Carly Lupton Brantner

615 N Wolfe St, Baltimore, MD 21205
919-757-2275 | clupton1@jhu.edu

EDUCATION

Johns Hopkins Bloomberg School of Public Health, Baltimore, MD **August 2020 – present**
Doctor of Philosophy, Biostatistics

Johns Hopkins University, Baltimore, MD **Graduated May 2020**
Master of Science, Applied Mathematics and Statistics
Bachelor of Science, Applied Mathematics and Statistics
Dual Major: Psychological and Brain Sciences
GPA: 3.97

EXPERIENCE

Research Assistant, *Dr. Elizabeth Stuart at Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland,* Spring 2019 – present

- Adapted machine learning methods of assessing effect moderation to a setting with multiple studies and compared methods through simulations
- Examined electronic health records from the Johns Hopkins Hospital system to assess the differences between telehealth and in-person health care utilization for patients with depression
- Investigated regional mental distress levels during COVID-19 pandemic
- Analyzed differences between COVID-19 schooling policies across data sources

Graduate Trainee, *Epidemiology and Biostatistics of Aging Training Grant at Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland,* Fall 2020 – present

- Performed latent class analysis and auxiliary regression modeling on family caregivers to identify subtypes of caregivers based on intensity of care and emotional strain
- Attended weekly research in progress meetings to learn about research being done on aging

Teaching Assistant, *Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland,* Fall 2021 – present

- Taught lab sessions for Causal Inference in Medicine and Public Health (professor: Dr. Elizabeth Stuart) and Statistical Methods in Public Health (professors: Dr. Marie Diener-West and Dr. Karen Bandeen-Roche)

CIPhER Intern in Education Research and Assessment, *Center for Innovative Pharmacy Education and Research (CIPhER) at UNC Eshelman School of Pharmacy, Chapel Hill, North Carolina,* Summer 2019

- Performed sentiment analysis on preceptor evaluations to identify students struggling in the program
- Gathered results from a systematic review of Interprofessional Education literature

Course Assistant, *Center for Leadership Education at Johns Hopkins University, Baltimore, Maryland,* Fall 2018 – Spring 2020

- Facilitated discussions in Leading Teams class on leadership styles, conflict management, and trust building in teams
- Led class periods focused on emotional intelligence
- Organized biannual leadership conference

Student/Researcher, *Summer Institute in Biostatistics (SIBS) at North Carolina State University, Raleigh, North Carolina,* Summer 2018

- Analyzed medical data using R and SAS and presented results
- Attended lectures by biostatisticians and toured biostatistics companies in Research Triangle
- Performed logistic regression, survival analysis, and other techniques on sample data

Tutor, *Center for Student Success at Johns Hopkins University, Baltimore, Maryland,* Spring 2018

- Tutored Johns Hopkins student-athletes in Linear Algebra and Discrete Mathematics

Lab Assistant, *Attention and Perception Lab at Johns Hopkins University, Baltimore, Maryland*, Fall 2017

- Tested subjects' response times based on effects of cuing and distractors

Applied Statistics Intern, *Office of Strategic Planning and Assessment, UNC Eshelman School of Pharmacy, Chapel Hill, North Carolina,* Summer 2017

- Performed Social Network Analysis of faculty research collaborations
- Text mined pharmacy job descriptions to find top qualifications for future pharmacists

LEADERSHIP EXPERIENCE

Co-President, *Biostatistics Student Organization, Johns Hopkins University,* 2022 – present

- Organized department-wide student events
- Served as liaison between faculty leadership and students
- Oversaw department student committees and led student organization meetings

Biostatistics Department Representative, *Mental Health Graduate Network, Johns Hopkins University,* 2021 – present

- Presented techniques for addressing mental health struggles in graduate students

Mentoring Committee and Curriculum Committee Member, *Biostatistics Student Organization, Johns Hopkins University,* 2020 – present

- Guided student mentors on active listening and communication skills to better work with incoming PhD students
- Served as mentor to incoming PhD students
- Advocated for PhD curriculum adjustments based on student feedback

Team Captain, *Varsity Women's Soccer, Johns Hopkins University,* 2019

- Ran spring practices and coordinated team lifts and bonding activities
- Communicated with coaches and teammates and ensured team unity
- Set and achieved team goals of winning conference tournament and reaching NCAA Elite 8
- Participated in varsity women's soccer from Fall 2016 – present

