



UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

MASTER OF PUBLIC HEALTH PROGRAM

2020-2021



STUDENT CATALOG AND HANDBOOK

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.

Campus Policy on Instructional Methods:

In the summer session of 2020, UMB schools will deliver didactic curriculum on-line. This innovative method of delivering didactic instruction responds to the COVID 19 pandemic and decisions made to maintain social distancing in the interest of the personal safety of all involved in the education of UMB students.

In the academic year 2020-2021, UMB expects it will return to some classroom and on-campus didactic instruction, consistent with safety standards, local and regional health conditions, and guidance of public authorities. The ability to offer courses on campus may be delayed or intermittent. UMB may supplement on-campus instruction with online and virtual learning opportunities.

Selected labs and Performance Based Assessments (PBAs) must be done in-person and will be scheduled (or rescheduled) as permitted by circumstances and UMB policies. Most clinical experiential rotations scheduled for the summer 2020 are postponed until fall 2020 when UMB will work in consultation with affiliates to determine the best ways for students to engage in academic work at affiliates' facilities after appropriate safety precautions are identified and implemented.

For on-line learning, UMB will reformat the curriculum materials and teaching techniques as necessary to assure that coursework continues to meet the high standards set by UMB and to assure that all learning outcomes are achieved in accordance with accreditation standards and expectations.

MPH Program Policy

The MPH Program will be offering all Fall 2020 classes remotely. Decisions about the Spring 2021 classes have not yet been made. However, as noted in the UMB Policy above, those decisions will be consistent with safety standards, local and regional health conditions, and guidance of public authorities.

Dear Student,

Welcome to the Master of Public Health Program! We are very pleased 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 seven dual degree programs: DDS/MPH, DPT/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 coursework, you will develop and implement a field project that allows you to apply what you have learned in a real-world public health agency setting. Many of our students find the field 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 and career goals. Please do not hesitate to contact us for assistance.

Best wishes to you!



Diane Marie St. George, PhD
Associate Professor
Director, Master of Public Health Program
Vice Chair, Academic Programs
Department of Epidemiology and Public Health



Master of Public Health Program Student Catalog and Handbook

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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, 2022 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 AND GOALS

The mission, values and goals are the guiding statements that articulate who we are and what we are trying to accomplish. They also inform 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
- Leadership
- Social justice
- Diversity and inclusion
- Health equity
- Interdisciplinary collaboration
- Community engagement and service

Our Goals

Goal 1: Provide outstanding academic programs and workforce training.

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

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

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

PROGRAM FOUNDATIONAL KNOWLEDGE AND COMPETENCIES

The MPH Program begins with a course designed to introduce students to the foundational content necessary for success in the Program and a career in the field of public health. The course (PH 608: Foundations of Public Health) covers twelve areas as defined by our accreditation body-Council on Education for Public Health.

Foundational Public Health Knowledge

Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

The remaining courses 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. All required course syllabi will list the relevant competencies covered in the course.

Core Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Community and Population Health Concentration Competencies

1. Use theories and models from social and behavioral science to address individual, community and population health in public health research and practice
2. Engage with diverse partners (e.g., community residents, governmental public health agencies, healthcare organizations, educational institutions, and/or nonprofit agencies) to promote health equity in populations at the local, state, national, and/or international level
3. Identify and implement evidence-based, sustainable interventions that align with urban community health needs
4. Employ health survey research methodology to critique existing survey data and construct a novel survey instrument to measure population health metrics
5. Use appropriate communication media with linguistic and cultural proficiency to disseminate relevant public health information to stakeholders

Epidemiology Concentration Competencies

1. Apply epidemiologic methods and principles to the design of observational studies.
2. Participate in the design, implementation and management of a clinical trial.
3. Use advanced multivariable statistical methods to answer public health research questions.
4. Conduct secondary data analysis using large, public-access datasets.
5. Critically evaluate the strengths and limitations of epidemiologic research.

Global Health Concentration Competencies

1. Analyze the roles, relationships, and resources of the entities influencing global health.
2. Apply ethical approaches in global health research and practice.
3. Apply monitoring and evaluation techniques to global health programs, policies, and outcomes.
4. Propose sustainable and evidence-based multi-sectoral interventions, considering the social determinants of health specific to the local area.
5. Design sustainable workforce development strategies for resource-limited settings.
6. Assess the burden of communicable and non-communicable causes of morbidity and mortality worldwide.
7. Advocate for interventions to promote the health of immigrant and refugee populations.

PROGRAM ADMISSION

Admission Requirements

Detailed admissions requirements are available on our Program website at <http://www.medschool.umaryland.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 with regular 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 seven 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, DPT/MPH, JD/MPH, MD/MPH, MS (Nursing)/MPH, MSW/MPH and PharmD/MPH.

