introduction to Ethical Theory</td>
</tr>
<tr>
<td>PREV 645 Critical Issues in Health Care</td>
</tr>
<tr>
<td>PREV 649 Introduction to Preventive Medicine</td>
</tr>
<tr>
<td>PREV 665 Responsible Conduct in International Research</td>
</tr>
<tr>
<td>PREV 709 Introduction to Health Services Research Methods</td>
</tr>
<tr>
<td>PREV 710 Cancer Epidemiology</td>
</tr>
</tbody>
</table>
Note: Students may take as electives any concentration course from a concentration different from their assigned concentration, as long as they meet the prerequisites. In particular, students often take as electives the following global health concentration courses:

- PREV 613: Nutritional Epidemiology
- PREV 664: Critical Issues in Global Health
- PREV 749: Infectious Disease Epidemiology

Students who wish to enroll in an elective course that is public health-related but is not on the above list must obtain permission from their MPH faculty advisor and the Curriculum Committee. A detailed course syllabus is required for review by the Curriculum Committee.

**Capstone** - The required MPH field and culminating experiences are combined into a capstone which includes the development of a capstone prospectus, a 240-hour placement in a public health agency, a final written report, an oral defense of the project and the creation of a capstone portfolio.

### Capstone Experience (6 credits)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th># of Credits</th>
<th>Prerequisite</th>
<th>Term Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 789</td>
<td>Capstone Experience</td>
<td>6</td>
<td></td>
<td>Summer/Fall/ Spring</td>
</tr>
</tbody>
</table>

* All core & concentration courses must be completed before you enroll in PH 789.

Students are required to complete a minimum of 42 credits to earn the MPH degree.

**Dual Degree Requirements**

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

Dual degree students must fulfill all of the respective degree requirements to receive both degrees. Students will need to work closely with their advisors in both the home school and the MPH Program to ensure that all degree requirements are met.
The MPH Program will allow students to apply up to six credits from their primary degree program in their home schools toward the MPH degree elective credit requirement. The list of courses that have been approved as shared credit is available from the MPH advisors. The programs in the home schools will determine how many MPH credits will be accepted toward their degrees.

**Bachelor of Science in Dental Hygiene to Master of Public Health Articulated Program Requirements (BS in Dental Hygiene to MPH)**

The MPH Program articulates with the School of Dentistry’s Bachelor of Science in Dental Hygiene. This program will prepare graduates to integrate public health perspectives into their careers as dental hygienists and prepare for leadership roles in advancing the health and well-being of diverse communities.

BS in Dental Hygiene to MPH students must fulfill all of the respective degree requirements to receive both degrees. Students will need to work closely with their advisors in the School of Dentistry and the MPH Program to ensure that all degree requirements are met.
COURSE DESCRIPTIONS

Core Courses

**PH 600 Principles of Epidemiology:** This introductory course presents a comprehensive overview of the concepts and methods of modern epidemiology. A major emphasis is placed on understanding the strengths and limitations of the various epidemiologic study designs. Measures of disease occurrence and association, bias, confounding, effect modification, and screening are major topics covered in this course. Learning approaches include lectures, readings, practice questions, and in-class workshops (3 credits). Course Master: Nancy Ellish, DrPH

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

**PH 620 Principles of Biostatistics:** This is an introductory course in statistics with coverage of elementary probability and statistical theory, and common statistical procedures used in the biomedical and health sciences. Topics include: elementary probability; random variables; binomial and Poisson distributions; sampling distributions; estimation and significance testing; power analysis; elementary study design; numerical and visual summary; inference for means, proportions, risk ratios and odds ratios; two-group comparisons; two-way tables; Wilcoxon Rank-Sum, McNemar's, and Fisher's Exact tests; correlation and simple linear regression (3 credits). Prerequisite: One-year course in Calculus is strongly recommended; Corequisite: PREV 619. Course Master: Clayton Brown, PhD

**PH 621 Biostatistical Methods:** This course is designed to introduce the students to a broad range of methods commonly used in biomedical and public health research, and to provide some hands-on data analysis experience. Topics to be covered include the role of statistics in science, properties of distributions, exploratory data analysis, inference about means, proportions and survival distributions, and introduction to multivariable methods (3 credits). Course Master: Olga Goloubeva, PhD