Assistant New Member Director, *Phi Mu Gamma Tau Chapter, Johns Hopkins University,* 2019

- Planned bonding activities to introduce new members to each other and rest of sorority
- Coordinated pairing of big-little matches

Captains Cohort Member, *Blue Jays LEAD, Johns Hopkins University,* Spring 2019 – 2020

- Participated in discussions on leading teams, managing conflict, and improving team chemistry
- Discussed past experiences and current challenges as a leader with fellow captains of other Johns Hopkins varsity sports teams

HONORS AND AWARDS

Epidemiology and Biostatistics of Aging Training Grant Recipient, Johns Hopkins University, 2020-present
Dean's List, Johns Hopkins University, 2016-2020
Phi Beta Kappa, Johns Hopkins University, 2020
Applied Mathematics and Statistics Achievement Award, Johns Hopkins University, 2020
Applied Mathematics and Statistics Prize for Outstanding Master's Research, Johns Hopkins University, 2020
Applied Mathematics and Statistics Mathematical Modeling Competition Prize, Johns Hopkins University, 2020
Naddor Prize, Johns Hopkins University Department of Applied Mathematics and Statistics, 2019
Centennial Conference Women's Soccer Scholar-Athlete of the Year, Johns Hopkins Women's Soccer, 2019
CoSIDA Third Team Academic All-American, Johns Hopkins Women's Soccer, 2019
CoSIDA Academic All-District Team, Johns Hopkins Women's Soccer, 2019
Chi Alpha Sigma, Scholar Athlete Honor Society, Johns Hopkins University, 2019
Centennial Conference Women's Soccer All-Conference Honorable Mention Team, Johns Hopkins Women's Soccer, 2019

PUBLICATIONS

In Progress

Brantner, C. L., Chang, T., Nguyen, T. Q., Hong, H., Di Stefano, L., & Stuart, E. A. (2022). Strategies for integrating multiple datasets to examine treatment effect heterogeneity. Under review.

Brantner, C. L., Nguyen, T. Q., Teng, T., Zhao, C., Hong, H., & Stuart, E. A. Comparing machine learning methods for estimating heterogeneous treatment effects by combining data from multiple randomized controlled trials. In progress.

Published

***I recently got married and changed my last name, and the below papers/presentations are under my former name (Carly Lupton-Smith).**

Lupton-Smith, C., Badillo-Goicoechea, E., Collins, M., Lessler, J., Grabowski, M. K., & Stuart, E. A. (2022). Consistency between household and county measures of onsite schooling during the COVID-19 pandemic. *Journal of Research on Educational Effectiveness.* doi:10.1080/19345747.2022.2131660

McLaughlin, J. E., Lyons, K., **Lupton-Smith, C.,** & Fuller, K. (2022). An introduction to text analytics for educators. *Currents in Pharmacy Teaching and Learning.* doi:10.1016/j.cptl.2022.09.005

Lupton-Smith, C., Badillo-Goicoechea, E., Chang, T. Maniates, H., Riehm, K. E., Schmid, I., & Stuart, E. A. (2022). Factors associated with county-level mental health during the COVID-19 pandemic. *Journal of Community Psychology, 50*(5), 2431-2442. doi:10.1002/jcop.22785

Riehm, K. E., Badillo-Goicoechea, E., Wang, F. M., Kim, E., Aldridge, L. R., **Lupton-Smith, C.**, Presskreischer, R., Chang, T., LaRocca, S., Kreuter, F., & Stuart, E. A. (2022). Association of Non-Pharmaceutical Interventions with Anxiety and Depressive Symptoms during the COVID-19 Pandemic: A Multi-National Study of 43 Countries. *International Journal of Public Health, 67,* 1604430. doi:10.3389/ijph.2022.1604430

Lessler, J., Grabowski, M. K., Grantz, K. H., Badillo-Goicoechea, E., Metcalf, C. J. E., **Lupton-Smith, C.,** Azman, A. S., Stuart, E. A. (2021). Household COVID-19 risk and in-person schooling. *Science, 372*(6546), 1092-1097. doi:10.1126/science.abh2939

Lupton-Smith, C., Stuart, E., McGinty, B., Dalcin, A., Jerome, G. J., Wang, N. Y., & Daumit, G. (2021). Determining predictors of weight loss in a behavioral intervention: A case study in the use of Lasso regression. *Frontiers in Psychiatry, 12*, 707707. doi:10.3389/fpsyt.2021.707707

Olsen, A., **Lupton-Smith, C.,** Rodgers, P., & McLaughlin, J. E. (2021). Characterizing research about interprofessional education within pharmacy. *American Journal of Pharmaceutical Education, 85*(8), 8541. doi:10.5688/ajpe8541.