Degree-Seeking Time Limit

All requirements for the MPH degree must be completed within seven 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.

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. This policy does not apply to dual-degree students who are enrolled in their other UMB program 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 on or before the first day of the term.
- Leave of absences will not be granted for more than two academic terms during the program.
- Students are required to submit a leave form each term they are on leave.
- Retroactive leaves of absence are not permitted.
- A leave of absence does not extend the maximum time permitted for completion of degree requirements.

Student Withdrawal from the Program

Students who wish to withdraw from the MPH Program must submit a Withdrawal from Program form. Students who withdraw before the beginning of the academic term will have no record of that term on their transcripts. Students who withdraw after the term begins will receive the appropriate transcript notations and will be subject to the university's refund schedule guidelines.

Add/Drop

When students enroll in a given term, they are committing to attending and paying for the entire term. If students need to drop a course(s) before the beginning of the term, they will receive a refund of 100% of the tuition, and there will be no notation on the transcript. However, after the term begins, tuition refunds are not given. Notations on the transcript vary by drop date.

Administrative Withdrawal

Students will be administratively withdrawn under the following circumstances:

- Failure to enroll
- Do not return from Leave of Absence
- Have exceeded the time for completion of the program

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 any prior courses taken toward the degree.

REGISTRATION GUIDELINES

Academic Calendar

Registration dates and other academic calendar information are available from the UMB Office of the Registrar at their website: <https://www.umaryland.edu/registrar/academic-calendar/>
Military Veterans will receive earliest priority date based on their official course registration date and class availability.

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.

Courses that are dropped after the first day of class may result in a notation on the transcript.

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).

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 Instructor 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. Therefore, if waivers are approved, students must work with their MPH faculty advisors to identify additional courses to replace the waived credits.

Limit on Course Transfers and Waivers

Students are limited to a combined total of six credits of transferred and waived courses.

Veterans Affairs (VA) Education Benefits

All new students interested in using VA education benefits must submit the following documentation and forms prior to start of the semester in which they wish to enroll.

- [VA Educational Benefits Declaration of Intent](#) must be submitted every semester

- Copy of Certificate of Eligibility
- Copy of Certificate of Release or Discharge from Active Duty: [Form DD214](#)*
- Copy of Change of Program/Place of Training: [Form 22-1995 or 22-5495](#). * *Student should submit form to the Department of Veterans Affairs prior to requesting certification.*
- Authorization of Certification of Entrance/Reentrance Form 28-1905 (if Chapter 31) with case manager's approval. [Request for Supplies Form 28-1905m](#)*

** if applicable*

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 <https://www.umaryland.edu/campuslife/about-us/ootvp-inactive/clqlb-inactive/>

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
- 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/>. 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. Kara Longo (dual degree student coordination, interinstitutional course enrollment requests, travel award, Delta Omega Honor Society)
- 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 MPH Program as well as their other UMB 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 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/>).

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 by a specified time assigned by the instructor. 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 all the required courses. Students who earn less than a B in a 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 and are allowed only two failures in the curriculum. 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 required courses
- Continuous enrollment
- Adherence to 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 term.

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

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.

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://www.medschool.umaryland.edu/osa/handbook/School-Policies/Appeals-Process/>

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.

MPH students may graduate and receive a diploma at the end of the Fall or Spring 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

Students are required to complete a minimum of 42 credits to earn the MPH degree as shown below:

MPH Degree Requirements

Requirement	Credits
Core Courses	24 credits
Concentration Courses	12 credits
Public Health Practicum	4 credits
Integrative Public Health Seminar	2 credits
Total	42 credits

Core Courses - 24 credits

Course #	Course Name	# of Credits
PH 608	Foundations of Public Health	1
PH 614	Professional Skills for Public Health	2
PH 630	Health Equity and Social Justice	3
PH 632	Concepts in Qualitative Research for Public Health	3
PH 600	Principles of Epidemiology	3
PH 645	Program Planning and Evaluation	3
PH 620/621	Principles of Biostatistics or Biostatistical Methods	3
PH 624	Public Health & Health Care Systems and Policy	3
PH 612	Interprofessional Education	1
PH 615	Leadership for Public Health Professionals	2

Concentration Courses - 12 credits

- **Community and Population Health:** This concentration provides students with the skills and knowledge needed to design, implement and evaluate public health programs for diverse communities.
- **Epidemiology:** This concentration is designed for students who desire quantitative research skills in epidemiologic study design and data analysis.
- **Global Health:** This concentration 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