**PH 623 Ethical Issues in Public Health:** The goal of this course is to provide students with skills in analyzing ethical issues in the field of public health. This course begins with an introduction to the concept of ethics and political philosophy in public health followed by developing an ethical framework to analyze the ethical issues. We will apply such a framework to different issues in public health (e.g. viral epidemics, vaccines, health promotion). We will also explore issues related to justice, including concepts of community empowerment, health disparities, and health inequities and the possible solutions that can bridge the gap between avoidable inequalities. We will end by discussing health care rationing and issues related to genetic testing, eugenics, and the ethics of genetic enhancement. Case studies in each of these topics will be utilized throughout the course to support critical inquiry (2 credits). Course Master: Henry Silverman, MD, MA
PH 648 Health Services Policy, Management and Finance: Lectures, seminars, readings, and small group discussions are designed to convey an understanding of health care systems, their structure, function, and effectiveness. Topics include: principles of management; municipal, state, national, and foreign organizational systems; HMOs; health care costs; cost containment and quality; regulations; planning and evaluation; health manpower, and applied problem solving (3 credits). Course Master: Charlene Quinn, PhD

PH 668 Environmental and Occupational Health: The class addresses the different components of the environment, the potential hazardous exposures and their implications, and the best practices to prevent and control them. Environmental exposures play a significant role in disease causation, particularly as risk factors for cancer, asthma, and other chronic diseases; and exposures in the occupational settings are an important part of environmental exposures. It is a three-credit hour course, taught once per week, over one term. It consists of didactic lectures, in class discussions, student presentations, and visits to environmental and occupational sites (3 credits). Prerequisite or corequisite: PH 600.

**Community and Population Health Concentration Courses**

PREV 625 Community Based Participatory Research: Theories & Methods: This course will provide a comprehensive understanding of the ways in which social scientists, health professionals, and community members can collaborate to address public health problems through research that leads to improvements in health and quality of life, and organizational or community change. Students and faculty from multiple scholarly disciplines will examine the approaches to community-based participatory research that go beyond the domain of any one discipline. Students will receive training in the skills and knowledge needed to apply mixed methods (qualitative and quantitative) approaches in designing, implementing, and evaluating public health programs and community-based participatory research. Attention will be given to the scholarly debates and practical/logistical issues in conducting community-based participatory research. Ethical principles of social justice will be applied to public health program planning and evaluation which uses community-based participatory methodology (3 credits). Prerequisites or corequisites: PH 610 and PH 621. Course Master: Bruce DeForge, PhD

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

PH735 Health Communication for Behavior Change: This course is designed to expose students to the principles of health communication, health education and health promotion to encourage health behavior change. These public health practice skills are essential to a public health professional in a wide variety of work settings. Here we will build on the foundations of social and behavioral influences on public health by reinforcing the links between theory and practice, as well as address such skills as motivational interviewing, cultural sensitivity, and uses of technology in health communication. Mastering these skills will expand the professional toolkit of our emerging public health professionals to improve population health (3 credits). Prerequisite: PH 610. Course Master: Jessica Brown, PhD

PREV 758 Health Survey Research Methods: This course leads students through the steps of survey methodology while each student independently applies the material to developing a research proposal and novel survey instrument. The course meetings are a combination of lecture and small groups discussion. The final results of the project are presented in a paper and class presentation (3 credits). Prerequisite: PH 621 or consent of instructor. Course Master: Jessica
**Epidemiology Concentration Courses**

**PREV 601 Applied Epidemiology:** This course will focus on applying epidemiologic methods to analysis of data on current issues. Students will choose a relevant question, develop testable hypotheses, conduct descriptive analyses, report and discuss results, and consider study limitations. Each step in the process will be supported by lectures and student presentations of their findings to the class. Student evaluation is based on class presentations, participation and a final written paper (2 credits). Prerequisites: PH 600 and PH 620. Course Master: Diane Marie St. George, PhD

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

**PREV 659 Observational Studies in Epidemiology:** This course will build on the students' basic knowledge of the principles of epidemiology, providing a more in-depth understanding of the design, conduct and critical review of cross-sectional, cohort and case-control studies. Other types of research studies used in epidemiology will be introduced, including: ecologic/hierarchical studies, surveillance, infectious disease modeling, geographic/spatial studies, quasi-experimental studies, case-crossover designs and meta-analysis. For all types of studies, a major consideration will be comparison of strengths, limitations, biases, implications of the results, and current uses. Critical review of the current scientific literature will be emphasized. Prerequisite: PH 600.