Wolcott, M. D., **Lupton-Smith, C**., Cox, W. C., & McLaughlin, J. E. (2019). A 5-minute Situational Judgment Test to assess empathy in first-year student pharmacists. *American Journal of Pharmaceutical Education, 83*(6), Article 6960. doi:10.5688/ajpe6960

McLaughlin, J. E., **Lupton-Smith, C**., & Wolcott, M. D. (2018). Text mining as a method for examining the alignment between educational outcomes and the workforce needs. *Education in the Health Professions, 1*(2), 55-60. doi:10.4103/EHP.EHP_25_18

PRESENTATIONS

Brantner, C. L. December 18, 2022. Combining Datasets to Estimate Heterogeneous Treatment Effects. International Conference of the ERCIM WG on Computational and Methodological Statistics (CMStatistics 2022).

Podcast: School Reopening Analysis. Data Skeptic. May 30, 2022. https://dataskeptic.com/blog/episodes/2022/school-reopening-analysis.

Lupton-Smith, C. January 24, 2022. Family Caregiving Subtypes and Well-Being in the Caregiving Transitions Study: A Latent Class Analysis. Research in Progress presentation for Epidemiology and Biostatistics of Aging Training Group.

Lupton-Smith, C. October 8, 2021. Factors Associated with County-Level Mental Health During the COVID-19 Pandemic. Invited presentation for Hopkins Biostatistics Virtual Prospective Student Event.

Lupton-Smith, C., Badillo Goicoechea, E., Chang, T., & Stuart, E. A. October 7, 2021. Factors Associated with County-Level Mental Health During the COVID-19 Pandemic. Women in Statistics and Data Science Conference.

POSTERS

Bentley, J., **Lupton-Smith, C.,** & Roth, D. (2021). Family caregiving subtypes in the Caregiving Transitions Study: A latent class analysis. *Gerontological Society of America.*

Chang, T., **Lupton-Smith, C.**, Badillo Goicoechea, E., & Stuart, E. A. (2021). Examining county-level mental health using Facebook COVID-19 Symptom Survey data. *American Psychopathological Association.*

McLaughlin, J. E., **Lupton-Smith, C**., Bell, E. L., Hubal, R., Persky, A. (2020). Automated analysis of course evaluation comments: The use of sentiment analysis to characterize classroom teaching. *American Association of Colleges of Pharmacy.* ***Recipient of AACP SAS Best Poster Award**

SKILLS

Programming: R, SAS, MPlus, Python, MATLAB, Stata, SPSS, SQL, Git
Other: Machine learning, data integration, multiple imputation, nonparametric statistics, propensity score estimation, variable selection, regression, latent class analysis, electronic health records, text mining, sentiment analysis, social network analysis, Bayesian statistics

Cox Scholarship Application: Personal Essay

Carly Lupton Brantner

In my career development so far, I have been guided by two things: I have always wanted to help people, and I have always had an aptitude for math. Growing up, my mother was a counselor educator and my father worked in finance, and my career aspirations have always been a combination of what they have pursued in their lives. It was always clear to me that math was the path to follow because I had a natural inclination towards it, and I was lucky to have teachers and professors who saw my promise and gave me extra challenges: college courses in high school, math competitions, summer opportunities. When I found statistics and biostatistics, I saw how I could bring my math background towards something that excited me and propelled me forward.

I played on the varsity women's soccer team at Johns Hopkins as an undergraduate and was the only math major on the team. Every varsity team at the university was assigned a "team professor" who was there for academic advice. Our team professor happened to take his job very seriously, coming to every single game, home or away. He also was part of the Applied Mathematics and Statistics department where I was taking my classes. This professor is a huge reason for why I am where I am today, because he encouraged me to start pursuing statistics as a career path and referred me to the Summer Institute in Biostatistics (SIBS) at North Carolina State University. At this summer program, I immediately knew I would be applying to graduate school in biostatistics; it was the first time that I was able to see what kinds of questions I could use my skills to answer, and the impact that I could help make on human health and well-being.