Course #	Course Name	# of Credits
PH 710	Community-Based Engagement Methods	3
PH 715	Urban Health	3
PH 735	Health Communication for Behavior Change	3
PREV 758	Health Survey Research Methods	3

Epidemiology Concentration Courses

Course #	Course Name	# of Credits
PH 706	Applied Epidemiology	3
PH 754	Observational Studies in Epidemiology	3
PH 722	Statistical Methods in Epidemiology	3
PREV 803	Clinical Trials/Experimental Epidemiology	3

Global Health Concentration Courses

Course #	Course Name	# of Credits
PREV 613	Nutritional Epidemiology	3
PH 723	Global Burden of Disease	3
PH 727	Critical Issues in Global Health	3
PH 737	Integrative Systems Praxis for Implementation Science in Global Health	3

Fieldwork Experience - 4 credits

The fieldwork experience is obtained through the Public Health Practicum course. The practicum is a 240-contact hour field experience that takes place in a public health agency under the supervision of a trained public health preceptor.

Course #	Course Name	# of Credits
PH 782	Public Health Practicum	4

Culminating Experience - 2 credits

The Integrative Public Health Seminar serves as the integrative culminating experience for the MPH degree program.

Course #	Course Name	# of Credits
PH 778	Integrative Public Health Seminar	2

Dual-Degree Requirements

The MPH articulates with seven programs to offer dual-degrees: DDS/MPH, DPT/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 academic programs to ensure that all degree requirements are met.

Each academic program is responsible for determining how many MPH credits will be accepted toward their degrees.

COURSE DESCRIPTIONS

Core Courses

- PH 608 - Foundations of Public Health: This course introduces students to foundational concepts in public health by focusing on the profession and science of public health and the factors related to human health. (1 credit). Course Instructor: Gregory Branch, MD
- PH - 614 Professional Skills for Public Health: This course provides students with the academic and professional skills needed for success in the MPH Program and careers in the field of public health. Students will hone skills in written and oral communication and develop foundational competence in software for data analysis and presentation. The course will also prepare students with the skills needed for entering and thriving within the public health workforce. (2 credits). Course Instructor: Diane Marie St. George, PhD
- PH - 630 Health Equity and Social Justice: This course examines the connections between social determinants of health and health equity. The social ecological model will be applied in the analysis of population health problems. Root causes of health disparities will be explored considering cultural, political, social, racial, class, gender and economic factors. Social justice principles will be the guiding ethical foundation for the course. Strategies and skills for collaboration and advocacy with diverse populations and groups will be discussed and designed. (3 credits). Course Instructor: Lori A. Edwards, DrPH, RN, PHCNS-BC
- PH 632 - Concepts in Qualitative Research for Public Health: This course provides an overview of the development of a qualitative approach within public health research and practice. It introduces various interpretive approaches, explores their use, and guides students in applying them to data. Students will analyze data and write up results in a final paper. (3 credits). Course Instructor: Nadine M. Finigan-Carr, Ph.D.
- PH 600 - Principles of Epidemiology: This introductory course presents a comprehensive overview of the concepts and methods of modern epidemiology. A major emphasis is placed on understanding the strengths and limitations of the various epidemiologic study designs. Bias, confounding, effect modification, and causal inference are covered in detail and the students are given the opportunity to apply these concepts in critiques of the published epidemiologic literature. Learning approaches include lectures, readings, discussions, in-class exercises and workshop (3 credits). Course Instructor: Rebecca Nowak, PhD
- PH 645 - Program Planning and Evaluation: The focus of this foundational course is the systematic inquiry of health program planning and evaluation in public health practice. Emphasis is on the assessment, planning and evaluation of population focused health promotion and disease prevention programs and projects. Learning approaches include lectures, readings, discussions, in-class exercises, oral presentations, workshops, and field experiences in the community. Students work individually on an evidence-based program critique and short papers; students work on a team-based program plan for a chosen population. (3 credits). Course Instructors: Susan Wozenski, JD, MPH & Jessica P 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). Course Instructor: Helen Powell, 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 30 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 Instructor: Olga Goloubeva, PhD
- PH 624 - Public Health & Health Care Systems and Policy: This core course presents a comprehensive overview of organization, functions and financial structure of U.S. health care, public health and regulatory systems. A major emphasis is placed on understanding the development and implementation of policy, influence of stakeholders, evidence and ethics in population health. Methods for policy development and evaluation are covered in detail. Students are given the opportunity to apply these concepts through policy analyses of major U.S. public health issues. Learning approaches include lectures, readings, discussions, in-class exercises, debates and case analyses. (3 credits). Course Instructor: Luis Pinet-Peralta, PhD, MSC, EMT
- PH 612 - Interprofessional Education: Responding to public health problems requires a collaborative approach bringing together experience and perspectives of several professional disciplines. This course, developed and facilitated by a team of faculty from Law, Public Health and Social Work, explores a current public health problem from an interprofessional lens. Students from Law, Public Health and Social Work will learn with and from each other and together to explore the contemporary issue from various contexts and frameworks. The Interprofessional Education Collaborative (IPEC) competencies serve as a foundational framework for the course. (1 credit). Course Instructors: Diane Marie St. George, PhD (MPH Faculty); Michele Beaulieu, LCSW-C (MSW Faculty); Toby Treem Guerin, JD (JD Faculty)
- PH 615 - Leadership for Public Health Professionals: This course provides students with the leadership skills required by the contemporary public health workplace. As a result of this course, students will recognize the importance of applying leadership principles at all levels of a public health agency. Students will assess their own leadership styles and skills and will develop goals for strengthening their capacity to lead. (2 credits). Course Instructor: Luis Pinet-Peralta, PhD, MSC, EMT

