The University System of Georgia
New Program Proposal

Institution: The University of Georgia
Date: 10 March 2006
Colleges: University of Georgia, College of Public Health
Departments: Environmental Health Science
Health Administration, Biostatistics and Epidemiology
Health Promotion and Behavior
Degrees to be offered: Doctor of Public Health (Dr.P.H.)
Majors to be offered: Public Health
CIP Code:
Starting Date: Fall Semester 2007

Signatures:

Department Heads

[Signatures]

Environmental Health Science
College of Public Health

Health Promotion and Behavior
College of Public Health

Dean

Interim Dean, College of Public Health
Table of Contents

1. Program Abstract ............................................................................................................ 3
2. Objectives of the Program .............................................................................................. 3
3. Justification and Need for the Program .......................................................................... 3
4. Procedures Used to Develop the Program .................................................................... 14
5. Curriculum .................................................................................................................... 15
6. Inventory of Faculty Directly Involved ........................................................................ 25
7. Outstanding Programs of this Nature in Other Institutions .......................................... 25
8. Library Resources to Support Doctor of Public Health Degree Program..................... 26
9. Facilities ........................................................................................................................ 28
10. Administration ............................................................................................................ 28
11. Assessment .................................................................................................................. 28
12. Accreditation ............................................................................................................... 29
13. Affirmative Action Impact .......................................................................................... 30
14. Degree Inscription ....................................................................................................... 30
15. Fiscal and Enrollment Impact, and Estimated Budget ................................................ 31
Reference: ......................................................................................................................... 35
Appendices ........................................................................................................................ 37
1. Program Abstract

The University of Georgia’s College of Public Health proposes to establish a doctor of public health (Dr.P.H.) degree program. The Dr.P.H., an extension of the established master of public health (M.P.H.) in the College, is a professional degree designed to train leaders in public health at the local, state, and national levels. The proposed curriculum will prepare students to be interdisciplinary leaders in public health, in which students can specialize in Health Promotion and Behavior, Environmental Health, Health Policy, or Gerontology. This program will develop leaders with the comprehensive vision and philosophy needed to address a broad spectrum of public health needs, solutions, and programs, not only in Georgia but nationally and internationally. A significant portion of the resources needed to implement the Dr.P.H. program are already in place at the College. Resources are in place for initiation of the program as outlined with expansion to include specialization in biostatistics and epidemiology in the future.

2. Objectives of the Program

At present, no university in Georgia offers a Dr.P.H. degree. Moreover, this degree program will fulfill the University of Georgia’s (UGA) mission as the state’s flagship land-grant university to train future leaders responsible for the public health and well being of Georgians. Implementing the Dr.P.H. is central to the strategic development plans of the College of Public Health, as it will create a natural extension of its already established M.P.H..

The primary objectives of the program include the following:

- **Create an interdisciplinary Dr.P.H. designed to spearhead public health practices, programs, and leadership.** The University of Georgia currently teaches over 100 courses in the health area and has over $10 million in extramural public health-related funding from the National Institutes of Health (NIH), Health Resources and Services Administration (HRSA), and Centers for Disease Control and Prevention (CDC). These significant resources underlie an exceptional environment in which to provide a Dr.P.H. education for Georgia citizens.

- **Provide an interface between the state’s public health services and systems and the University System of Georgia.** The Dr.P.H. at the University of Georgia targets the public health practice settings of the state. Graduates are expected to fill administrative and leadership positions within government agencies, private organizations, and industries across the state.

3. Justification and Need for the Program

*The Distinction between Ph.D. and Dr.P.H. Programs.* It is important to differentiate a Ph.D. from a Dr.P.H. program in this proposal. The doctor of philosophy (Ph.D.) is an advanced degree in research training, theory and methodology. The program stresses knowledge and competency in statistical methods and research design. Recipients of this degree have a comprehensive understanding of research methods and the application of these methods. Usually Ph.D. programs emphasize the utilization of experimental and quasi-experimental research designs. Such training prepares Ph.D. graduates for academic
and related professions that involve teaching and research. Universities, other academic institutions, or organizations conducting research generally employ these graduates. The UGA College of Public Health currently offers Ph.D programs in Toxicology and in Health Promotion and Behavior.

This proposal focuses on a “professional” Dr.P.H. degree targeting toward administrators and practitioners who have three or more years of professional experience beyond the M.P.H. degree. As an advanced professional degree emphasizing methods, applications, and applied research, the Dr.P.H. links theory to practice. Its graduates solve significant public health issues using innovative methods and new knowledge. Prospective careers include high-level administration, teaching, policy-making, applied research, or program evaluation positions in which graduates will utilize the advanced analysis, critical evaluation, and problem-solving skills at the core of the Dr.P.H. program.

A. Societal Need

In February 1999, the Kellogg Commission released a national report on the future of state and land-grant universities. Entitled *Returning to Our Roots: The Engaged Institution*, this report called upon universities, especially land-grant institutions, to become even more sensitively and actively involved in communities. It encouraged increased accessibility for all the constituencies who could benefit from university-based teaching, research, and services, as well as a concentrated effort to increase community awareness of the richness and scope of land-grant universities’ resources.

In establishing its College of Public Health, the University of Georgia fulfilled its land-grant mandate to address the public health needs of all Georgians. Sadly, despite noteworthy public and private initiatives to improve public health, data on the health status of Georgians confirms the need for continued efforts in this area. Alarming statistics reveal a high prevalence of obesity, cancer, diabetes, heart disease, stroke and asthma. Disparate health conditions continue to exist for populations within the “Black Belt” counties in Georgia as reported by the recent Miller Commission document, *It’s a matter of wealth: Dismantling persistent poverty in the southeastern United States* (Carl Vinson Institute of Government, 2002, June). Child and maternal health, as evidenced by infant mortality and low birth weights, is also of particular concern. Already Georgia has marshaled its resources and committed itself to working on solutions to these problems. The Georgia Cancer Coalition’s goal to find effective strategies for the prevention and treatment of cancer over the next decade is a major undertaking to promote the health of its citizens. The State’s smoking prevention program, funded largely by Georgia’s share of the tobacco settlement, provides both short- and long-term opportunities for research and service projects. Additionally, the Office of Women’s Health was established in the Division of Community Health two years ago. And, in January of 2001, the Governor’s Commission on Men’s Health was established.

The population over 60 years of age (Baby Boomers) is growing rapidly, and accompanying health-related issues will also increase. The University of Georgia has quality programs in gerontology, social work, and the behavioral sciences. Its M.P.H.
program is fully engaged in providing the tools to address the public health problems of Georgians. The proposed Dr.P.H. program represents a logistical extension of the M.P.H. program and UGA’s land grant mission. Its graduates will possess the vision, commitment and pragmatism to resolve current public health challenges and anticipate new ones.

Population and Georgia Health Care Status. The changing demographics of Georgia result in new challenges for the state. These challenges are particularly acute in two areas: population growth, especially those over age 60, and rapid increase in the Hispanic population. According to the U.S. Census Bureau, in 2005 Georgia ranked 9th in population with 9,072,576 residents up from 8,186,453 in 2000 (estimate released December 22, 2005). Georgia has the sixth fastest growing population in the U.S., with an estimated increase of 150,000 people per year (GHA, 2005). One primary concern is the aging of the population and the associated needs for health care. While the total population of Georgia is projected to grow 16% between 2000 and 2020, the population 65 and over is projected to grow 78% during the same period (HRSA, 2004). Having a high percentage of older adults whose demand for health care is high, combined with a shortage of public health professionals, places the people of Georgia at a disadvantage. The rise in the number of Hispanics who now reside in Georgia also necessitates special attention to the public health needs of this underserved population. Currently, over 500,000 people of Hispanic descent reside in Georgia.

The current director of the CDC, Julie Gerberding, MD, stated, “The aging of the population is one of the major public health challenges of the 21st century…the prevention of diseases and injuries is one of the few tools available to reduce the expected growth of health care and long-term care costs.” By 2030, almost one in five (16%) of Georgians will be 65 years and older. Public health issues relating to older Georgian is a priority focus at the UGA College of Public Health through the Institute of Gerontology. The training of professionals and leaders to address public health issues on the aged is one of the priorities in the Dr.P.H. program proposed.

Other factors impact Georgia’s demand for public health services include Georgia’s poverty rate stands at 13.3% (U.S. Census Bureau, November 2005). Approximately one in five Georgian adults has less than a high school diploma (Chronicle, 2004). As a result, the need for public health education and preventive services can be expected to remain strong. The greater the poverty level and the lower the education, the less the population will know about staying healthy. The high demand for health care in Georgia is illustrated by reviewing HRSA’s Bureau of Health Professions website (http://bhpr.hrsa.gov/shortage/). The list of Health Professions Shortage Areas in Georgia, as well as the list of Medically Underserved Areas (MUA) and Medically Underserved Populations (MUP) across Georgia, demonstrates the demand for increased public health service within the state; an overwhelming 144 of Georgia’s 159 counties contain areas or populations that are designated as medically underserved (Glass, 2005).

Health status indicators for Georgia depict the critical need for public health professionals with advanced education. In 1999, the death rate due to heart diseases in Georgia was
higher than the national rate; Georgia had the tenth highest cardiovascular disease death rate among all states, and the sixth highest stroke death rate (Glass, 2005). Georgia also ranks as one of the states with the highest rates of tuberculosis and AIDS. In 2002, 59% of Georgia’s adults reported being overweight or obese (Georgia Department of Human Resources, 2004). These serious health problems will only improve with an expanded commitment to public health services and education in the state. Improving the health status of its population will require a commitment from the state government to expand public health services, increase the number of public health professionals, and engage in large-scale public health education programs.

Taking into consideration its rapidly growing population, its large portion of older adults, its poverty level, its lower levels of education, and its lagging health indicators, Georgia’s need for public health professionals is high. And, given these population-level trends, this need will only continue to grow in the next few decades. The University of Georgia’s College of Public Health proposes to take leadership in addressing the public health needs of the state by providing professional education at the Dr.P.H. level, expanding the master of public health that is currently in place and developing collaborative research and outreach with established public health agencies.

B. Workforce Need and Academic Demand

The need for educational programs is affected by the employment setting, basic student interest in the field, the need for continuing education for career advancement, mobility and re-training, and the availability of similar or identical programs in a region. As stated before, the Dr.P.H. is not offered at any of the institutions of higher education in the state; yet, recent national reports and trends in the public health indicate a growing need for highly-educated and sufficiently trained public health leadership to fill current and rapidly growing vacancies. The Health Resources and Services Administration indicates that “only 20 percent of the nation's estimated 400,000 to 500,000 public health professionals have the education and training needed to do their jobs most effectively” (HRSA, 2006). Yet, the landmark 1988 Institute of Medicine (IOM) Report, The Future of Public Health, called for the field to implement professional development to prepare personnel to address emerging public health issues (IOM, 1988).

To achieve the Healthy People 2010 objectives—to improve quality of life and eliminate health disparities—an extensive set of skills and a well-trained workforce will be necessary to ensure progress. With factors such as an aging workforce, growing skill gaps, and technology advances impacting the system, the IOM and CDC have recommended immediate changes in training and educational development to maintain a competent profession (IOM, 2002). With data drawn from the US Census Bureau, local and state surveys and reports, the National Association of City and County Health Organizations (NACCHO), the US Office of Personnel Management, professional associations, and the Equal Opportunity Employment Commission, HRSA issued Public Health Workforce Enumeration 2000, a report that detailed similar gaps in public health workforce education and prospective capacity to achieve Healthy People objectives (HRSA, 2005).
In Georgia, the public health workforce comprises 8,020 persons (98 per 100,000 capita) (HRSA, 2005, p. 49). Yet, recruitment and retention of public health workers remains adversely impacted by the unmet need for professional education, such as a Dr.P.H. program, among other considerations (HRSA, 2005, p. 52). According to district and local health officers in the state, the most pressing educational needs for nurses, in particular, include broad-based knowledge of public health concepts, clinical training, and supervisory/management training.

The workforce data and national reports demonstrate an “urgent need” for public health leaders. The Doctor of Public Health (Dr.P.H.) degree is an advanced professional practice degree aimed at preparing students for leadership roles to manage, protect and improve the health of the public. The proposed Dr.P.H. program at UGA will offer a broad-based interdisciplinary training based on the body of professional public health knowledge, integrate with mentored field experience in leadership roles, and provide the much needed theory-to-practice skills to fill the academic-practice linkage.

Employment Opportunities for Public Health Professionals. The employment opportunities for public health professionals are large and growing. At the federal level, the U.S. Public Health Service has eight agencies: National Institutes of Health (NIH), the Centers for Disease Control and Prevention (CDC), Health Resources and Services Administration (HSRA), Indian Health Service (IHS), Substance Abuse and Mental Health Services Administration (SAMHSA), Environmental Protection Agency (EPA), Food and Drug Administration (FDA), Agency for Healthcare Research and Quality (AHRQ), and the Agency for Toxic Substances and Disease Registry (ATSDR). Reflecting the public’s commitment to public health issues and interests, the budget for the NIH (and its 27 institutes and centers) increased 100% (13.72 billion to 27.18 billion) between FY98 and FY 2003. Thus, the employment opportunities are wide-ranging throughout the U.S. Public Health Service.

The CDC reports that the public health workforce currently comprises 500,000 physicians, nurses, environmental health scientists, health educators, laboratorians, managers, and other professionals who practice on the front lines of public health (CDC, 2005). The average age is 46.6 years and retirement rates are expected to climb to 45 percent in the next five years (ASTHO, 2004). Public health vacancies are reaching 20% in certain areas and turnover rates are at 14% in some parts of the country (ASTHO, 2004). Moreover, ASTHO reports that state and local health agencies expect significant worker shortages in selected professional occupations (ASTHO, 2004, p. 7).

Additionally, the location of the CDC’s headquarters in Atlanta provides an in-state source of students and employment. The research and outreach partnerships envisioned between the CDC (because of its location) and the UGA College of Public Health are monumental.

Employment Demand for Public Health Professionals Possessing Doctorates. The Centers for Disease Control and Prevention (CDC) is likely to employ graduates of UGA’s proposed Dr.P.H. program, particularly because this federal agency is headquartered in Atlanta. According to CDC data from 2004, CDC has “9,400 employees in 170 occupations and nearly 6,000 contractors.” Even more important than the large number of
positions connected with CDC is the level of education its employees have obtained. “Nearly 75% of CDC employees have a college degree; of those, more than 60% hold an advanced degree” (CDC, 2004). A variety of public health employment opportunities exist at CDC, including: behavioral scientists, biologists, epidemiologists, general health scientists, health education specialists, information technology specialists, mathematical statisticians, medical officers, microbiologists, and public health advisors/analysts. Educational requirements for entry-level employees vary by position. Management or senior-level positions require at least a M.P.H..

The results of a January 2006 search for “hot jobs” at CDC (i.e., jobs that are hard to fill) showed that nearly half of the position postings (10 out of 22 search results) listed a doctorate (e.g. M.D., D.V.M., Dr.P.H.) as a prerequisite or as a “preferred” criterion for the job. Some of these positions included senior executive, director/coordinator, health science administrator, and lead epidemiologist postings.