The Johns Hopkins Department of Biostatistics has been the perfect place for me to pursue my PhD because I am able to balance my methodological and applied interests and work on very intriguing and important problems. My dissertation work focuses on estimating heterogeneous treatment effects while integrating data from trials and electronic health records to improve this effect estimation. I intend to continue this work if possible post-PhD, because I care about this idea that there is not a one-size-fits-all answer to treatment and that we as statisticians can help make the decisions of practitioners easier and backed by data. Most of my work is grounded in mental health questions, and this idea of personalized treatment is especially important in that field. With the unfortunately still-present stigma around mental health treatment, many individuals are hesitant to seek help, so when they do finally make that decision, it is important that their first treatment experience is as helpful and personally tailored as possible. At the same time, the field of personalized medicine can sometimes fall prey to bias, and we as statisticians have to ensure that we are not introducing harmful bias into our work that could exacerbate health disparities. In my career, I plan to continue on with my work to improve personalized treatment decisions, and I also would like to continue working on a wide variety of applied statistical problems in health policy, mental health, and education.

Throughout my PhD as well as towards the end of my undergraduate, I have had the incredible opportunity to work with Dr. Elizabeth Stuart. Dr. Stuart has been the ideal advisor for me; she has put trust in my abilities and challenged me from the first day I began working with her. I feel so grateful to have had the opportunity to be mentored by her and to witness the way she operates as a woman in academic statistics. I have had incredible female mentors in my experiences so far, from Dr. Stuart, to Dr. Jacqui McLaughlin in a summer internship at UNC, to Dr. Karen Bandeen-Roche who is our current department chair. I hope that a big part of my

career involves mentorship, because I know the power that effective mentorship has had on my development.

I am currently Co-President of our Biostatistics Student Organization and am also a member of the Mentorship Committee. Through both of these aspects of my involvement, I have heavily emphasized mentorship in our department. The past two years, I have paired up current PhD students with incoming students in our department so that the incoming students have a go-to person to whom they can ask questions, and so that they will come to school and see a friendly face. I mentor two second-year and two first-year students, and it has been an incredibly rewarding experience to see how this structure has helped connect the students in the department across years and give the first year students more support. As Co-President, I organized this year's prospective PhD student visit day to our department. I led a question-and-answer session and set up tours of the department and of Baltimore led by student volunteers. This experience has helped me bring my passion for biostatistics and for my department specifically to show prospective students what they could gain by joining us in our pursuit of a healthier and happier society through rigorous statistics. Throughout my career, I plan to get involved in professional organizations and help run activities at conferences; I thrive off of engagement with others in our field and hope to continue to foster an environment of collaboration and enthusiasm.

A big part of my development that I have noticed through some self-reflection over the past few years is my passion for effective communication. In college, I was a captain of my soccer team and also was a course assistant for a course called Leading Teams. These two roles made a major impact on the way I interact in every relationship, and they taught me the importance of clear communication, healthy conflict and growth, and the development of trust in a team. I think every single field in our society can benefit from better communication, and

statistics is no different. We have such an important role as statisticians to not only help to answer questions and guide policy, but to do so while addressing the inherent uncertainty in our estimates in an effective way. So many people incorrectly interpret statistical significance as absolute proof or see an estimate as the true value with no uncertainty. Our job is to make sure that we convey our methods and results in an approachable way to broad audiences outside of other statisticians, and this is something I care deeply about. Beyond this, I think general collaboration and communication will help statisticians to become even more effective and reach stronger conclusions.

I am looking forward to the conclusion of my PhD and the openings that will bring for me to continue my career in biostatistics. I am passionate about pursuing my goals, both statistical goals and more general goals of communication, trust, collaboration, and mentorship. I am so grateful to my mentors, past, current, and future, for showing me what I can do in statistics and how I can bring my love for math to my desire to make an impact through my career. Thank you for considering me for the Gertrude M. Cox Scholarship, and thank you to the ASA for providing opportunities for statisticians to learn from one another and push our field to continually improve.