**PREV 720 Statistical Methods in Epidemiology:** provides instruction on the specific statistical techniques used in the analysis of epidemiological data. Topics include: treatment of stratified and matched data, detection of interaction, conditional and unconditional logistic regression, survival analysis, and proportional hazards models (3 credits). Prerequisites: PH 600, PREV 619 and PH 620. Course Master: Min Zhan, PhD

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

**Global Health Concentration Courses**

**PREV 613 Nutritional Epidemiology:** This three-credit course is taught through lectures, “hands-on” class demonstrations and activities, and discussions of assigned readings during 20 lectures (1.5 hours each), 3 labs, and one panel presentation. Following an introduction to basic principles of nutritional epidemiology, the topics to be covered will include dietary assessment and analyses; collecting and analyzing anthropometry and body composition data; physical activity measurement and analyses; principles and applications of biomarkers; relationship between diet and risk of developing diseases (e.g. cardiovascular, cancer, obesity), international nutritional epidemiology; and the global application of methods relevant to nutrition and disease risk across the life-span. In addition the students will critique and discuss papers selected from the literature (3 credits). Course Master: Erin Hager, PhD
**PREV 625 Community Based Participatory Research: Theories & Methods:** This course will provide a comprehensive understanding of the ways in which social scientists, health professionals, and community members can collaborate to address public health problems through research that leads to improvements in health and quality of life, and organizational or community change. Students and faculty from multiple scholarly disciplines will examine the approaches to community-based participatory research that go beyond the domain of any one discipline. Students will receive training in the skills and knowledge needed to apply mixed methods (qualitative and quantitative) approaches in designing, implementing, and evaluating public health programs and community-based participatory research. Attention will be given to the scholarly debates and practical/logistical issues in conducting community-based participatory research. Ethical principles of social justice will be applied to public health program planning and evaluation which uses community-based participatory methodology (3 credits). Prerequisites or corequisites: PH 610 and PH 621. Course Master: Bruce DeForge, PhD

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

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

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

Official University policies related to the topic listed below are available at https://www.umaryland.edu/university-life/student-policies/ unless otherwise noted.

- Eligibility to Register
- Confidentiality and Disclosure of Student Records
- Americans with Disabilities Act and Amendments (ADAA) Student Grievance Procedure Regarding Accommodation Decisions
- Review of Alleged Arbitrary and Capricious Grading
- Rights and Responsibilities for Academic Integrity
- Code of Ethics and Conduct
- Scheduling of Academic Assignments and Dates of Religious Observance
- Library Materials
- Information Technology Acceptable Use Policy
- University District Nonsmoking Policy
- Policy on Alcoholic Beverages
- Campus Substance Abuse
- Illicit Drugs
- Policy on Students Who Are Called to Active Military Duty During a National International Crisis or Conflict
- UMB Policy Prohibiting Weapons
- Policy on Acts of Violence and Extremism
- Behavior Evaluation and Treat Assessment Policy
- Statement Regarding Organized Activities on Campus
- Policy on the Use of the Physical Facilities of the University System for Public Meetings
- Health Insurance Portability and Accountability Act
- Immunization Policy
- Policy on Prevention and Management of Student and Employee Infection with Bloodborne Pathogens
- Policy on Sex-Based Discrimination of Students
- Procedures Related to Sexual Assault
- Student Sexual Orientation Nondiscrimination Policy
- Inclement Weather and Emergency Policy
- Student Right to Know and Campus Security Act (http://www.umaryland.edu/publicsafety/60-day-crime-log/)
- Public Safety Yearly Crime Comparison (http://www.umaryland.edu/publicsafety/crime-alert-log/)