The doctor of philosophy in Health Promotion and Behavior at UGA was approved in 1995. Seven of 19 students (37%) who obtained their Ph.D. at UGA in Health Promotion and Behavior currently work for CDC. During the past years, several CDC employees have applied to UGA’s Ph.D. program but were denied admission because they did not have a clear research focus. On the other hand, given their enormous amount of public health experience, these same applicants would have been considered perfect candidates for a Dr.P.H. program.

In response to these data, many academic and training program initiatives were implemented during the past decade. A subsequent IOM report, issued in 2003, reinforced the need to strengthen academic-practice linkages with schools of public health, medicine, and nursing (CDC, 2005). According to the Association of Schools of Public Health’s 2000 Annual Data Report, graduates from its schools nearly doubled from 3,500 in 1988 to 5,879 in 2000 (HHS, 2003). While these upward trends are encouraging, gaps still remain between the number of qualified candidates and the number of vacant public health positions.

The proposed doctor of public health degree at UGA answers this need. It will prepare students to assume leadership roles in managing, protecting and improving the public’s health. Its broad-based interdisciplinary curriculum will offer training based on the body of professional public health knowledge and will include mentored field experiences in leadership roles. In short, it will integrate theory and practice skills, providing the academic-practice linkage advocated in the 2003 IOM report.

Academic Demand for Public Health Doctorate Degrees

Survey of Deans of Accredited Schools of Public Health
Recognizing the extraordinary growth in the number of schools of public health, it is reasonable to infer that these programs would not be under development without public need and student demand. Lee and Scutchfield (2001), while researching demand for Dr.P.H. programs as evidence for developing a program at the University of Kentucky,
conducted a brief phone survey among academic deans of five Schools of Public Health accredited by CEPH\(^1\). The survey assessed demand for doctoral-prepared public health professionals and post-graduation job placement rates. Four deans reported an increase in demand and one indicated “steady” demand. All five deans reported no problems with placement after graduation. This important survey confirms the need for additional Dr.P.H. programs.

Survey of the Need for Advanced Professional Training in Public Health

To gain a better understanding of the need/desire for professional doctoral degrees in public health within the state of Georgia, the College of Public Health conducted two surveys. The first surveyed current M.P.H. students at UGA. The second, a key informant survey, was administered to health district directors in each of the ten Georgia Public Health Districts.

Results of the survey administered to UGA M.P.H. students:

The first surveyed UGA’s current M.P.H. students to determine their interest in pursuing doctoral education in public health. The survey, conducted in January 2000, included 12 closed- and open-ended items with an 11-item “future plans” subscale. Among students who completed and returned the survey by the end of Jan. 2006 (n=8), 87.5% were women (age range: 24 - 41 years old). All respondents were enrolled at UGA on a full time basis (80% near program completion), and four worked in part-time positions. Of those who worked, their work settings included the university, government agency, pharmaceutical industry, and a public health agency. When asked what type of position they would seek after graduation, most ranked program planner (50%) and environmental specialist (50%) among their top three choices. Other positions mentioned included epidemiologist (20%), program evaluator (20%), health educator (20%), public health advisor (20%), and health administrator or communications specialist (20%).

Majority of the students expressed interest in specializing within the “core” competency domains of public health (epidemiology, biostatistics, behavioral health, health policy/management, and environmental health). In response to close-ended items, epidemiology, health policy and management, and behavioral health specializations were favored the most strongly (63%), followed by environmental health training (50%). Several expressed a desire for more professional training beyond the M.P.H. program. In order to perform their jobs effectively, some expected to seek “hands-on” or “on the job” training certifications (e.g., CHES, HAZWOPER\(^2\)) and “continuing education in special areas.” When asked why they would enroll in a Dr.P.H. program (rather than a Ph.D. program), respondents stated: “because it’s specifically public health”, “to give me a better advantage in the workforce”, and “more practical degree, less research; more application.”

Findings from the pilot survey highlight UGA’s M.P.H. students’ interest in a Dr.P.H. program. Given the array of future employment opportunities available to Dr.P.H. graduates, several survey respondents indicated interest in pursuing additional public

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1 Council on Education for Public Health, the accrediting body of the school of public health.
2 CHES: Certified Health Education Specialist; HAZWOPER: Hazardous Waste Operations and Emergency Response Standard;
health education. Additionally, open ended responses indicated that students may be interested in full-time and part-time options and may need to consider financial aid options to pursue doctoral education.

Results of the Survey Administered to Directors of Georgia Health Districts: The second survey, designed to determine workforce need for doctoral education in public health, was distributed in January 2006 to directors in each of the ten health districts in Georgia. This questionnaire included 10 closed- and open-ended items with a 10-item “assessment of educational status” subscale. The survey achieved a 90% response rate by February 2006, and supplied data on the 3,277 state government workers employed in nine districts’ public health clinics, offices, and laboratories. Collectively, the responses indicated that public health nurses constitute the majority (51%) of the public health workforce at the district level. Twenty percent are reportedly employed in “other” positions (medical directors, information technology personnel, technical staff, etc.) and 17% are employed as environmental specialists. Other positions represented in the district-level workforce include: epidemiologists (3%), health administrators (3%), health educators (3%), and communication specialists, program planners/advisors (3%). Most of the directors (88%) projected that 10% of their workforce will retire within the next 5 years. On average, annual turnover rates in Georgia are highest among epidemiologists (27%), health educators (21%), nurses (18%), and environmental specialists (13%).

The directors reported roughly 50% of their employees holding a bachelor’s degree; and even fewer employees possessing a master’s (22%) or doctor’s (12%) degree. About 44% found that it was difficult to hire personnel with at least a master’s degree in district-level positions. Nevertheless, support for employees’ efforts to improve their employment position through education was mixed. About 78% directors were aware that tuition reimbursement or scholarship opportunities existed to support employee’s educational endeavors. Yet, 56% district administrators admitted that a leave policy does not exist for employees to pursue public health graduate education at an accredited institution. Despite these limitations, about 78% of the directors indicated that at least one of their employees has been awarded a graduate-level public health degree while employed in their district.

To address the need for public health education at the doctoral level, one director wrote: “Public health doctoral programs would prepare professionals to plan and deliver preventive health services that improve the delivery of services that reduce individual risk factors for disease. Additionally, it would allow these leaders of public health the ability to blend clinical, organizational, and policy sciences within the context of care. An increased focus on health promotion and disease prevention, as well as cultural competency, also would enhance health care. The Dr.P.H. employee would have in-depth field expertise, would have the ability to link policy making with health care systems, would be able to translate research into practice, and will be change agents for health care and able to function from a broad perspective.”
Another stated:

“Although it is not required, our district would benefit from our Environmental and Health Assessment programs. A benefit would be to employ individuals with a Dr.P.H. degree in these programs who could address complex public health issues by combining a high level of analytic and research skills with a broad-based understanding of the political, scientific, medical, statistical, ethical and economic factors that contribute to health problems.”

One director wrote:

“The organizations executive leadership could benefit from a Dr.P.H. degree. These positions include the District Program Manager who serves as the overall supervisor of service delivery. Other district leadership positions that would benefit include District Nursing Director, county health administrators and epidemiologists. The essential benefits would be in the realm of strategic planning (both internal and external) and developing responses to the ever more complex public health problems facing communities.”

The findings from the survey indicate a high level of support for a Dr.P.H. program among the state’s district health directors. Given their perceived need for doctoral-level training within specific public health occupations, UGA’s proposed program is warranted, particularly because it will emphasize training in the core competency areas of public health.

C. Other Reasons the Program is Desirable

Currently, Georgia residents seeking the Dr.P.H. degree must leave the state for their education and may not return at the conclusion of their degree program. In addition, a primary target for the program will be non-traditional students currently employed in public health or related professions. A significant audience will be employees at CDC or state public health departments seeking increased knowledge to achieve leadership roles in public health.

Departments and programs at the University of Georgia that are involved in the approved M.P.H. program will also be involved in the proposed Dr.P.H. program. These departments have nationally and internationally known and respected faculty (please refer to Curriculum Vitae in Appendix A).

UGA offers excellent facilities to this program. For example, a new student learning center opened in the spring of 2003, providing state-of-the-art classrooms, study areas, library access, and computer terminals for thousands of students each day. The Academic Wing of the Ramsey Student Center, which houses the Departments of Health Promotion and Behavior and Kinesiology, also provides state-of-the-art classrooms, laboratories, seminar rooms and computer access for students and faculty. The Department of Environmental Health Science recently (Spring 2002) opened a new wing with three research laboratories, a large teaching laboratory, six new faculty offices, and office space for 6 Post-doctoral students, and office carrels for 15 graduate student offices. The Institute for Gerontology is housed in its own building in an accessible location downtown. The new Coverdell
Building for the Biomedical and Health Sciences Institute has been completed and will provide the administrative focal point for students in the Dr.P.H. program.

**D. Comments from External Readers During Proposal Development Phase**

During the process of development and reviews, we sent the proposal to several well known experts from top tier or peer school of public health. These external reviewers included (1) Dr. John Vena, Ph.D., Professor and Chair of the Department of Epidemiology and Biostatistics, Arnold School of Public Health at University of South Carolina; (2) Dr. Kay Bartholomew, Ed.D., M.P.H., Associate Professor and Curriculum Coordinator, Division of Health Promotion and Behavioral Sciences at University of Texas – School of Public Health at Houston; and (3) Dean Steve Wyatt and Dr. Graham Rowles from University of Kentucky. Overall reviews were very positive and reviewers commented that the proposed program was well-conceived, well-thought-out, and presents good combination of the breadth and depth that are important to a good Dr.P.H. program (see Appendix B for letters from external reviewers). Specific suggestions and comments are incorporated in this final proposal.

**E. Public and Private Institutions in the State Offering Similar Programs**

This section reviews Dr.P.H. programs in the Southeast. No college or university in Georgia currently offers Dr.P.H. program. Several, however, do offer M.P.H. programs. In addition to UGA, seven other Georgia institutions grant master of public health degrees. While a M.P.H. program provides the necessary tools for professionals to address public health challenges, Dr.P.H. training is a logical extension of M.P.H. skills for meeting public health challenges. Many graduates from M.P.H. programs around the state will need the diversity and depth in training expertise that a Dr.P.H. program can provide. The University of Georgia is strategically situated to develop a Dr.P.H. program that can meet this need.

Five Southeastern universities already offer a Dr.P.H. degree. Many of these Dr.P.H. programs are specific to one field within the discipline of public health (e.g., environmental health). Most of these programs do not offer the interdisciplinary training of UGA’s proposed Dr.P.H. curriculum.
State of Georgia (M.P.H. programs only)

1) Public

Georgia Southern University, Georgia Southern-Jiann Ping Hsu College of Public Health: A school was formed in 2004 and the College was established in 2006. The College provides the M.P.H. in community health education and biostatistics. This program plays an important role in educating students in these two areas of specialization.

Georgia State University, Institute of Public Health: Established in 2004 within its College of Health & Human Sciences, the Institute offers a M.P.H. program with three areas of specialization: prevention sciences, health promotion and behavior, and health management and policy. Its first class of M.P.H. students (24 total) enrolled in August 2005.

Fort Valley University: The University offers a 21-credit hour M.P.H. program in environmental health.

Armstrong Atlantic University: A M.P.H. in community health is available to students in the Savannah and its surrounding coastal area.

2) Private

Emory University, Rollins School of Public Health: This CEPH-accredited school of public health offers several master’s degrees, including a M.S. in public health and a M.P.H. in six core public health areas: global health, environmental and occupational health, health policy and management, behavioral sciences and health education, biostatistics, and epidemiology. It also offers a Masters International Program (with Peace Corps) degree through which students can earn a M.P.H.. In addition, Emory offers dual degree M.P.H. programs in business (MBA/M.P.H.), law (J.D./M.P.H.), medicine (M.D./M.P.H.), and nursing (M.S.N./M.P.H.).

Morehouse College, School of Medicine: Its Department of Community Health and Preventive Medicine offers a M.P.H. degree rooted in three community-based core practice areas: health administration, international health and social science and behavior. Its first M.P.H. degree was awarded in 1997.

Mercer University: CEPH-accredited as of 2005, Mercer’s M.P.H. program emphasizes technology-based and community-based assessment skills.
Dr.P.H. programs in the Southeast

All of the following institutions are CEPH-accredited schools of public health that offer Dr.P.H. programs.

**University of Alabama**: Its Dr.P.H. is limited to environmental health offered through its Department of Environmental Health Sciences.

**University of Kentucky**: It offers a school-wide Dr.P.H. program with five core concentrations. Its first Dr.P.H. student cohort was enrolled in 2001, and the University has enrolled 50 Dr.P.H. students since then.

**University of North Carolina (UNC) – Chapel Hill**: UNC has offered M.P.H. degree programs since 1940. Its Dr.P.H. program in health leadership, created in 2005, is the nation’s first online Dr.P.H. program.

**University of South Carolina (USC) – Columbia campus**: USC offers M.P.H.-general and M.P.H.-Health Policy distance learning programs. The Dr.P.H. program is available in Health Promotion and Behavior, Epidemiology, Biostatistics and Health Administration areas. In addition, USC also recently created a Korean Dr.P.H. program (fall 2005), in partnership with the Medical and Dental Educational Institute (MDEI) in Seoul, Korea. Students continue to work and to reside in Korea while the program offers the convenience of earning a degree from USC, while students continue to work and to reside in Korea. Emphases include health care professionals, who wish to further their knowledge in the areas of health policy, health care reimbursement, clinical outcomes and quality improvement, and health service management.

**Tulane University**: Tulane has provided a M.P.H. program since 1947 and a Dr.P.H. program since 1953. The Dr.P.H. degree program offers health systems management and community health sciences concentrations.

The proposed Dr.P.H. program at the University of Georgia will be interdisciplinary with specializations. The UGA program is, therefore, closely aligned with the University of Kentucky program.

4. Procedures Used to Develop the Program

The development of the Dr.P.H. program is an extension of the M.P.H. program. The M.P.H. and Dr.P.H. degrees, and the curricula identified in this proposal, were developed in response to national and state documents (e.g., Healthy People 2000 and Healthy People 2010) that describe major health problems in the United States and establish objectives and priorities for solving these problems.

As noted in Section 3, we conducted: reviews of existing documents on population health needs; appraisals of the public health workforce around the nation and within the state of
Georgia; assessments of the perceived need for advanced education for public health professionals among current students and public health leaders; and, searches of current “hot jobs” at CDC. And to recap, this situation analysis revealed: (1) a rapidly growing and aging population, (2) the challenges of public health problems in Georgia, (3) a significant public health workforce shortage, and (4) the need for advanced professional training for public health professionals. Based on the findings from these assessment activities, efforts to develop a Dr.P.H. program at UGA seems well justified.