JOHNS HOPKINS
UNIVERSITY

Bloomberg School of Public Health
Baltimore, Maryland 21205
www.jhsph.edu

Student Name	Student ID	Date of Birth	JHU Degree and Date Conferred:	Date Printed:2/20/2023
Brantner, Carly Lupton	B1DD8E	2/22/xx		
Currently Pursuing, Start Date: PHD, 8/31/2020	Current Department: Biostatistics			Page 1 of 2

COURSE NUMBER	COURSE TITLE	GRADE	CREDITS	COURSE NUMBER	COURSE TITLE	GRADE	CREDITS

2020-21 First Term — **PHD: Biostatistics**

EN.553.720	Probability Theory I	B	3.00
PH.140.731	Statistical Theory I	A	4.00
PH.140.751	Advanced Methods in Biostatistics I	A	3.00
PH.140.776	Statistical Computing	A	3.00
PH.140.860	Curr Topics Biostat Res	P	1.00
PH.260.600	Introduction to Biomedical Sciences	A	4.00
PH.550.860	Academic & Research Ethics At JHSPH	P	0.00
PH.552.601	Foundational Principles of PH	S	0.50
PH.552.603	Qualitative Methods and Science	S	0.50
PH.552.607	Essentials of Environmental Health	S	0.50
PH.552.609	Psych & Behavior Factors Affect PH	S	0.50
PH.552.612	Essentials of One Health	S	0.50

GPA CRS: 17.00 TERM GPA: 3.82 TOTAL CRS: 20.50

2020-21 Second Term — **PHD: Biostatistics**

EN.553.720	Probability Theory I	B	3.00
PH.140.732	Statistical Theory II	A	4.00
PH.140.752	Adv Methods Biostats II	A	4.00
PH.140.840	SS/R: Biostatistics	P	2.00
PH.140.860	Curr Topics Biostat Res	P	1.00
PH.330.805	Stat Methods for MH	P	1.00
PH.552.608	Bases of Human Disease	S	0.50
PH.552.610	Social Determinants of Health	S	0.50
PH.552.611	Globalization and Health	S	0.50

GPA CRS: 11.00 TERM GPA: 3.73 TOTAL CRS: 16.50

2020-21 Third Term — **PHD: Biostatistics**

PH.140.723	Probability Theory III	A	3.00
PH.140.733	Statistical Theory III	A	4.00
PH.140.753	Adv Methods Biostats III	A	4.00
PH.140.840	SS/R: Biostatistics	P	3.00
PH.140.860	Curr Topics Biostat Res	P	1.00
PH.330.805	Stat Methods for MH	P	1.00

GPA CRS: 11.00 TERM GPA: 4.00 TOTAL CRS: 16.00

2020-21 Fourth Term — **PHD: Biostatistics**

PH.140.724	Probability Theory IV	A	3.00
PH.140.734	Statistical Theory IV	A	4.00
PH.140.754	Advanced Methods Biostats 4	A	4.00
PH.140.840	SS/R: Biostatistics	P	4.00
PH.140.860	Curr Topics Biostat Res	P	1.00

GPA CRS: 11.00 TERM GPA: 4.00 TOTAL CRS: 16.00

2021-22 First Term — **PHD: Biostatistics**

PH.140.711	Advanced Data Science I	A	3.00
PH.140.840	SS/R: Biostatistics	P	7.00
PH.340.721	Epidem Inference Public Health I	A	5.00
PH.550.600	Responsible Conduct of Research	P	1.00

GPA CRS: 8.00 TERM GPA: 4.00 TOTAL CRS: 16.00

2021-22 Second Term — **PHD: Biostatistics**

PH.140.712	Advanced Data Science II	A	3.00
PH.140.840	SS/R: Biostatistics	P	10.00
PH.340.645	Introduction to Clinical Trials	P	3.00

GPA CRS: 3.00 TERM GPA: 4.00 TOTAL CRS: 16.00

2021-22 Third Term — **PHD: Biostatistics**

PH.140.644	STAT Learning	P	4.00
PH.140.840	SS/R: Biostatistics	P	11.00
PH.330.805	Stat Methods for MH	P	1.00

GPA CRS: 0.00 TERM GPA: 0.00 TOTAL CRS: 16.00

2021-22 Fourth Term — **PHD: Biostatistics**

PH.140.656	Multi Stats Models In Ph	AU	0.00
PH.140.665	Causal Inference II	P	3.00
PH.140.840	SS/R: Biostatistics	P	11.00