Community and Population Health Concentration Courses

- PH 710 - Community-Based Engagement 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). Course Instructor: Bruce DeForge, PhD

- PH 715 - Urban Health: Using Baltimore City as a case study, this course will discuss the public health context of the US urban environment. Students will delve into the assets and challenges facing populations in urban centers and how those impact upon health status. (3 credits). Course Instructor: Nadine M. Finigan-Carr, Ph.D.
- PH 735 - 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). Course Instructor: Jessica Brown, PhD
- PREV 758 - Health Survey Research Methods: This course leads students through the steps in survey research from developing a survey questionnaire, to administering it and analyzing the data. The final results of the survey are presented in a paper. (3 credits). Course Instructor: Jessica Brown, PhD

Epidemiology Concentration Courses

- PH 706 - 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 (3 credits). Course Instructor: Sally Adebamowo, MBBS
- PH 754 - Observational Studies in Epidemiology: This course provides an in-depth examination of study designs, including case-control and cohort studies. Special emphasis will be placed on possible biases that can occur in epidemiologic research. Some special topics will also be addressed in detail, including screening, misclassification, and questionnaire construction (3 credits). Course Instructor: Jennifer Albrecht, PhD
- PH 722 - Statistical Methods in Epidemiology: This course 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). Course Instructor: Min Zhan, PhD

- PREV 803 - Clinical Trials/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). Course Instructor: Michael Terrin, MD, CM, MPH

Global Health Concentration Courses

- PREV 613 - Nutritional Epidemiology: This course provides lectures, “hands-on” class demonstrations and activities, and discussions of assigned readings during 15 three-hour sessions. 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; behavior change theories; principles and applications of biomarkers; relationship between diet and risk of developing diseases (e.g. diabetes, cardiovascular, cancer, infection), 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 Instructor: Erin Hager, PhD
- PH 723 - Global Burden of Disease: The course teaches students about the major causes of global morbidity and mortality and the patterns of variations among and within countries. Communicable and non-communicable diseases, as well as injuries will be covered. (3 credits). Course Instructor: Yolanda Ogbolu, PhD
- PH 727 - 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 Instructor: Yolanda Ogbolu, PhD
- PH 737 - Integrative Systems Praxis for Implementation Science in Global Health: Implementation science is an emerging field with an aim to identify strategies that accelerate the adoption of evidence-based health interventions into clinical and public health practice. Implementation of health innovations in a global context frequently means introduction of change into complex adaptive systems. Systems thinking addresses this challenge by acknowledging the importance of context and looking for connections between the parts, actors, and processes of the system. This course provides students with an operational methodology to apply the frameworks, methods, and theories of implementation science in research practice. The course follows the Integrative Systems Praxis for Implementation Research (INSPIRE), which is grounded in participatory action research (PAR) and systems thinking. In this course, students will learn how to apply frameworks, theories, and quantitative and qualitative research

methods from other courses to adapt health innovations and interventions to local and global contexts (3 credits). Course Instructor: Patti Gravitt, PhD

Fieldwork Experience

- PH 782 - Public Health Practicum: The practicum is a 240-contact hour field experience that takes place in a public health agency under the supervision of a trained public health preceptor. Students will identify a field site and project that will allow them to apply and demonstrate public health required competencies. (4 credits). Course Instructor: Jessica Brown, PhD

Culminating Experience

- PH 778 - Integrative Public Health Seminar: This seminar serves as the integrative culminating experience for the MPH degree program. Students will apply what they have learned throughout the curriculum to conduct in-depth reviews of seminal case studies in the field of public health. Building upon their own experiences in the field, students will prepare a comprehensive final written report and oral presentation. (2 credits). Course Instructor: Diane Marie St. George, PhD

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/>)

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