Establishing itself as a leader in public health, specifically within Georgia, has always been a primary goal of the public health initiative at UGA. Its M.P.H. degree program was established and approved by the University System of Georgia’s Board of Regents in January of 2004. Shortly after, in January of 2005, the Board of Regents approved the creation of a College of Public Health. The creation of a doctor of public health degree program is a logical next step. It is important for the UGA’s College of Public Health to initiate the process of developing a Dr.P.H. program so that Georgia will be able to meet its objective of training public health leaders.

In September, 2005, the Interim Dean of UGA’s College of Public Health called a meeting of faculty representing all units in the College. He asked them to craft a proposal for a new Dr.P.H. program. During the fall of 2005, representatives of the Council on Education for Public Health (CEPH) were consulted, and in December, 2005, Su-I Hou, Dr.P.H., RN, CHES, Assistant Professor of Health Promotion and Behavior, was appointed Chair of the Dr.P.H. Planning Committee. Members of the committee represented each of the academic units of the College and included two individuals with Dr.P.H. degrees. We reviewed Dr.P.H. curriculums from top and peer institutions with accredited schools of public health and obtained expert panel advices on key elements of an effective Dr.P.H. program. During the January 2006 College-wide faculty meeting, all faculty members thoroughly reviewed the proposal and unanimously voted to forward it to the University Council. They also voted to adopt a “generalist” or “interdisciplinary” curriculum model for the Dr.P.H. program. Their decision to do so was based on a consensus that this approach would capitalize on the advantages of the primary disciplines within the College while granting students maximum flexibility in their program of study. During the proposal development process, faculty members participated in several planning meetings and reviewed electronic drafts of the proposal. End of February 2006 saw the Dr.P.H. proposal finalized. During the finalization stage, the planning committee continued to solicit faculty and external reviewers for additional suggestions and comments. The Dr.P.H. proposal, as finalized in March 2006, incorporated many of their comments.

5. Curriculum

A. General Information

The proposed doctor of public health program is designed to be an advanced professional degree congruent with the Institute of Medicine’s (IOM) recommendations for linkages of academic and field experiences in public health. The program’s competency-based curriculum will prepare public health professionals to address complex public health
problems through mastery of multiple skills. Distinct from the College’s Ph.D. program, which focuses on the preparation of researchers, the Dr.P.H.’s interdisciplinary program will provide students with generalist training in public health. Its flexibility will enable students to pursue multiple opportunities and ultimately to specialize in their areas of professional and academic interest. Components of the program will include the acquisition of core as well as specialized knowledge through coursework, interdisciplinary seminars, an internship, special studies and the development of a doctoral thesis relevant to the practice of public health in students’ chosen areas of specialization. This multi-disciplinary (generalist) approach distinguishes the Dr.P.H. curriculum from other doctoral programs in the College that follow specific academic models. The Dr.P.H. program provides comprehensive public health training and draws on a variety of academic disciplines to educate mid- to senior-level professionals in public health. Graduates of the Dr.P.H. program are expected to act as public health leaders who can:

- Comprehend and integrate knowledge across traditional academic disciplines
- Provide sound recommendations and advice to national and international agencies in public health
- Communicate effectively with governments, academia, non-governmental organizations and the public

B. Admission Requirements

Since the Dr.P.H. is a terminal professional degree, it will be governed by the College of Public Health (CPH) at UGA. This approach is analogous to the PharmD or DVM degree programs at UGA.

Prerequisites: All applicants to the Doctor of Public Health degree must have:

1) A master’s-level degree in public health (M.P.H. or MSPH). Students with other master’s degree may be considered and accepted provisionally but will need to complete the five M.P.H. core courses (15 hours) prior to acceptance into the Dr.P.H. program. These courses will not apply to the Dr.P.H. degree.

2) At least three years of experience in the public health area after having completed a master degree.

3) Students who wish to specialize in Gerontology must also complete a Graduate Certificate of Gerontology either associated with their M.P.H. program or as a stand-alone certificate.

Students with only a bachelor degree will NOT be accepted into the program. No exceptions will be given.

Admission will be based on evaluation of the applicant’s educational and work experience, past performance, and potential to provide leadership in public health practice. In addition to the prerequisites stated above, other admission requirements will include:

- Official GRE test scores sent by the testing agency directly to the College. On a case-by-case basis the MCAT, GMAT, or other standardized graduate admissions test scores may be substituted.
- Two official transcripts from each institution attended (International applicants: must submit official academic records and proof of degrees)
• Completion of the College of Public Health’s admissions questionnaire, personal statement, and submission of one’s curriculum vitae.
• Three letters of recommendation from former teachers, employers, or other individuals who are familiar with the applicant's potential to successfully complete the degree. Each letter must be mailed by the referee directly to the College of Public Health in a sealed envelope.
• International applicants from non-English speaking countries must submit the results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), as well as any additional information required by the Office of International Education at UGA.

B. Program Requirements

The minimum number of required hours for the Dr.P.H. will be 57 hours.

Prerequisite Curriculum (15 credit hours)

All students are required to have completed five public health core classes at the master’s level (M.P.H. core) before taking the advanced Dr.P.H. core series. Hours earned for prerequisite coursework will not be applied to the Dr.P.H. degree requirements.

Dr.P.H. Core Curriculum – Part A (12 credit hours)

Advanced Public Health Core

Depending on the background of the students, four out of the following five core courses at the doctoral level will be required for the Dr.P.H. program.
• Human Ecology of Health and Illness - HPRB 8410 (spring semester), 3 hours
• Advanced Epidemiology - EPID 8*** (proposed) (fall semester), 3 hours
• Introductory to Biostatistics II – BIOS 7020 (spring semester), 3 hours
• Roles and Responsibilities of Environmental Policy Makers - EHSC 8120* (spring semester), 2 hours
• Health Policy & Leadership – HADM 8*** (proposed) (spring or fall), 3 hours

Dr.P.H. Core Curriculum – Part B (12 credit hours)

• Public health methodology courses with an emphasis on program evaluation (choose at least 6 hrs)
• Current Topics in Public Health PBHL 8100 (3 hrs. x 2 courses = 6 hrs. total)
• PBHL 8100 will have strong emphasis on “interdisciplinary” applications in public health problem solving.

Advanced Courses in Area of Major & Electives (18 credit hours)

* EHSC 8120 is currently offered as a 2-hour course; a proposal to change to 3-hour will be submitted through CAPA.
Four advanced areas of specialization will be provided within the proposed Dr.P.H. program: health promotion, environmental health, health policy, and gerontology. Biostatistics and epidemiology is planned to be added as major areas of specialization in the future. Students will be required to complete nine semester credit hours in their chosen specialization areas, and nine semester credit hours in minor or elective courses (see sample elective courses in Appendix D). A maximum of six hours can be independent research hours.

**Internship (6 credit hours)**

The internship will provide real-world opportunities to synthesize and apply skills and knowledge learned in the classroom to ongoing public health programs or efforts in policy development. The internship will be structured and supervised to ensure a quality and effective learning experience.

Under very rare situation, students who already have experience in senior public health leadership roles may be considered for a waiver of the internship requirement at time of entry to the Dr.P.H. program. Before granting a waiver, the Dr.P.H. curriculum committee, Dr.P.H. Coordinator, and Internship Coordinator will review each request. These individuals will appraise the student’s relevant skills and past experiences to ensure that they match the Dr.P.H. program’s required competencies, confirming that an internship waiver is appropriate. The Dr.P.H. curriculum committee will make final decisions on internship waivers on a student-by-student basis. If a waiver is granted, the student will still be expected to complete six credit hours of coursework in lieu of the internship.

**Internship in Public Health – DRPH 5*** (proposed; to be graded S/U): Dr.P.H. students will complete a 300-hour internship in an appropriate public health setting. The College will have pre-approved sites but students may petition to add a site according to the required process which will be established. Students will be matched with sites appropriate for areas of interest. Internship possibilities include federal, state, and local public health and environmental agencies, as well as businesses, non-profit organizations, and hospitals. Based on the educational and professional needs of the student, each internship will meet clearly defined criteria:

- Each site must have a site mentor who is credentialed in public health at the doctoral degree level or who is recognized for expertise in the public health field.
- Each mentor must be available on-site for direct student contact and communication with UGA faculty supervisor and internship coordinator as needed.
- Each mentor, in conjunction with UGA faculty supervisor, will be responsible for systematically and regularly evaluating student performance.
- Each site must have appropriate and relevant work for the candidate to complete.
- Each site must enter into a Memorandum of Understanding (MOU) with UGA before any internship work is begun.

The document, *Core Dr.P.H. Competencies* (see Appendix C), will be used to evaluate a student’s internship performance. Each student, within a chosen area of specialization, will select at least two of the seven competency areas as the foci of his internship.
experience. Yet, he should be able to demonstrate proficiency in all seven competency areas at the completion of the program. Each student will work closely with the site mentor, UGA faculty supervisor, and Dr.P.H. internship coordinator to design a project and a work plan that allows the student to master skills within his primary competency area, while at the same time providing experience in the secondary competency area. At least 30% of the contact hours will be strongly interdisciplinary combined with robust leadership competencies.

Teaching Competence, Qualifying Exam, and Thesis (9 credit hours)

According to the Dr.P.H. Core Competencies, all students in the doctor of public health program need to demonstrate satisfactory teaching competency. The purpose of the teaching competency is to provide continued education and in-house training. Students who do not have college-level teaching experience will be expected to teach (or co-teach) a public health related course or organize and teach a workshop on a public health related topic. Students will demonstrate competencies in all aspects of preparing the course (or workshop), including developing a syllabus (or organizing a workshop), preparing and teaching lectures/class activities, and grading students’ work (or evaluating learning outcomes at the workshop). Students can earn up to three credit hours for their teaching experience (DRPH 5***; proposed), but these credits do not replace degree requirement.

All Dr.P.H. students will be required to pass a qualifying exam and complete at least nine semester credit hours of thesis. After passing the qualifying exam, students will be admitted to candidacy. The Dr.P.H. thesis will require applied research or theory-to-practice application research project, as opposed to the traditional Ph.D. research dissertation. After being admitted to candidacy, students must take at least nine credit hours of thesis writing (DRPH 5***, graded S/U).

The total minimum required hours for the Dr.P.H. program will be 57 credit hours beyond the M.P.H. Six of the 57 hours can be independent research hours.
C. Sample Curriculum

Doctor of Public Health Curriculum

Prerequisite Curriculum

Must complete courses listed below in ALL five areas.

(Hours earned for prerequisite coursework will not be applied to the Dr.P.H. degree requirements)

<table>
<thead>
<tr>
<th>Behavioral Health</th>
<th>Biostatistics</th>
<th>Environmental Health</th>
<th>Epidemiology</th>
<th>Health Policy &amp; Management</th>
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<td>HPRB 7070</td>
<td>BIOS 7010</td>
<td>EHSC 7060</td>
<td>EPID 7010</td>
<td>HADM 7600</td>
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Dr.P.H. Core Curriculum, Part A

Must complete four of the five core courses

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<th>Environmental Health</th>
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<tr>
<td>Human Ecology of Health and Illness - HPRB 8410 (3 hrs.)</td>
<td>Introductory to Biostatistics II - BIOS 7020 (3 hrs.)</td>
<td>Roles &amp; Responsibilities of Environmental Policy Makers - EHSC 8120 * (2 hrs.)</td>
<td>Advanced Epidemiology - EPID 8*** (3 hrs.)</td>
<td>Health Admin &amp; Leadership - HADM 8*** (3 hrs.)</td>
</tr>
</tbody>
</table>

Dr.P.H. Core Curriculum, Part B

Must complete all of the following courses, including course in area of concentration

Public Health Methodology with emphasis on Program Evaluation (6 hrs)

Current Topics in Public Health PBHL 8100 (3 hrs. x 2 courses = 6 hrs. total)

Advanced Courses in Area of Major

Doctoral Students must complete nine hours in area of major (Requires advisor approval)

<table>
<thead>
<tr>
<th>Health Promotion</th>
<th>Environmental Health</th>
<th>Health Policy</th>
<th>Biostatistics / Epidemiology</th>
<th>Gerontology</th>
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<tbody>
<tr>
<td>Major course</td>
<td>HPRB 8420 (3 hrs.)</td>
<td>EHSC 7400</td>
<td>HADM 8*** (3 hrs.)</td>
<td>GRNT 8*** (3 hrs.)</td>
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<td>EHSC 8310</td>
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<td>EHSC 8510 (L) (3 hrs.)</td>
<td>HADM 8*** (3 hrs.)</td>
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Note: Biostatistics/epidemiology specialization will be added in the future.

* Proposed courses

Other Requirements

Students must complete ALL of the following requirements

| Doctoral PH Internship – DRPH 5*** (6 credit hrs. for 300 hours internship service) | Qualifying Examinations | Thesis (9 credit hrs.) – DRPH 5*** (proposed) |

Typical Dr.P.H. curriculum is a minimum of 57 semester credit hours.

* EHSC 8120 is currently offered as a 2-hour course; a proposal to change to 3-hour will be submitted through CAPA.
D. Sample Program of Study

Specialization Area - Health Promotion

A typical Dr.P.H. curriculum is a minimum of 57 semester credit hours. This example illustrates a hypothetical student’s progression through the Dr.P.H. program with a specialization in health promotion. This sample program of study delineates the courses that would need to be completed each semester to meet the 57-credit minimum requirement.

Doctor of Public Health Curriculum

FIRST YEAR

<table>
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<td>Advanced epidemiology (Core)</td>
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<td>Environmental policy (Core)</td>
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23 credits

SECOND YEAR

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<td>Critique of literature (HP)</td>
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<td>Teaching practicum</td>
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46 credits

Comprehensive Examination
Proposal Defense

THIRD YEAR

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63 credits
Specialization Area – Environmental Health Science

Doctor of Public Health Curriculum

**FIRST YEAR**

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23 credits

**SECOND YEAR**

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<td>Env. risk assessment (EH elective)</td>
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46 credits

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63 credits
Specialization Area – Health Policy

Doctor of Public Health Curriculum

FIRST YEAR

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SECOND YEAR

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**63 credits**
## Specialization Area – Gerontology

### Doctor of Public Health Curriculum

#### FIRST YEAR

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<tr>
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<td>Theory &amp; research in aging (GRNT)</td>
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<tr>
<td>Methodology</td>
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<td>Current topics in public health</td>
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<td>Aging and public health (GRNT)</td>
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</tbody>
</table>

23 credits

#### SECOND YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Cr.</th>
<th>SPRING SEMESTER</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro seminar in aging issues (GRNT)</td>
<td>3</td>
<td>Health admin. &amp; leadership (Core)</td>
<td>3</td>
</tr>
<tr>
<td>Advanced epidemiology (Core)</td>
<td>3</td>
<td>Elective/Minor</td>
<td>3</td>
</tr>
<tr>
<td>Current topics in public health</td>
<td>3</td>
<td>Research (proposal development)</td>
<td>3</td>
</tr>
<tr>
<td>Elective/Minor</td>
<td>3</td>
<td>Teaching practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

46 credits

Comprehensive Examination
Proposal Defense

#### THIRD YEAR

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<th>SPRING SEMESTER</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship (300 service hours)</td>
<td>6</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Thesis</td>
<td>3</td>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

63 credits
6. Inventory of Faculty Directly Involved

A wide range of faculty from throughout the University will participate in offering the Dr.P.H. degree, through the advanced major area of specialization or minor and elective areas. Curriculum Vitae are provided for all faculty members who will directly participate in the program (Appendix A). The Curriculum Vitae are organized by the three departments within the College of Public Health.