GPA CRS: 0.00 TERM GPA: 0.00 TOTAL CRS: 14.00

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Student Name	Student ID	Date of Birth	JHU Degree and Date Conferred:	Date Printed:2/20/2023
Brantner, Carly Lupton	B1DD8E	2/22/xx		
Currently Pursuing, Start Date: PHD, 8/31/2020	Current Department: Biostatistics			Page 2 of 2

COURSE NUMBER	COURSE TITLE	GRADE	CREDITS	COURSE NUMBER	COURSE TITLE	GRADE	CREDITS

2022-23 First Term **PHD: Biostatistics**

PH.140.655	Analys Longitudinal Data	AU	0.00
PH.140.840	SS/R: Biostatistics	P	15.00
PH.330.805	Seminar Stat Methods Mental Health	P	1.00

GPA CRS: 0.00 TERM GPA: 0.00 TOTAL CRS: 16.00

2022-23 Second Term **PHD: Biostatistics**

PH.140.840	SS/R: Biostatistics	P	3.00
PH.140.840	SS/R: Biostatistics	P	13.00

GPA CRS: 0.00 TERM GPA: 0.00 TOTAL CRS: 16.00

2022-23 Third Term **PHD: Biostatistics**

PH.140.840	SS/R: Biostatistics	X	0.00
PH.330.805	Stat Methods for MH	X	0.00

GPA CRS: 0.00 TERM GPA: 0.00 TOTAL CRS: 0.00

Advisor History

PHD: Rosenblum, Michael Aaron 8/10/2020 - 1/24/2022 - (Primary Advisor)
PHD: Stuart, Elizabeth 1/28/2022 - (Primary Advisor)

Academic and Research Ethics at JHSPH Completed, 11/09/2020
Due to the global COVID-19 pandemic, students could choose that the final grade for any course be reported as Pass/Fail from 4th term 2020 through 4th term 2023. Credits for courses with grades of "P"(pass) are not calculated in GPA.
Passed Departmental Comprehensive Exam, 06/29/2021

*******End Of Transcript*******

JOHNS HOPKINS UNIVERSITY

G W C WHITING SCHOOL OF ENGINEERING
Baltimore, MD 21218 www.jhu.edu/registrar

UNDERGRADUATE TRANSCRIPT

Student Name	Identifier	Date of Birth	JHU Degree and Date Conferred	Date Printed
Lupton-Smith , Carly Patricia	B1DD8E	02/22/xxxx	Bachelor of Science in Applied Mathematics and Statistics 05/21/2020 Master of Science in Engineering 05/21/2020	9/23/2022
Year of Study: Senior	Major: Applied Mathematics and Statistics			Page 1 of 2
Other Major(s): Psychology		Minor(s): xxxxx		

DIV	DEPT	CRSE #	COURSE TITLE	GRADE	CREDITS
			See Additional JHU Record		
Fall 2016			**Advanced Placement Examination**		
			Calculus BC AS.110.108		4.0
			Calculus BC AS.110.109		4.0
			Physics C- Mech (Lab I waived) AS.171.101		4.0
			Statistics EN.550.111		4.0
					TOTAL 16.0
Fall 2016			**NC State Univ Raleigh**		
			Calculus III AS.110.202		4.0
					TOTAL 4.0
Fall 2016					
AS	SOCI	230.101	Intro Sociology	S	3.0
EN	APPM	550.100	Intro Applied Math/Stats	S	1.0
EN	APPM	550.171	Discrete Mathematics	S	4.0
EN	GENE	500.111	Bio Needs Math, Math Needs Bio	S	1.0
EN	GENE	500.200	Computing for Engineers/Scienti	S	4.0
EN	PCOM	661.110	Prof Writing and Comm	S	3.0
			TERM GPA 0.00		TOTAL 16.0
			Dean's List		
Spring 2017					
AS	GRLL	210.302	Advanced French II:Reaching Fluency	A-	3.0
AS	MATH	110.201	Linear Algebra	A	4.0
AS	MATH	110.302	Diff Equations/Applic	A+	4.0
AS	PSYC	200.133	Intro Social Psychology	A	3.0
AS	SOCI	230.202	Research Methods/ Social Sciences	A-	3.0
			TERM GPA 3.89		TOTAL 17.0
			Dean's List		
Fall 2017					
AS	PSYC	200.141	Foundations of Brain, Behavior and Cognition	A	3.0
AS	PSYC	200.222	Positive Psychology	A	3.0
AS	PSYC	200.503	Psych Research-Sophs	S	1.5
EN	APPM	553.361	Introduction to Optimization	A	4.0
EN	APPM	553.420	Intro to Probability	A	4.0
			TERM GPA 4.00		TOTAL 15.5
			Dean's List		
Spring 2018					
AS	PSYC	200.212	Abnormal Psychology	A	3.0
AS	PUBH	280.120	Lectures:Public Health/Baltimore	S	1.0
EN	APPM	553.429	Introduction to Research in Discrete Probability	A	3.0
EN	APPM	553.430	Introduction to Statistics	A	4.0
EN	CLED	660.331	Leading Teams	A	3.0
			TERM GPA 4.00		TOTAL 14.0
			Dean's List		