7. Outstanding Programs of this Nature in Other Institutions

Using a variety of parameters, *U.S. News and World Report* annually ranks schools of public health focusing primarily on the quality of their M.P.H. programs. In 2006, the top five schools of public health rated by *US News and World Report* are: 1) Johns Hopkins University, 2) Harvard University, 3) University of North Carolina at Chapel Hill, 4) University of Washington, and 5) University of Michigan, Ann Arbor. Among the top five schools, Johns Hopkins University, University of North Carolina at Chapel Hill, and University of Michigan, Ann Arbor offer Dr.P.H. programs.

These top five schools offer different types of Dr.P.H. programs. For example, the University of Michigan offers a Dr.P.H. in environmental health sciences, and the University of North Carolina at Chapel Hill recently started the nation’s first online Dr.P.H. program in health leadership. Johns Hopkins University provides a broad program consisting of an interdisciplinary component that emphasizes leadership skills and a specialized departmental component that focuses on discipline-specific academic knowledge.

In the South, two accredited programs are worthwhile to mention. Among the 37 accredited schools of public health in the country, the University of Texas’ School of Public Health at Houston ranks 5th largest in number of students and faculty. The number of students enrollment in spring 2005 was 847 (273 full time and 574 part time), and their average age was 35 years. One of the important features of the program is that it attracts a diverse student body: nearly 20% international students, 15% Hispanic-American, 13% Asian American, 9% African-American, and 41% Caucasian. Its doctoral program in health promotion and education is ranked number one in the nation. This ranking was rated among 28 out of the 44 universities offering doctoral programs in health education (including John Hopkins University, University of North Carolina at Chapel Hill, and University of Michigan, Ann Arbor) that responded to a survey conducted by a group of researchers. Eight different categories of criteria were used in the ranking, including student/faculty ratio, external funding for research, student activity, article published, citations received, journal editorship, mentoring and placement, and student support. University of Texas is among the first to develop Dr.P.H. competencies for each public health discipline. It is the only school of public health with four outlying campuses, and it has developed unique research programs strongly linked to providing community service.

Another college of public health that has developed a comprehensive interdisciplinary program that is similar to UGA’s proposed program is the University of Kentucky. The
program uses a multidisciplinary “in-depth generalist knowledge” approach with broad knowledge in five public health disciplines (health administration, epidemiology, social and behavioral sciences, environmental health and biostatistics) with focused knowledge in the student’s area of interest. The degree requires a minimum of 63 semester hours of course work past the master’s degree. Students entering this program must have a M.P.H. degree or related master’s degree, and have worked at least three years in the public health field. The program curriculum consists of four components: core curriculum, advanced course work, public health field experience and a problem-based or research-based capstone paper. The core curriculum consists of 27 semester hours in each of the four core public health disciplines (epidemiology, biostatistics, public health management and practice, and health enhancement and disease prevention), and one course in preventive medicine and environmental health. Students take 15 hours of professional elective coursework in an area(s) their interest related to their career goals. The program also includes enrollment in a one hour professional seminar each semester. The seminars enable students to become involved with colleagues and ongoing programs of research and inquiry.

The proposed Dr.P.H. program at UGA will capture a number of strengths from existing programs. First, the UGA program is similar in some respects to the programs at Johns Hopkins University and the University of Kentucky, as it too will emphasize advanced interdisciplinary training on the one hand and specialization tailored to the students’ needs on the other. In addition, UGA has the experience of distance education established in 1994 at the Institute of Gerontology that could offer programs similar to those offered at the University of North Carolina at Chapel Hill for working professionals.

8. Library Resources to Support Doctor of Public Health Degree Program

A. Overview

The University Libraries are the largest in the state (over 3.8 million volumes), and serve as a net lender for interlibrary loan. In addition, the University Libraries is a regional depository for the U.S. Superintendent of Documents and U.S. Government Printing Office. In addition, it is an active member of the Association of Research Libraries, a nonprofit organization of 122 of the largest research libraries in the United States and Canada. In 2004, the University Libraries ranked 31st in total number of volumes held and 21st in total number of current serials owned. Today, it ranks 31st overall.

B. Resources (print materials)

The University of Georgia library system has excellent print and electronic science resources, particularly in agriculture, basic life sciences, and medicine. Despite its lack of an affiliated medical school, the University of Georgia ranked exceptionally high in a recent survey of materials held in the medical sciences. This favorably high status can be attributed to the University’s long-standing commitment to teaching and research in the life sciences, pharmacy, nursing, and veterinary medicine.
Summary of Print Expenditures in Agriculture, Life Sciences, Medicine, FY 2005

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs</td>
<td>$92,000</td>
</tr>
<tr>
<td>Continuations</td>
<td>$35,304</td>
</tr>
<tr>
<td>Periodicals (includes electronic)</td>
<td>$1,975,626</td>
</tr>
<tr>
<td>Serials</td>
<td>$28,141</td>
</tr>
</tbody>
</table>

C. Resources (electronic)

The University of Georgia’s library system is a national leader in offering electronic access to a wide range of electronic resources, including journal articles in full text. Through the Southeastern Research Libraries Consortium, the University subscribes to the Institute for Scientific Information’s Web of Knowledge, whereby UGA students can access several searchable database products (e.g., Science Citation Index, Social Science Citation Index, and Arts and Humanities Citation Index) that include citations back to 1945. The Institute for Scientific Information also provides analytical tools, such as Journal Citation Reports.

The statewide GALILEO system provides access to hundreds of databases, including: CABI, Agricola, BIOSIS, Biological and Agricultural Index, MEDLINE, PsychInfo, Sport DISCO, Chemical Abstracts SciFinder Scholar, and Cambridge Scientific Abstracts, which taps more specialized databases such as Animal Behavior, Bioengineering, Calcium and Calcified Tissue, Entomology, Genetics, Human Genome, Immunology, Microbiology, Neuroscience, Nucleic Acids, Oncogenes and Growth Factors, Pollution, Risk, Toxicology, and TOXLINE. The Libraries also subscribe to most of the JSTOR backfiles that provide online access to scanned journals back to their first volumes.

Online access to full text journals and serials is provided in-house subscriptions (e.g., Elsevier’s Science Direct) and through a consortium of libraries, including Emory, Georgia Tech, Georgia State, and the Medical College of Georgia. In addition to almost 1,000 Elsevier titles, the University Libraries currently subscribe to most titles published by Academic Press, BioOne, Marcel Dekker, Springer Verlag, John Wiley, Kluwer, Blackswell Science, Lippincott/Williams & Wilkins and Cell Press. Electronic access to full text serials and reference sources includes all titles published by Annual Reviews, Inc. The Libraries also subscribe to hundreds of other titles through Lexis/Nexis, EBSCO, and Periodicals Abstracts. In 2005, the Libraries added Science, Nature and New England Journal of Medicine online. As of 2005, a full listing of more than 31,000 electronic journals was available via the Electronic Journal Locator hyperlink on the UGA Libraries homepage.

Other full text electronic resources available on GALILEO include: AHFS Drug Information, CRC Handbook of Chemistry and Physics, DSM IV-TR, Encyclopedia of Human Nutrition, Encyclopedia of Food Microbiology, Encyclopedia of Immunology, Encyclopedia of Virology, The Prokaryotes, Stedman’s Medical Dictionary, and USP/DI Drug Information.

The UGA Science Library has approximately 750,000 volumes and is open to the public. Library hours vary by department; the reference desk is staffed with a professional librarian or paraprofessional and the libraries are open approximately 16 hours per day.
D. Human Resources

Lucy M. Rowland, M.S., M.L.S., is the Head of the Science Collections and Research Facilities at UGA, as well as the Head of the Library at the College of Veterinary Medicine. She holds a B.S. in zoology (chemistry minor), a M.S. in microbiology, and a master of library science. In addition to postgraduate coursework in medical microbiology, she has been a diagnostic and research microbiologist in field and clinical settings. The author or co-author of numerous articles, she has over 25 years experience as a medical and life sciences librarian. Ms. Rowland is the Libraries’ faculty liaison to the College of Veterinary Medicine and has been a faculty member in the College since 1980.

The Science Library provides reference assistance, interlibrary loan, and circulation services. The reference staff has six to eight full or part-time professional librarians and three paraprofessionals. A limited number of study carrels for graduate students who are actively writing a thesis or dissertation are available at the Science Library through the Circulation Department.

9. Facilities

The College of Public Health will house the administrative offices for the Dr.P.H. degree. It is anticipated that courses will be held in classrooms currently available on campus. See also section 3C for descriptions of current facilities.

10. Administration

The Dr.P.H. degree is a terminal professional degree and will be organized using the same administrative structure as the other professional degree programs (e.g. DVM, PharmD). Because it is a professional degree, the Dr.P.H. will be governed by the College of Public Health at UGA. In the case of student dismissal or probation, the College will internally apply the academic guidelines set by the University and Graduate School when handling such cases. A Dr.P.H. Coordinator housed in the College of Public Health will be supported by appropriate staff. The Dr.P.H. Coordinator will establish a committee to review and evaluate applicants’ qualifications. Faculty members whose academic specialties correlate with the Dr.P.H. program’s topical concentrations will be asked to join this committee. All formal advisement will occur at the Dr.P.H. office in College of Public Health. Informal advisement and mentoring will occur in the department(s)/unit(s) housing the individual programs of study.

11. Assessment

The document, Core Dr.P.H. Competencies (see Appendix C), will be the central reference for program assessment. A Dr.P.H. Advisory Committee will set goals and establish additional criteria for evaluating the quality of the study areas. This committee will be composed of a faculty member from each of the program of study areas at UGA, professionals/practitioners from public health fields aligned with the Program’s study
areas, and the graduate coordinator of the Dr.P.H. program. The number and quality of applicants will be used as indicators of the effectiveness of recruiting efforts and of the growth of the degree program. The quality of the students who complete the program will also be monitored by:

- Tracking program graduates to ascertain the percentage employed in their field within one year of graduation.
- Conducting exit interviews of all graduates to assess their perception of the program and how it may be strengthened to provide for greater student support.
- Surveying graduates in three-year cycles post-graduation to assess gaps in the job preparation provided by the Dr.P.H. program. That is, the survey will quantify how well the skills, content, and knowledge gained through course content and internship experience at UGA aligns with the skills, content and knowledge required in their jobs.
- Continuing to evaluate faculty credentials vis-à-vis standards set by the Council on Education in Public Health.
- Surveying of mentors and professionals in the field to gather their input on the caliber of Dr.P.H. students. Surveys will query field professionals about interns, as well as practicing as public health graduates. Appraisal feedback will be used to validate the content and quality of the Dr.P.H. program and/or call attention to gaps and needs that require monitoring and adjustment.

These efforts will also have a consistent goal of seeking to identify emerging needs as the public health world changes. Assessment results will be used to modify and improve program content, quality, and student support services.

12. Accreditation

The Council on Education for Public Health (CEPH) grants accreditation to schools and programs of public health. To be an accredited school of public health, the school must offer a master of public health (M.P.H.) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge” (CEPH Characteristics of a School of Public Health, p.2). Existing M.P.H. programs in Georgia will offer a steady stream of applicants to the Dr.P.H. program being proposed by the University of Georgia. No other Dr.P.H. program exists in the state. Establishing one at UGA will eliminate the need for students to go outside of the state of Georgia for their doctorates, and will encourage them to continue to live and work Georgia after graduation.

CEPH accreditation criteria focus specifically on master’s degree education with no specific guidelines for the Dr.P.H. degree. The sole CEPH reference to doctoral education is that an accredited school of public health must offer at least three doctoral degree programs that are relevant to any of the five areas of basic public health knowledge. In addition, five full time faculty members who are trained and experienced in the discipline for each specialization area offering the doctorate are required, and “generalist” is considered a specialization. The proposed interdisciplinary specialization Dr.P.H.
program at the University of Georgia, which takes advantage of all the resources and expertise at the College, is defined as a generalist program. With the establishment of the Dr.P.H., UGA’s College of Public Health will likely submit the program’s curriculum in application for CEPH accreditation.

13. Affirmative Action Impact

Healthy People 2010 underscores the importance of focusing significant public health efforts to improve the health and quality of life of underserved populations. The Institute of Gerontology at the College of Public Health was recently awarded a HRSA-funded Geriatric Education Center, with a conditional mandate to target underserved areas and populations. To comply with this mandate, courses are being established to increase sensitivity to health and health care issues among minority populations. Additionally, the grant provides funds for future conferences and symposia to attract minority professionals into gerontology. Currently, UGA’s College of Public Health possesses affiliations with state-wide infrastructures that will allow it to focus on minority health care issues and minority professionals.

A large portion of recruitment efforts will focus on enrolling minority students (e.g., African-Americans, Hispanics, Asians, and Native Americans) and will stress the significant role they have the potential to play as future public health leaders. Faculty and enrolled student representatives will visit targeted campuses in the Southeast in an effort to recruit students from minority gender and race groups. In addition, promotional brochures will be mailed to southeastern schools with substantial minority student populations. Such schools might include: Schools in the Atlanta University Center, Georgia State, Armstrong Atlantic State, Fort Valley, Mercer University, University of Alabama, University of South Carolina, University of North Carolina, and Tulane University. Promotional materials will also be sent to regional public health agencies, such as the Centers for Disease Control and Prevention, Georgia Department of Human Resources, Georgia’s state and regional district public health offices, and non-profit agencies (e.g., American Cancer Society). Finally, UGA representatives will use carefully tailored recruitment messages to actively promote its Dr.P.H. program at relevant conferences and conventions. In particular, promotional efforts will target the American Public Health Association’s national convention and significant minority health-focused state/regional conventions.

14. Degree Inscription

Doctor of Public Health
15. Fiscal and Enrollment Impact, and Estimated Budget

Projected Dr.P.H. admissions are for 5-10 students in the first year of implementation. Enrollment is expected to increase as the program and faculty resources expand. These projections are based upon current resources and considerations of enrollments of Dr.P.H. students at other universities within the southeast. These numbers are summarized in the table below.

Enrollment of Dr.P.H. Students at Other Universities within the Southeast

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Dr.P.H. Students Enrolled (2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Alabama - Birmingham</td>
<td>42 (3 areas)</td>
</tr>
<tr>
<td>University of North Carolina - Chapel Hill</td>
<td>9</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>13 (4 areas)</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>10-11</td>
</tr>
<tr>
<td>Tulane University</td>
<td>30</td>
</tr>
</tbody>
</table>

It is anticipated that more than 30% of students will be working professionals, mostly employer-supported, or part-time students. Therefore, most Dr.P.H. core and major elective courses will be offered in late afternoon or evening sessions. It is expected that the program will evolve and involve distance learning opportunities in the future.

<table>
<thead>
<tr>
<th>1. ENROLLMENT PROJECTIONS</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student Majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Shifted from other programs</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. New to institution</td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Majors</strong></td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>B. Course sections satisfying program requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Previously existing</td>
<td>18</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>2. New</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Program Course Sections</strong></td>
<td>20</td>
<td>23</td>
<td>26</td>
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## C. Estimated Credit Hours generated by those courses

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<thead>
<tr>
<th></th>
<th>EFT</th>
<th>Dollars</th>
<th>EFT</th>
<th>Dollars</th>
<th>EFT</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Existing enrollments</td>
<td>540</td>
<td>600</td>
<td>690</td>
<td></td>
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</tr>
<tr>
<td>2. New Enrollments</td>
<td>18</td>
<td>54</td>
<td>300</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
<td>558</td>
<td>654</td>
<td>920</td>
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## D. Degrees awarded

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## II. Costs

### A. Personnel reassigned or existing positions

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<th></th>
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<th>Dollars</th>
<th>EFT</th>
<th>Dollars</th>
<th>EFT</th>
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<tr>
<td>1. Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Part-time Faculty</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Grad. Assistants</td>
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<tr>
<td>4. Administrators</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Support Staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Fringe Benefits (26%)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other personnel costs</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Total Existing Personnel Costs</strong></td>
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### B. Personnel new positions

<table>
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<tr>
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<th>EFT</th>
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<th>EFT</th>
<th>Dollars</th>
<th>EFT</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty</td>
<td>3</td>
<td>225,000</td>
<td>3</td>
<td>225,000</td>
<td>3</td>
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<td>2. Part-time Faculty</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Grad. Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Support Staff</td>
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</tbody>
</table>
### New Personnel Costs

<table>
<thead>
<tr>
<th>Fringe Benefits (26%)</th>
<th>58,500</th>
<th>58,500</th>
<th>58,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other personnel costs</td>
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<td></td>
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<tr>
<td><strong>Total New Personnel Costs</strong></td>
<td>0</td>
<td>283,500</td>
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</table>

### Start-up Costs (one-time expenses)

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library/learning resources</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (______________________)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Physical Facilities: construction or major renovation

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total One - Time Costs</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Operating Costs (recurring costs - base budget)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies/Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/learning resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (______________________)</td>
<td></td>
<td></td>
<td></td>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Recurring Costs</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Grand Total Costs</strong></td>
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<td></td>
</tr>
</tbody>
</table>

### Revenue Sources

**III. Revenue Sources**

<table>
<thead>
<tr>
<th>Source of Fund</th>
<th>3</th>
<th>6</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation of existing funds</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>New student workload</td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>New tuition (Includes full and part-time)</td>
<td>3,276</td>
<td>9,828</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>4.</td>
<td>Federal funds</td>
<td></td>
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<tr>
<td>5.</td>
<td>Other grants</td>
<td></td>
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<tr>
<td>6.</td>
<td>Student fees</td>
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<td>7.</td>
<td>Other (_______________________________)</td>
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<td>Subtotal</td>
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<td>New State Allocation Requested</td>
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<td><strong>Grand Total Revenues</strong></td>
<td>3,276</td>
<td>9,828</td>
<td>54,600</td>
</tr>
<tr>
<td>B.</td>
<td>Nature of funds</td>
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<tr>
<td>1.</td>
<td>Base budget</td>
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<tr>
<td>2.</td>
<td>One-time funds</td>
<td></td>
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<tr>
<td><strong>GRAND TOTAL REVENUES</strong></td>
<td>3,276</td>
<td>9,828</td>
<td>54,600</td>
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Reference:


Georgia DHR, Department of Human Resources, Division of Public Health (2004). 2004 Georgia Highlights: Heart Disease and Stroke. Atlanta, GA.

Georgia Hospital Association (GHA) (2005). *Understanding Georgia’s Health Care Workforce Shortage*. Marietta, GA.


Appendices
(please see appendices file)
Appendices
Appendix A

Faculty Curriculum Vitae
Appendix A  - Faculty Curriculum Vitae

Health Promotion and Behavior

David Dejoy, Ph.D.
Professor
Department of Health Promotion & Behavior

Su-I Hou, DrPH, RN, CHES
Assistant Professor
Department of Health Promotion & Behavior

Pamela K. Orpinas, Ph.D.
Professor
Department of Health Promotion & Behavior

Mark Wilson, H.S.D.
Associate Professor & Chair
Department of Health Promotion & Behavior

*3 Faculty Lines Open
FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

DATE:

A. PERSONAL DATA:

Full Name ............................................................ Dave DeJoy
Present Rank .............................................................Professor
Department .................................................Health Promotion and Behavior
Email Address .............................................dmdejoy@uga.edu
Years Employed at UGA .......................................... 24

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
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<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>The Pennsylvania State University, University Park, Man-Environment Relations</td>
<td></td>
<td>1978</td>
</tr>
<tr>
<td>M.A.</td>
<td>State University of New York College at Geneseo, Psychology</td>
<td></td>
<td>1974</td>
</tr>
<tr>
<td>B.A.</td>
<td>State University of New York College at Geneseo, Psychology</td>
<td></td>
<td>1971</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<tr>
<th>Title</th>
<th>Employer</th>
<th>Year</th>
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<tbody>
<tr>
<td>Professor, Department of Health Promotion and Behavior, University of Georgia, Director, Workplace Health Group</td>
<td></td>
<td>2000 -</td>
</tr>
<tr>
<td>Professor and College Faculty Administrator for Research, University of Georgia</td>
<td></td>
<td>1997-1999</td>
</tr>
<tr>
<td>Professor and Department Head, Department of Health Promotion and Behavior, University of Georgia,</td>
<td></td>
<td>1994-1997</td>
</tr>
<tr>
<td>Associate Professor and Department Head, Department of Health Promotion and Behavior, University Georgia</td>
<td></td>
<td>1986-1994</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

50% Instruction  50 % Research
___ % Service  ___ % Administration

<table>
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<th>Course #</th>
<th>Course Name</th>
<th>Term(s)</th>
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<td>HPRB 8420</td>
<td>Theory and Research in Health Behavior</td>
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<td>Worksite Health Promotion</td>
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<td>HPRB 4450/6450</td>
<td>Occupational Safety</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Publications


**Funded projects**
National Institutes of Health/National Cancer Institute, Explaining Fruit and Vegetable Intake with a Consumer Marketing Tool.  LJ. Della - PI, D.M. DeJoy Co-PI and Institutional PI - $147,200

National Institute for Occupational Safety and Health. Improving Respirator use in the Road and Transportation Building Industry - DM DeJoy - Paid Consultant


National Institutes of Health/National Heart, Lung, and Blood Institute, Environmental Approaches to Obesity Reduction at Dow.  D.M. DeJoy - PI and M.G. Wilson, Co-PI (Subcontract).  $1,120,170

Workplace Health Group/The Home Depot Corporation. Technical Assistance for The Building Better Health Program.  M.G. Wilson - PI; D.M. DeJoy - Co-PI - $60,000 -


E. PROFESSIONAL SOCIETY ACTIVITIES

Reviewer - Grant Applications, WorkSafe British Columbia (2005)
Reviewer - Career Investigator Applications, Michael Smith Foundation for Health Research, British Columbia, Canada (2005)
Reviewer - Intramural Research: Mining Projects, NIOSH (2005)
Invited Participant, Secretary’s Prevention Roundtable - Steps to a Healthier US, Tommy Thompson, Secretary of Health and Human Services (2004)
Invited Participant, Evaluation of CDC Prevention Research Initiative, CDC (2003)
Member, Grant Review Panel - Community-Based Participatory Prevention Research, CDC 002)
Reviewer, State of Louisiana Board of Regents, Millennium Trust Health Excellence Funded Grants (2001)
Member, Grant Review Panel - Disease, Disability, and Injury Prevention and Control Special Emphasis panel, NIOSH/CDC (2001)
Member, Expert Panel - Quality of Work Life Survey Module, NIOSH/CDC (2001)
F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

- Teach specialization courses
- Advise students
- Conduct research
DATE: Feb. 7, 2006

A. PERSONAL DATA:

Full Name ................................................................. Su-I Hou

Present Rank ....................................................... Assistant Professor

Department .................................................. Health Promotion and Behavior

Email Address ............................................................... shou@uga.edu

Years Employed at UGA ......................................................... 4

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
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<th>Degree</th>
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<th>Major Field</th>
<th>Year</th>
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<tr>
<td>Dr.P.H.</td>
<td>University of Texas – Houston, HP/HE; minor: Epidemiology</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>M.P.H.</td>
<td>University of Texas – Houston, Health Promotion/Education</td>
<td>1995</td>
<td></td>
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<tr>
<td>B.S.N.</td>
<td>National Taiwan University</td>
<td>1993</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<th>Title</th>
<th>Employer</th>
<th>Year</th>
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<tr>
<td>Research Associate</td>
<td>College of Public Health, NTU, Taipei, Taiwan</td>
<td>1995-1996</td>
</tr>
<tr>
<td>Founding Director</td>
<td>Department of Community Health, Chien-Ching Hospital, Taichung, Taiwan</td>
<td>1996-2001</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>University of Texas – SPH at Houston, TX</td>
<td>1998-1999</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Department of Public Health &amp; Rehab. Services, University of Toledo, Toledo, OH</td>
<td>2001-2002</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Department of Health Promotion Behavior, The University of Georgia, Athens, GA</td>
<td>2002-present</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

<table>
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<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Term(s) Taught</th>
<th>Average Enrollment</th>
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<tr>
<td>HPRB 8990</td>
<td>Doctoral Seminar</td>
<td>spring 04</td>
<td>10</td>
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<td>HPRB 7070</td>
<td>Program Planning in HP/DP</td>
<td>fall, 03, 04, 05</td>
<td>16-24</td>
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<tr>
<td>HPRB 7270</td>
<td>Resource Development &amp; Program Implementation in HP/DP</td>
<td>spring 03, 05</td>
<td>10-21</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Grants/Contracts
Current:

Georgia Gerontology Consortium Seed Grant, Institute of Gerontology (PI) 02/06-12/06
"Preventive Health Service Utilization among Older Adults – Developing and Pilot Testing Role Model Stories to Promote Cancer Screenings”.

2005 Scholarship of Engagement Grants for University Engagement (PI) 01/06-12/06
VP for Public Service & Outreach, The University of Georgia Research Foundation, GA
“A Public Health Initiative in the Pinewood Hispanic Mobile Home Community”.

2005 UGARF Faculty Research Grant (PI) 01/02/05 – 05/15/06
The University of Georgia Research Foundation, Athens, GA
"HIV Risk Assessment among African American Students Attending Historically Black Colleges and Universities (HBCUs)”.

Previously:

Ryan White Comprehensive AIDS Resources Emergency (CARE) Act (PI) 04/04 – 01/05
Clarke County Board of Health (CCBOH), Athens, GA
"HIV/AIDS Comprehensive Needs Assessment for NE Georgia”

2003 UGARF Faculty Research Grant (PI) 01/02/03 – 12/31/03
The University of Georgia Research Foundation, Athens, GA
"HIV Testing Among College Students”.

2003 COE Early Career Faculty Grant (PI) 01/02/03 – 12/31/03
College of Education, The University of Georgia, Athens, GA
"HIV Testing Among College Students”.

International Research (PI) 02/20/02 – 12/31/02
Biomerica, Inc. California & Cheng-Ching Hospital, Taichung, Taiwan
“EZ DETECT – Screening for Life” Program in Taiwan

Under Review:
Framework Programs for Global Health (R25) (Co-Investigator)
Agency: Fogarty International Center (FIC) / National Institute of Health (NIH)
"University of Georgia – Framework for Global Health” (PI – Dr. Daniel G. Colley)

Exploratory Grants for Behavioral Research in Cancer Control (R21) (Co-Investigator)
Agency: National Cancer Institutes (NCI) / National Institute of Health (NIH)
"A Model for Enhanced Community Based Colorectal Cancer Awareness and Screening”.
(PI - Dr. Stachura, Maximillian Edward, MCG ; UGA PI – Dr. R. Galen)
Awards/Honors
Sarah H. Moss Fellowship Award (2005-2006) for junior faculty career development, OISD / UGA. Visiting scholar and research collaboration at National Cheng-Kung University (NCKU), Tainan, Taiwan. Facilitated the official signing ceremony of international coop agreement and exchange programs between NCKU and UGA.
Faculty Recognition of Great Contribution to Student Career Development (2004-2005), The UGA Career Service Center, Athens, GA.
Selected as one of the top poster abstracts at the 19th National Conference on Chronic Disease Prevention and Control (2005), Atlanta, GA.
Lilly Teaching Fellow Award (2004-2005), Office of Instructional Support & Development (OISD), The University of Georgia (UGA).
Sarah H. Moss Fellowship Award (2003-2004) for junior faculty career development, OISD / UGA. Training at the 2003 Graduate Summer Session in Epidemiology, School of Public Health, the University of Michigan (Courses: cancer epidemiology, sampling techniques in epidemiology, using SUDAAN and SAS to analyze NHANES and other surveys, analysis of clinical trials).
Institute for Behavioral Research (IBR) Mentoring Program Award (2003-2004), UGA.
Selected as one of the College’s Scholars of Influence as a Rising scholar in the COE annual magazine (EDUCATION 2004), College of Education, UGA.
Nominee (2003), Division Board for Professional Preparation and Practice (DPPP) of The National commission for Health Education Credentialing (NCHEC), Inc.
Top ten most academically productive outstanding alumni (1997-2001) in Health Promotion / Education at the University of Texas-Houston School of Public Health.

Refereed Journal Articles


**Invited Presentations:**

2005 Trainer of the Sino-American Joint Training Program in Public Administration, International Center for Democratic Governance, Carl Vinson Institute at UGA. Provided a 15 hour training session on “Introduction to Public Health & HIV/AIDS Global Epidemics” at the Institute of SiChuan Administration, Chengdu, SiChuan, China (Oct., 2005).

2005 Invited Speaker, various special topic presentations at National Cheng-Kung University (Dept of Statistics, Institute of Education, Dept of Public Health, School of Nursing, Institute of Allied Health, etc.), Tainan, Taiwan (May, 2005).

2004 Keynote Speaker, Community Based Learning Workshop, School of Nursing, National Taiwan University, Taipei, Taiwan (June, 2004).

2002 Keynote Speaker, Community AIDS Prevention Workshop, Center for Disease Control, Taipei, Taiwan (July 2002).

2002 Chair and Speaker, Workshop on Program Conceptualization and Evaluation, Nurse Association at Taipei, Taiwan (July 2002).

**E. PROFESSIONAL SOCIETY ACTIVITIES**

**Professional Association Membership**

2005-present SOPHE Academic Anchor, Society for Public Health Education.


2003-present Member, American College of Epidemiology (ACE).

2001-present Member, American Public Health Association (APHA).

2001-present Member, The Society for Public Health Education (SOPHE).