Craig A. Smith

Craig A. Smith, Deputy University Registrar

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UNDERGRADUATE TRANSCRIPT

Student Name	Identifier	Date of Birth	JHU Degree and Date Conferred	Date Printed
Lupton-Smith , Carly Patricia	B1DD8E	02/22/xxxx	Bachelor of Science in Applied Mathematics and Statistics 05/21/2020 Master of Science in Engineering 05/21/2020	9/23/2022

Year of Study	Major	Page 2 of 2
Senior	Applied Mathematics and Statistics	

Other Major(s)	Minor(s)
Psychology	xxxxx

DIV	DEPT	CRSE #	COURSE TITLE	GRADE	CREDITS
Fall 2018					
AS	PSYC	200.132	Intro Developmental Psych	A+	3.0
AS	PSYC	200.382	Models of Psychotherapy	A	3.0
EN	APPM	553.636	Data Mining	A	4.0
EN	APPM	553.671	Combinatorial Analysis	A+	4.0
EN	CLED	660.400	Practical Ethics for Future Leaders	A	2.0
EN	CLED	660.406	Practical Ethics for Future Leaders - Special Topic	A	1.0
			TERM GPA 4.00		TOTAL 17.0
			Dean's List		
Spring 2019					
AS	PSYC	200.317	Interpersonal Relations	A	3.0
AS	PSYC	200.403	Careers in Psychology - Juniors	S	1.0
AS	PUBH	280.335	The Environment and Your Health	A	3.0
EN	APPM	553.500	Undergraduate Research	A	3.0
EN	APPM	553.639	Time Series Analysis	A	3.0
EN	APPM	553.692	Mathematical Biology	A+	3.0
			TERM GPA 4.00		TOTAL 16.0
			Accepted for Combined Graduate Study in Applied Mathematics and Statistics - Spring 2019		
			Dean's List		
Fall 2019					
AS	PSYC	200.200	Research Methods in Experimental Psychology	A+	4.0
AS	PSYC	200.334	Human Memory Psychology	A	3.0
AS	PSYC	200.513	Psych Research - Srs	S	2.0
EN	APPM	553.600	Math Modeling and Consulting	A-	4.0
PH		140.658	Stat Psychoso Res Model	A	2.7
PH		140.958	Biostats Lab for 140.658	NG	0.0
PH		330.657	Statistics Psychosocial Research	A	2.7
			TERM GPA 3.93		TOTAL 18.4
			Dean's List		
Intersession 2020					
AS	PSYC	200.299	Definitions Substance Use Disorders	S	1.0
			TERM GPA 0.00		TOTAL 1.0
Spring 2020					
AS	MATH	110.405	Real Analysis I	S*	4.0
EN	APPM	553.614	Appl Statistics & Data Analysis II	S*	3.0
EN	APPM	553.672	Graph Theory	S*	4.0
EN	GENE	500.603	Academic Ethics	S	0.0
PH		140.640	Stat.Meth.Sample Surveys	A	2.0
PH		140.664	Causal Inference I	S*	2.7
			TERM GPA 4.00		TOTAL 15.7
			COVID-19 grading policy is applicable to this semester		
			CUMULATIVE GPA 3.97	TOTAL	94.4
			CUMULATIVE CREDITS	TOTAL	150.6
			Graduated with General Honors		
			Departmental Honors, Applied Mathematics and Statistics		

*******End Of Transcript*******

Craig A. Smith

Craig A. Smith, Deputy University Registrar