2000 Member representative, Long-Term Care Professional Association, Taiwan

1997-present Member, The Lambda Beta Chapter-At-Large, Sigma Theta Tau Intl.

**Special Assignment in Professional Society**

Conference abstract reviewer, SOPHE 2005 Mid-Scientific Meeting.

Conference abstract reviewer, APHA 2005 Annual Meeting.

Session moderator, APHA 2005 Annual Meeting (Session #3383.1 – Addressing public health problems through health education & promotion, Roundtable discussion, PHEHP)

SOPHE Academic Anchor, Society for Public Health Education.
Manuscript Reviewer (Invited)
Health Promotion Practice; Journal of Behavioral Medicine;
American Journal of Health Education; Health Education Research
AIDS Care; AIDS and Behavior; The Lancet Oncology;
JAMA – Archives; Journal of Health Care for the Poor and Underserved;
Journal of Higher Education Outreach & Engagement;
IUHPE - Promotion & Education;
International Journal of Qualitative Methods.

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM
   - Teach core or specialization courses
   - Advise students
   - Conduct research
FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

DATE: 01-20-06

A. PERSONAL DATA:

Full Name ........................................... Pamela Orpinas
Present Rank ....................................... Associate Professor
Department ........................................ Health Promotion & Behavior
Email Address ................................. porpinas@uga.edu
Years Employed at UGA ....................... 9

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

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<th>INSTITUTION</th>
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<td>M.S. (equivalent)</td>
<td>Catholic University of Chile</td>
<td>Psychology</td>
<td>1978</td>
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<tr>
<td>M.P.H.</td>
<td>University of California, Los Angeles</td>
<td>Health Promotion</td>
<td>1990</td>
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<tr>
<td>Ph.D.</td>
<td>University of Texas, School of Public Health, Behavioral Sciences &amp; Hlth Educ/Hlth Promotion</td>
<td>1993</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

Assistant Professor. School of Psychology, Catholic University of Chile. 1979-1988
Instructor. Department of Psychiatry and Mental Health, Faculty of Medicine (North Area), University of Chile. 1980-1983
Research Associate, Department of Psychiatry and Mental Health, Faculty of Medicine (East Area), University of Chile. 1984-1986
Research Associate, Center for Health Promotion Research and Development, University of Texas - Houston. 1990-1993
Assistant Professor of Behavioral Sciences. School of Public Health, University of Texas-Houston. 1994-1996
Assistant Professor. Department of Health Promotion and Behavior, College of Education, University of Georgia. 1997-2001
Associate Professor. Department of Health Promotion and Behavior, College of Education, University of Georgia. 2001-Present
C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

40% Instruction  40% Research
___% Service  20% Administration (Graduate Coordinator)

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<th>Course #</th>
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<tr>
<td>HPRB 8990</td>
<td>Doctoral Seminar</td>
<td>Winter quarter 1998</td>
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<td>Spring ’99, ‘00, ‘01</td>
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<tr>
<td>HPRB 8990</td>
<td>Doctoral Seminar (Research)</td>
<td>Spring ’02, ‘06; Fall ‘03</td>
<td>7 to 11</td>
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<tr>
<td>HPRB 8430</td>
<td>Intervention and Evaluation of Health Promotion/Disease Prevention</td>
<td>Spring ‘99 &amp; ‘05</td>
<td>8; 10</td>
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<tr>
<td>HPRB 7920</td>
<td>Health Behavior Theory</td>
<td>Spring ‘97</td>
<td>12 to 26</td>
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<td>Winter ‘98</td>
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<td>Fall ‘98-‘05</td>
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<tr>
<td>HPRB 7160</td>
<td>Violence Against Women</td>
<td>Spring ‘00</td>
<td>10</td>
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<td>HPB 4360</td>
<td>Health Promotion Prog. Dev.</td>
<td>Spring ‘98</td>
<td>30</td>
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<tr>
<td>HPB 3750/770</td>
<td>Foundations of Injury Prevention; Fall ‘97; Analysis and Prevention of Injury and Violence</td>
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<td>58</td>
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<td>HPRB 3750</td>
<td>Injury Prevention</td>
<td>Fall ‘98-‘99; Spring ‘02 and ‘04</td>
<td>28 to 67</td>
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<tr>
<td>HPB 370</td>
<td>Community Health</td>
<td>Spring ‘97</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Books Authored


Chapters in Books


**Chapters in Government Publications**


**Journal articles**


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1 The Multisite Violence Prevention Project is the corporate author—also called collective or group author—for the GREAT Schools and Families Project. Corporate authors are frequently used in large, multicenter clinical trials with many investigators because it allows researchers to share credit equally. Given their magnitude, clinical trials would be impossible to implement by one center or by one investigator. The GREAT Schools and Families is a large, multisite clinical trial in which 37 schools were randomly assigned to intervention or control conditions. Four universities and the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention partnered to develop, implement, and evaluate a state-of-the-art violence prevention intervention. Dr. Orpinas is one of four co-investigators at UGA. The Multisite Violence Prevention Project is composed of 21 investigators. The total cost of the project is approximately $25 million dollars.


External Funding

*Healthy Teens: Understanding social development from middle to high school.* Principal Investigator

Date: September 2005- August 2008 (3 years)

**Funding agency: Centers for Disease Control and Prevention, Center for Injury Prevention and Control**

Type: research

Size: $900,000

*I-CARE: Interdisciplinary Curriculum for the Advancement of Responsible Education.*

Principal Investigator

Date: 2002-2005 (3 years)

**Funding agency: The Arthur M. Blank Family Foundation**

Type: research

Size: $230,000

*Multisite Violence Prevention Project.* Co-principal investigator
Date: 1999-2006 (7 years)

**Funding agency:** Centers for Disease Control and Prevention, Center for Injury Prevention and Control (Award # U81/CCU417778)

Type: research  
Size: $5.1 million

E. **PROFESSIONAL SOCIETY ACTIVITIES**  
**International Consultations (Past 5 years)**

World Health Organization (WHO) and United Nation (UN), Geneva, Switzerland (June 2005). Invited as a consultant on the topic of “Violence against Children in Home and Family Settings.” The purpose of this consultation was to develop recommendations for a report regarding measures that the UN and national governments can take to prevent violence against children at home and in family settings (http://www.violencestudy.org/r1).

World Health Organization (WHO), Geneva, Switzerland (April 2005). Invited by WHO as one of 28 delegates worldwide to discuss the current situation of child injury prevention, examine areas of collaboration, and establish action strategies, including the development of the World Report on Child Injury Prevention (http://www.who.int/violence_injury_prevention/other_injury/childhood/childinjury_meeeting/en/). Following the meeting, WHO asked Dr. Orpinas to serve in the steering committee working to develop the first draft of the injury prevention strategies.

Universidad Mayor and Municipalidad de Temuco, Temuco, Chile (December 2004). Presentation for over 70 researchers and practitioners on school violence prevention.

Chilean Department of Education (December 2002). Consultant on the development of teacher training program for violence prevention. Met with the advisor for the Minister of Education plus several program area directors.

Inter-American Development Bank. Consultant for a 1-day “Dialogue on Security for the Cities of Ecuador.” Invited by the Inter-American Development Bank. Guayaquil, Ecuador: March 2, 2001. Experts on violence prevention from the bank, the United States and several Latin American countries were invited. The mayors of four of the biggest cities of Ecuador were present.

CODELCO, Chile. Consultant for a community and school violence prevention project in Calama, Chile (November 17-25, 2000). In Santiago, I met with representatives of the Chilean Department of Health and Human Services. In addition, in Calama, I met with the governor of the region, the mayor of the city, the congressional representative for the region, and several representatives of local organizations and the press. I also gave two public lectures. My presentation was featured in the newspaper of the region and in local radio stations. Funded by CODELCO, Chile.

**National Consultations (Past 5 years)**


Centers for Disease Control and Prevention (CDC). (August 2003, March 2004). Consultant for the Division of Adolescent and School Health (DASH) on the development of the violence-related section of CDC’s Health Education Curriculum Analysis Tool (HECAT) and the overall evaluation of the tool.


Membership in National Professional Associations

- American Public Health Association (1990-present)
- American Psychological Association (1990-present)
- American School Health Association (1995-present)
- Society for Community Research and Action (Division of Community Psychology of APA) (2001)

Manuscript Reviewer (Past 5 years)

- Adult Education Quarterly
- *European Journal of Psychology of Education*
- Health Education and Behavior
- *Health Education Research*
- *Journal of Adolescent Health*
- *Journal of Adult Education*
- *Prevention and Treatment*
- *Violence against Women*
- *Women’s Studies International Forum*
- *World Development*

Promotion and Tenure External Reviewer


Grant Reviewer (Past 5 years)


- University of Houston, external reviewer for Grants to Enhance and Advance Research. Internal grants for faculty at that university (2000).

Abstract Reviewer for Professional Conferences

- American Public Health Association (APHA), Injury Control and Emergency Health Services section (2005).


F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

- Teach specialization courses
- Advising students
- Conducting research
FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

DATE:

A. PERSONAL DATA:

<table>
<thead>
<tr>
<th>Full Name:</th>
<th>Mark Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Rank:</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Department:</td>
<td>Health Promotion &amp; Behavior</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:mwilson@uga.edu">mwilson@uga.edu</a></td>
</tr>
<tr>
<td>Years Employed at UGA:</td>
<td>18</td>
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B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
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<tr>
<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
<th>Year</th>
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<tbody>
<tr>
<td>HSD</td>
<td>Indiana University</td>
<td>Health Ed.</td>
<td>1987</td>
</tr>
<tr>
<td>MS</td>
<td>Indiana State University</td>
<td>Health &amp; Safety Ed.</td>
<td>1981</td>
</tr>
<tr>
<td>BS</td>
<td>Eastern Illinois University</td>
<td>Health Ed.</td>
<td>1978</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Employer</th>
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<tbody>
<tr>
<td>Department Head</td>
<td>Department of Health Promotion and Behavior, University of Georgia, 2003 to present.</td>
</tr>
<tr>
<td>Co-Director</td>
<td>Workplace Health Group, Department of Health Promotion and Behavior, University of Georgia, 2000 to present.</td>
</tr>
<tr>
<td>Coordinator of Graduate Programs</td>
<td>in the Department of Health Promotion and Behavior, University of Georgia, 1997 to 2004.</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>in the Department of Health Promotion and Behavior, University of Georgia, 1993 to present.</td>
</tr>
<tr>
<td>Visiting Scientist</td>
<td>in Office of the Associate Director for HIV/AIDS, Centers for Disease Control and Prevention, 1992-95.</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>in Department of Health Promotion and Behavior, University of Georgia, 1987 to 1993.</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

<table>
<thead>
<tr>
<th>% Instruction</th>
<th>% Research</th>
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<th>% Administration</th>
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<td>40</td>
<td>25</td>
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<th>Enrollment</th>
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<tr>
<td>HPRB 7370</td>
<td>Social Marketing of Health</td>
<td>every spring</td>
<td>18</td>
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<tr>
<td>HPRB 9630</td>
<td>Critique of the Literature</td>
<td>every fall</td>
<td>6</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)

Grants/Contracts


Refereed Journal Articles


Book Chapters


E. PROFESSIONAL SOCIETY ACTIVITIES
Member, Governing Council, Public Health Education and Health Promotion Section, American Public Health Association, 2005-2007
Abstract Reviewer, Public Health Education and Health Promotion Section, American Public Health Association, 1995 to present.
Abstract Reviewer, American Academy of Health Behavior, 2000 to present.
Member:
- American Academy of Health Behavior
- American Evaluation Association
- American Public Health Association
- Georgia Federation of Professional Health Educators
- International Union for Health Promotion & Education

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM
- Advise students in the program
- Conduct research
Appendix A - Faculty Curriculum Vitae

Environmental Health Science

Marsha Black, Ph.D.
Associate Professor
Department of Environmental Health Science

Jeffery Fisher, Ph.D.
Professor and Head
Department of Environmental Health Science

Luke Naeher, Ph.D.
Assistant Professor
Department of Environmental Health Science

Erin Lipp, Ph.D.
Assistant Professor
Department of Environmental Health Science

Daryl Rowe, Dr.P.H.
Adjunct Professor
Department of Environmental Health Science

Mary Alice Smith, Ph.D.
Associate Professor
Department of Environmental Health Science

Phillip L. Williams, Ph.D.
Georgia Power Professor
Department of Environmental Health Science
Interim Dean, College of Public Health

* 1 Faculty Line Open
DATE: 1/28/2006

A. PERSONAL DATA:

Full Name .................................. Marsha Black
Present Rank ............ Associate Professor
Department  Environmental Health Science
Email Address ..................... mblack@uga.edu
Years Employed at UGA .....................11

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
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<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
<th>Year</th>
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<tr>
<td>AB</td>
<td>Converse College</td>
<td>Comprehensive Sci</td>
<td>1975</td>
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<tr>
<td>PhD</td>
<td>University of Tennessee</td>
<td>Ecology</td>
<td>1989</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<th>Title</th>
<th>Employer</th>
<th>Year</th>
</tr>
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<tr>
<td>Post Doc Researcher</td>
<td>Univ. of Joensuu (Finland)</td>
<td>1989-1990</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Oklahoma State University</td>
<td>1990-1995</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>University of Georgia</td>
<td>1995-2000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>University of GA</td>
<td>2000-present</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

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<th>Course #</th>
<th>Course Name</th>
<th>Term(s)</th>
<th>Average</th>
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<tr>
<td>EHSC 4610</td>
<td>Water Pollution and Human Health</td>
<td>every Fall</td>
<td>25-30</td>
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<tr>
<td>EHSC 6610</td>
<td>Water Pollution and Human Health (grad)</td>
<td>every Fall</td>
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<tr>
<td>EHSC 8610</td>
<td>Aquatic Toxicology</td>
<td>alternate SP</td>
<td>7</td>
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<tr>
<td>EHSC 4400</td>
<td>Environmental Issues in the Dev World</td>
<td>Maymest.</td>
<td>(new)</td>
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<tr>
<td>EHSC 6400</td>
<td>Environmental Issues in the Dev World</td>
<td>Maymest.</td>
<td>(new)</td>
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D. SCHOLARSHIP AND PUBLICATION RECORD (last 5 years)

Grants/Contracts

Establishing a Citizen-Based Water Quality Monitoring Program in Vietnam: A Service Learning Exercise for EHSC 4400/6400 Students, 10/05-6/06, $5000. IDEAS Grant, Office of the VP for Public Service and Outreach, PI

Small Equipment Grant, 2005, $5748, UGA Interdisciplinary Toxicology Program, PI

Effect of riparian zone on Tubifex tubifex populations and whirling disease, US Geological Survey, Biological Resources Division, 8/00-8/03, $25,681, PI.

The keystone role of heterotrophic microbes in driving ecosystem-level effects of nutrient enrichment, NSF, 7/03-6/06, $555,000, $40,000 awarded to M. Black, Co-PI with 3 others

Acute toxicity of fipronil enantiomers, US EPA, 5/03-12/03, $2,375, PI

The environmental occurrence, fate and ecotoxicity of selective serotonin reuptake inhibitors in aquatic environments. US EPA, 9/01 – 8/06, $522,892, PI

The impact of lawn care practices on aquatic ecosystems in suburban watersheds, Water and Watersheds Research Program, EPA/USDA/NSF Partnership for Environmental Research, 3/00-3/04, $893,849 (total budget), $84,450 awarded to M. Black, Co-PI

Evaluation of fish health and reproductive biomarkers in small fish species along a gradient of urban use. US Geological Survey, 8/00-8/03, renewal 8/03-8/04; $79,835, PI

Cooperative Monitoring of the Tisza River, Hungarian Ministry of Education and US-Hungarian Science and Technology Joint Fund, 7/01- 6/02, $2,400, Co-PI

Toxicity Identification Evaluation with Ceriodaphnia dubia for the Fitzgerald Wastewater Treatment Plant, Carter and Sloop Consulting Engineers, 1/00-7/00, $11,000, PI

Refereed journal articles published


**Books/Book chapters**


**E. PROFESSIONAL SOCIETY ACTIVITIES**

Society of Environmental Toxicology and Chemistry
(Board of Directors 2000-2003; Editorial Board, 1999-2002)

**F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM**

- Teach specialization courses in water pollution; aquatic toxicology, global pollution
- Advising graduate students
- Conducting research
DATE: 4 Feb., 2006

A. PERSONAL DATA:

Full Name ................Jeffrey William Fisher

Present Rank .................. Professor

Department  Environmental Health Science

Email Address ............. jwfisher@uga.edu

Years Employed at UGA ........... 5.5 years

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

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<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
<th>Year</th>
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<tr>
<td>B.S.</td>
<td>U of Nebraska (Kearney)</td>
<td>Biology</td>
<td>1973</td>
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<td>M.S.</td>
<td>Wright State University</td>
<td>Biology/Ecology</td>
<td>1979</td>
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<tr>
<td>Ph.D.</td>
<td>Miami University</td>
<td>Zoology/Toxicology</td>
<td>1987</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<tr>
<th>Title</th>
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<th>Year</th>
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<tr>
<td>Research Scientist</td>
<td>USAF (Toxicology)</td>
<td>1987-1990</td>
</tr>
<tr>
<td>Senior Scientist</td>
<td>USAF (Toxicology)</td>
<td>1990- 2000</td>
</tr>
<tr>
<td>Professor and Dept Head</td>
<td>University of Georgia</td>
<td>2000- 2006</td>
</tr>
<tr>
<td>Professor and Director of</td>
<td>University of Georgia</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Toxicology</td>
<td></td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

_20_ % Instruction  _50__ % Research

___ % Service  _30__ % Administration

<table>
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<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Term(s)</th>
<th>Average</th>
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<tr>
<td>EHSC 8220/8220L</td>
<td>PBPK Modeling</td>
<td>every other yr</td>
<td>10</td>
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<tr>
<td>PBHL 7800</td>
<td>Capstone</td>
<td>spring</td>
<td>5</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts: Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Grants/Contracts:

“Development of a Biologically Based Pharmacokinetic Model of the Thyroid Hormone Axis in the Developing Rat”  
Source: EPA  
Goal: Develop a quantitative model to predict disturbances in the HPT axis.  
($749,127)

“DURIP04, Heath Assessment of JP-8 (Federal Demonstration Partnership)”  
Source: DoD and AFOSR  
Goal: Purchase instruments to measure and identify hydrocarbons in animal tissues and inhalation chambers (2005)  
($147,890)

“Trichloroethylene Risk Assessment”  
Source: DOE, subcontract with Medical University of South Carolina  
Goal: Develop new risk assessment for TCE  
10% effort  ($520 K)

“PBPK Model for Deltamethrin in the Maturing Rat”  
Source: EPA  
Goal: Develop maturing rat model for deltamethrin  
UGA CoPI: Jeff Fisher (2003-2006)  
10% effort  ($238 of $750 K)

“PBPK Model for JP-8”  
Source: USAF  
Goal: Develop PBPK model for JP-8 hydrocarbons  
10% effort  ($725 K)

“Biological Based Model for Thyroid Hormone Disturbances”  
Source: ATSDR/CDC  
Goal: Develop biological model for perchlorate and PCB perturbations in thyroid  
10% effort  ($470 K)

“Metabolism of Solvent Mixtures”  
Source: ATSDR  
Goal: Develop predictive model for toxicity of solvent mixtures.  
10% effort  ($50 K)

“Perchlorate Risk Assessment”  
Source: USAF  
Goal: Collect pharmacokinetic and dynamic data in humans and rats to extrapolate toxicity findings from rats to humans using physiologically based pharmacokinetic models.  
UGA Collaborator (July 2000-2002)  
5% effort  ($40 K)

Journal articles in press  


Anand, Sathanandam S., Kyu-Bong Kim, Stephanie Padilla, Srinivasa Muralidhara, Hyo J. Kim, Jeffrey W. Fisher and James V. Bruckner. 2006. Ontogeny of Hepatic and Plasma Metabolism of Deltamethrin in vitro: Role of Age-Dependent Acute Neurotoxicity. Drug Metabolism and Disposition, in press


Journal Articles


Lumpkin, Michael H., James V. Bruckner, Jerry L. Campbell, Cham E. Dallas, Catherine A. White, and Jeffrey W. Fisher. 2003. Plasma Binding of Trichloroacetic Acid in Mice, Rats, and Humans under Cancer Bioassay and Environmental Exposure Conditions. Drug Metabolism and Disposition 31, 1203-1207.


Book Chapter

E. PROFESSIONAL SOCIETY ACTIVITIES

2006- Fellow, Academy of Toxicological Sciences
2006-2009 Editorial Board, International Journal of Toxicology and Environmental Health
2004-present National Academies, National Research Council, Subcommittee on Acute Exposure Guideline Levels
2004-2006 Editorial Board, International Journal of Toxicology
2003-2004 President, Biological Based Modeling Specialty Section, Society of Toxicology
2002-2003 Vice-President, Biological Based Modeling Specialty Section, Society of Toxicology
Fisher, J. Poster Session Chair, Society of Toxicology (2002-2006)
Fisher, J. Session Co-Chair and Speaker, Continuing Education at Society of Toxicology, Computational Biology, Dose and Response, Physiologically Based Pharmacokinetic Modeling. March 19th, 2004, Baltimore, MD

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM
   - Assist MPH students in EHS with capstone projects
DATE:

A. PERSONAL DATA:

Full Name ...................... Luke P. Naehler
Present Rank ............. Assistant Professor
Department  Environmental Health Science
Email Address .............. Inaehr@uga.edu
Years Employed at UGA .......... 5

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
<th>Year</th>
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<tr>
<td>PhD</td>
<td>Yale University</td>
<td>Epidemiology/Public Health</td>
<td>1998</td>
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<tr>
<td>MS</td>
<td>Harvard University</td>
<td>Env Health Science</td>
<td>1994</td>
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<tr>
<td>MS</td>
<td>SUNY Stony Brook</td>
<td>Marine Env Science</td>
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<tr>
<td>BS</td>
<td>Cornell University</td>
<td>Biology</td>
<td>1989</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<th>Year</th>
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<tr>
<td>Health Scientist</td>
<td>Centers for Disease Control and Prevention</td>
<td>1998-2001</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

_50 % Instruction  _50 % Research
___ % Service      ___ % Administration

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<td>EHSC 4080/6080</td>
<td>Air Quality</td>
<td>spring</td>
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<td>EHSC 4070</td>
<td>Air Pollution</td>
<td>fall</td>
<td>25</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.


Naeher LP, Achtemeier GL, Glitzenstein JS, MacIntosh D, Streng DR. Real-time and time-integrated PM$_{2.5}$ and CO from prescribed burns in chipped and unchipped plots – firefighter and community exposure and health implications. *Journal of Exposure Analysis and Environmental Epidemiology*. (accepted for publication).


E. PROFESSIONAL SOCIETY ACTIVITIES
Member
American Thoracic Society (ATS)
International Society of Exposure Analysis (ISEA)
International Society of Environmental Epidemiology (ISEE)
Society for Epidemiologic Research (SER)
American Industrial Hygiene Association (AIHA)

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM
- Teach core or specialization courses
- Advising students
- Conducting research
DATE: 02.02.2006

A. PERSONAL DATA:

Full Name … .......................... Erin K. Lipp

Present Rank .............. Assistant Professor

Department … .............................. Environmental Health Science

Email Address … .............. elipp@uga.edu

Years Employed at UGA ................. 4 yr

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

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<th>Degree</th>
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<tr>
<td>PhD</td>
<td>University of South Florida</td>
<td>Marine Science</td>
<td>1999</td>
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<tr>
<td>BA</td>
<td>New College of FL</td>
<td>Biology</td>
<td>1994</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<th>Title</th>
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<tr>
<td>Assistant Professor</td>
<td>University of Georgia</td>
<td>2002 – present</td>
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<td>Research Associate</td>
<td>Center of Marine Biotechnology</td>
<td>2000 – 2000</td>
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<tr>
<td>Post-Doctoral Fellow</td>
<td>University of South Florida</td>
<td>1999 – 2000</td>
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<tr>
<td>Lecturer</td>
<td>St. Pete Junior College</td>
<td>1999</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

_50 % Instruction_  
_50 % Research_  
_30 % Service_  
_20 % Administration_

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<th>Average</th>
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<td>EHSC 3060</td>
<td>Intro to Environmental Health Science</td>
<td>Fall 2002</td>
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<tr>
<td>EHSC 4310(L)</td>
<td>Environmental Microbiology</td>
<td>Fall 2003</td>
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<td>Spring 2003</td>
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EHSC 3800  Proseminar in Environmental Health  Spring 2004  9
          Spring 2005  4
          Spring 2006  6
EHSC 3700  Special Problems in Env. Hlth. Mult.  Spring 2006  25
          1/semester
EHSC 6310(L) Environmental Microbiology  Spring 2003  5
          Spring 2004  4
          Spring 2005  9
          Spring 2006  5
EHSC 6010  Graduate seminar in Env. Hlth.  Spring 2005  9
EHSC 8100  Special Topics in Env. Hlth  Fall 2005  9

D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)

Grants/Contracts


Lipp, E.K., PI/PD, with D. Cole (UGA), N. Schmidt (UA) and S. Lance-Parker (GA Div. of Public Health). NOAA – OGP (Joint Announcement on Climate Variability and Health). Using climate and weather variability to model human outbreaks of Salmonella and Campylobacter and their environmental prevalence in Georgia watersheds. 08/01/03 – 07/31/06. Award: $600,102.

Lipp, E.K., PI/PD, with J.W. Porter (UGA) and Kathryn Patterson Sutherland (UGA). FL Dept. of Environmental Protection. Genomic profiling of Serratia marcescens from the Florida Keys: identifying coral-pathogenic fingerprints and potential sources. 11/01/03 – 10/31/04. Award: $99,984.

Referred journal articles published


Refereed journal articles in press
None

Books/book chapters


Proceeding chapter
None

Other publications
E. PROFESSIONAL SOCIETY ACTIVITIES

Professional memberships
International Society for Microbial Ecology
American Society of Limnology and Oceanography
American Society for Microbiology
American Society for Microbiology – Southeast Branch

Sessions Chaired/Organized for Meetings of Professional Societies
Session convener, American Society of Limnology and Oceanography, Ocean Sciences Meeting. 2006. Oceans and Human Health (38 papers presented, 4 sessions).
Session convener, American Society of Limnology and Oceanography, Aquatic Sciences Meeting 2005. Water Quality Research in the 21st Century: Global Climate to Genomics. (20 papers presented; 3 sessions)
Session convener, American Society for Microbiology, 106th General Meeting 2005. Microbiology and Coral Disease: State of the Field. (One of only two sessions selected by the General Microbiology Division (Div. I) for special oral session)
Session convener, Southeast Branch ASM, Annual Meeting 2005. Microbial Ecology. (Oral session only)

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

- Research
- Teaching elective courses
- Advising
FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

DATE:

A. PERSONAL DATA:

Full Name ...........................................  Mary Alice Smith
Present Rank .......................................  Associate Professor
Department  ........................................  Environmental Health Science
Email Address ......................................  masmith@uga.edu
Years Employed at UGA .........................  12 years

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
<th>Year</th>
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<tr>
<td>B.S.</td>
<td>Auburn University</td>
<td>Biology Education</td>
<td>1971</td>
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<tr>
<td>M.A.T.</td>
<td>Emory University</td>
<td>Science Education</td>
<td>1976</td>
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<tr>
<td>M.S.</td>
<td>Emory University</td>
<td>Dev Biology</td>
<td>1980</td>
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<tr>
<td>PhD</td>
<td>Univ of Arkansas for Med Sciences</td>
<td>Toxicology</td>
<td>1990</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<th>Title</th>
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<tr>
<td>Postdoctoral Fellow</td>
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<td>Senior Scientist</td>
<td>Law Environmental, Inc</td>
<td>1992</td>
</tr>
<tr>
<td>Temporary Assist Professor</td>
<td>Emory University</td>
<td>1993</td>
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<tr>
<td>Assistant Professor</td>
<td>University of Georgia</td>
<td>1994</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>University of Georgia</td>
<td>1999</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

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<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Term(s)</th>
<th>Average</th>
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<tr>
<td>EHSC 4490/6490</td>
<td>Environmental Toxicology</td>
<td>every Fall</td>
<td>~30</td>
</tr>
<tr>
<td>EHSC 8510</td>
<td>Env Risk Assessment &amp; Commun</td>
<td>alt Spring</td>
<td>~12</td>
</tr>
<tr>
<td>EHSC 3800</td>
<td>Environmental Health Seminar</td>
<td>~1/2 yrs</td>
<td>12</td>
</tr>
<tr>
<td>EHSC 8150</td>
<td>Environmental Health Proseminar</td>
<td>~1/2 yrs</td>
<td>8</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Grants and Contracts:

Center for Food Safety. "Cytokines as a predictor of low dose exposure to Listeria monocytogenes in pregnant guinea pigs," $30,000, 2006, Principal Investigator.


US Food and Drug Administration. "Determination of biomarkers of increased susceptibility to foodborne listeriosis", $75,000, 2001-2003, Principal Investigator.


Refereed journal articles published


Campbell, JL, Jr, MA Smith, JW Fisher and DA Warren. Dose-Response for Retinoic Acid-Induced Forelimb Malformations and Cleft Palate: A Comparison of Computerized


Refereed journal articles in press


E. PROFESSIONAL SOCIETY ACTIVITIES


Memberships:
1991-present Teratology Society, (Chair, Nominations and Elections Committee, 2002-2003)
1990-present Society of Toxicology (full member 1996-present)
1992-present Southeastern Regional Chapter of the Society of Toxicology, Councilor; 1999-president)
2006-2010 Member of Editorial Board, Reproductive Toxicolog.

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

- Teach core or specialization courses
- Advising students
- Conducting research
DATE:

A. PERSONAL DATA:

Full Name ...........................................  Phillip L. Williams
Present Rank .......................................  Professor
Department  ........................................  Environmental Health Science
Email Address .................................  pwilliam@uga.edu
Years Employed at UGA .......................  13

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
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<tr>
<td>Ph.D.</td>
<td>Georgia Institute of Technology</td>
<td>Toxicology</td>
<td>1988</td>
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<tr>
<td>B.S.</td>
<td>Georgia State University</td>
<td>Biological Sciences</td>
<td>1975</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Industrial Hygienist</td>
<td>U.S. Department of Labor, Occupational Safety and Health Administration</td>
<td>05/75 - 12/78</td>
</tr>
<tr>
<td>Research Technologist II</td>
<td>Engineering Experiment Station Georgia Institute of Technology</td>
<td>12/78 - 01/80</td>
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<tr>
<td>Research Scientist</td>
<td>Environmental Health and Safety Division Georgia Tech Research Institute Georgia Institute of Technology</td>
<td>01/80 - 06/85</td>
</tr>
<tr>
<td>Senior Research Scientist</td>
<td>Environmental Health and Safety Division Georgia Tech Research Institute Georgia Institute of Technology</td>
<td>07/85 - 09/88</td>
</tr>
<tr>
<td>Project Director</td>
<td>Environment, Health and Safety Group A. T. Kearney Management Consultants</td>
<td>09/88 - 08/91</td>
</tr>
<tr>
<td>Vice President</td>
<td>Environment, Health and Safety Group</td>
<td>09/91 - 08/93</td>
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</table>
A. T. Kearney Management Consultants

Adjunct Asst. Professor Emory University, Rollins School of Public Health, Department of Environmental and Occupational Health 09/91 - 6/93

Adjunct Assoc. Professor Emory University, Rollins School of Public Health, Department of Environmental and Occupational Health 07/93 - 06/01

Associate Professor Department of Environmental Health Science The University of Georgia 08/93- 6/01

Adjunct Assoc. Professor Dept. of Pharmacology & Toxicology College of Pharmacy, The University of Georgia 05/94 - 06/97

Graduate Coordinator Department of Environmental Health Science The University of Georgia 05/96-Present

Adjunct Assoc. Professor Department of Pharmaceutical and Biomedical Sciences, College of Pharmacy, The University of Georgia 07/97- 6/01

Adjunct Professor Emory University, Rollins School of Public Health, Department of Environmental and Occupational Health 09/01-Present

Adjunct Professor Department of Pharmaceutical and Biomedical Sciences, College of Pharmacy, The University of Georgia 07/01 –06/04

Professor Department of Environmental Health Science The University of Georgia 07/01-present

Georgia Power Professor Department of Environmental Health Science The University of Georgia 08/01-present

Chair, Public Health Division Biomedical and Health Sciences Institute The University of Georgia 09/01 - Present

Interim Dean College of Public Health, The University of Georgia 01/05-Present

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

<table>
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<th>% Service</th>
<th>% Administration</th>
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<th>Term(s) Taught</th>
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<tr>
<td>EHSC 4100/6100</td>
<td>Industrial Hygiene</td>
<td>Fall</td>
<td>15</td>
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<tr>
<td>EHSC 8930</td>
<td>Chemical Toxicology</td>
<td>Spring</td>
<td>20</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)

Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Grants:


$59,420  “Using the Nematode Caenorhabditis elegans for Assessing Safe Fruit and Vegetable Production”, obtained from USDA-CSREES Special Research Grant, September 2001 through August 2003, Principal Investigator (Sub-project of a an overall effort entitled “Safe Fruit and Vegetable Production funded at $266,592, Co-PI).

$115,000 “Role of Nematodes in Pre-harvest Contamination of Fruits and Vegetables with Pathogenic Bacteria”, obtained from National Alliance for Food Safety, USDA, July 2002 through June 2005. Co-Principal Investigator.


$300,000 Georgia Power Company Gift to establish an endowed fund to support a graduate student assistantship for a student from an under-represented population, February 2004.

$200,000 Georgia Power Company Gift to establish an endowed fund to support a departmental seminar series in environmental health science. February 2004.


Books:


Book Chapters:


**Refereed Journal Articles:**


**Invited Presentations:**

Invited presentation entitled “You can learn a lot with a few neurons - Toxicological testing using *Caenorhabditis elegans*” presented to the School of Life and Environmental Sciences, The University of Nottingham, Nottingham, England, UK, May 18, 2000.


Invited presentation entitled “Ecotoxicological Testing Using the Soil Nematode *Caenorhabditis elegans*” presented to GSF-Research Center’s Workshop on Molecular Ecotoxicology (Forschungszentrum für Umwelt und Gesundheit GmbH), Munich, Germany, September 18, 2000.


Invited presentation entitled "Soil Metal Content and Bioavailability Data from Tisza River Floodplain Contaminated Sites" presented to Tisza River Workshop held at the
Invited presentation entitled “Potential Role of Nematodes in Contamination of Fresh Fruits and Vegetables with Pathogenic Bacteria” presented to Foodborne and Diarrheal Disease Branch, National Center for Infectious Disease, Centers for Disease Control and Prevention (CDC), Atlanta, GA, September 26, 2003.
Invited presentation entitled “Using the Nematode Caenorhabditis elegans as a Toxicological Model” presented to the Clemson Institute of Environmental Toxicology, Clemson University, Clemson, SC, October 31, 2003.
Invited presentation entitled “University of Georgia’s Environmental Health Program” presented to Environmental Sciences Program, United Arab Emirates University, Al Ain, United Arab Emirates, May 30, 2004.
Invited presentation entitled “C. elegans to Screen Neurotoxic Chemicals” presented at the Annual Meeting of the Southeastern Chapter of the Society of Toxicology meeting entitled “The Environment and Neurodegeneration” held at Emory University, Atlanta, GA, October 8, 2004.
Invited presentation entitled “Potential Uses for the Nematode, Caenorhabditis elegans, in Toxicological Testing” presented to American College of Toxicology 26th Annual Meeting, Non-Traditional Animal Models in Toxicology, Continuing Education Course #3, Williamsburg, VA, November 6, 2005.

E. PROFESSIONAL SOCIETY ACTIVITIES

Society of Toxicology, Full Member
Society of Environmental Toxicology and Chemistry, Full Member
American Society for Testing and Materials, Member
American Industrial Hygiene Association, Fellow Member
American Academy of Industrial Hygiene, Diplomate
Georgia Section of American Industrial Hygiene Association
Southeastern Section of the Society of Toxicology

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

- Teach core or specialization courses
- Advising students
- Conducting research
Appendix A - Faculty Curriculum Vitae

Department of Health Administration, Biostatistics, and Epidemiology

Health Policy

Angela Rice Fertig, Ph.D.
Assistant Professor
Department of Health Administration, Biostatistics, and Epidemiology

Jack E. Fincham, Ph.D.
Adjunct Professor
Department of Health Administration, Biostatistics, and Epidemiology

Robert S. Galen, M.D., M.P.H.
Professor and Head
Department of Health Administration, Biostatistics, and Epidemiology

* 2 Faculty Lines Open

Gerontology

Ann Glass, Ph.D.
Assistant Professor
Department of Health Administration, Biostatistics, and Epidemiology

Lennie Poon, Ph.D.
Professor
Department of Health Administration, Biostatistics, and Epidemiology

Biostatistics

Stephen L. Rathbun, Ph.D.
Associate Professor
Department of Health Administration, Biostatistics, and Epidemiology

* 2 Faculty Lines Open

Epidemiology

* 4 Faculty Lines Open
DATE: 2/9/06

A. PERSONAL DATA:

Full Name ............................................ Angela Rice Fertig
Present Rank ........................................ Assistant Professor
Department ........................................ HABE
Email Address ...................................... afertig@uga.edu
Years Employed at UGA ......................... 0

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

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<th>Degree</th>
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<th>Major Field</th>
<th>Year</th>
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<tr>
<td>BA</td>
<td>Stanford University</td>
<td>International Relations</td>
<td>1995</td>
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<tr>
<td>MA</td>
<td>Stanford University</td>
<td>International Development Policy</td>
<td>1995</td>
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<tr>
<td>MA</td>
<td>Brown University</td>
<td>Economics</td>
<td>1997</td>
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<tr>
<td>PhD</td>
<td>Brown University</td>
<td>Economics</td>
<td>2001</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<tr>
<td>Postdoctoral Fellow</td>
<td>Princeton University</td>
<td>2001-2004</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Indiana University</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>University of Georgia</td>
<td>2005-</td>
</tr>
<tr>
<td>Public Service Assistant</td>
<td>UGA</td>
<td>2005-</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

20___ % Instruction  50___ % Research
30___ % Service      0___ % Administration

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<td>HADM 7600</td>
<td>Introduction to Health Policy</td>
<td>Sem II 2006</td>
<td>35</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Refereed journal articles published


E. PROFESSIONAL SOCIETY ACTIVITIES

Professional Society Annual Conference Presentations and Discussions
American Economic Association Annual Meeting
Association of Public Policy Analysis and Management Annual Meeting
Population Association of America Annual Meeting
Royal Economic Society Annual Conference

Member, Organizing Committee, Population Association of America 2004 Annual Meeting

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM
- Teach core courses (health economics)
- Advise students in the policy concentration
- Conduct research in the area of health economics
DATE:

A. PERSONAL DATA:

Full Name ........................................... Jack E. Fincham
Present ............................................... Rank Adjunct Professor
Department ......................................... HABE
Email Address ....................................... jfincham@uga.edu
Years Employed at UGA ............................ 2

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
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<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
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<tr>
<td>B.S.</td>
<td>The University of Nebraska</td>
<td>Pharmacy</td>
<td>1975</td>
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<tr>
<td>Ph.D.</td>
<td>The University of Minnesota</td>
<td>Social &amp; Administrative Pharmacy</td>
<td>1983</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<th>Title</th>
<th>Employer</th>
<th>Year</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>University of Georgia College of Pharmacy</td>
<td>1983-86</td>
</tr>
<tr>
<td>Asst/Associate Professor</td>
<td>University of Mississippi School of Pharmacy</td>
<td>1986-89</td>
</tr>
<tr>
<td>Associate Dean/Professor</td>
<td>Samford University School of Pharmacy</td>
<td>1989-91</td>
</tr>
<tr>
<td>Associate Dean/Professor</td>
<td>Creighton University School of Pharmacy</td>
<td>1991-94</td>
</tr>
<tr>
<td>Dean and Professor</td>
<td>The University of Kansas School of Pharmacy</td>
<td>1994-2004</td>
</tr>
<tr>
<td>Professor of Pharmacy and Public Health</td>
<td>The University of Georgia</td>
<td>2004-present</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

_30__ % Instruction   _40__ % Research
_20__ % Service       _10__ % Administration

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<th>Average</th>
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<tbody>
<tr>
<td>HADM 7600</td>
<td>Health Policy</td>
<td>Spring Semesters</td>
<td>30-36</td>
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<tr>
<td>HADM 8310</td>
<td>Discrete Choice Experiments</td>
<td>Elective</td>
<td>10-15</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.


**E. PROFESSIONAL SOCIETY ACTIVITIES**

International Society for Pharmacoeconomics and Outcomes Research, Annual Meeting Scholarship Review Committee

Associate Editor, the *American Journal of Pharmaceutical Education*

**F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM**

- Teach core or specialty courses
- Advise students
- Conduct collaborative research
- Serve on committees
A. PERSONAL DATA:

Full Name ...........................................  Robert S. Galen
Present Rank .......................................  Professor
Department ........................................  Health Administration, Biostatistics and Epidemiology
Email Address ......................................  Bobgalen@uga.edu
Years Employed at UGA  .........................  4 years

B. SCHOLARLY COMPETENCE

1. DEGREES

<table>
<thead>
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<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
<th>Year</th>
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<tr>
<td>M.P.H.</td>
<td>Columbia University</td>
<td>Epidemiology</td>
<td>1972</td>
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<tr>
<td>M.D.</td>
<td>Boston University</td>
<td>Medicine</td>
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<tr>
<td>B.A.</td>
<td>Boston University</td>
<td>Pre-Med</td>
<td>1970</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<th>Year</th>
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<tbody>
<tr>
<td>Intern</td>
<td>Columbia Presbyterian Medical Center</td>
<td>1970-1971</td>
</tr>
<tr>
<td>Resident</td>
<td>Columbia Presbyterian Medical Center</td>
<td>1971-1974</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>Columbia University College of Physicians and Surgeons, Department of Pathology</td>
<td>1974-1981</td>
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<tr>
<td>Assoc. Professor</td>
<td>Columbia University College of Physicians and Surgeons, Department of Pathology</td>
<td>1981-1982</td>
</tr>
<tr>
<td>Adjunct Associate</td>
<td>Case Western Reserve University, Department of Epidemiology and Biostatistics</td>
<td>1982-1988</td>
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<tr>
<td>Chairman</td>
<td>Cleveland Clinic Foundation, Department of Biochemistry</td>
<td>1982-1987</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

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<tr>
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<td>HADM 7700</td>
<td>Public Health Ethics</td>
<td>Spring</td>
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<td>HADM 7600</td>
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<td>alter. Fall</td>
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<tr>
<td>PBHL 3100</td>
<td>Introduction to Public Health</td>
<td>alter. Fall</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)

Refereed Journal Articles


Published Abstracts


Vigersky, R.A., Hanson, E., McDonough, E., Rapp, T. and Galen, R.S., A Wireless diabetes management and communication system. Telemed and eHealth 2002; 8:265.

Grants:

Ongoing

$ 22,368 Matthews (PI) 09/28/05 - Culturally and Linguistically Relevant Health Information Kiosks for Georgia’s Immigrant Latinos. UGA Poverty and the Economy Faculty Research Grants Program Role: Co-PI

$3000 Galen (PI) 09/15/05 Study Abroad: Public Health in Vietnam. UGA Office of International Education, IAPDF grant

$194,500 Galen (PI) 01/04-06/06 Georgia Cancer Coalition A Web-based Cancer Kiosk Program
The goal of this project is to provide community resource information to cancer patients and their caregivers via web enabled touch screen kiosks located in pharmacies. Now in the pilot and evaluation phase, we plan to expand the network throughout the state, partnering with the American Cancer Society and pharmacy chains such as CVS and Krogers.

$217,000 Vigersky (PI) 01/04-12/06 U.S. Army Medical Department The Development of a computer-assisted decision support system for the management of patients with diabetes mellitus
The goal of this project is to design a web based expert system based on patient determined glucose results and medication history to improve and standardize clinical management of patients with diabetes. Role: Co-PI

Completed
$195,000  Vigersky (PI)  01/03-12/03
U.S. Army Medical Department
A wireless diabetes management and communication system
The goal of this project was to use a hand held PDA device to collect diet and exercise diary like information from patients with diabetes, and integrate it into the Healthsentry website, along with the patients blood sugar results transmitted from their glucometers.
Role: Co-PI

$250,000  Vigersky (PI)  02/01-12/02
U.S. Army Medical Department
Using Telemedicine and Wireless Technology to Improve Diabetic Outcomes in Poorly Controlled Patients
The goal of this project was to demonstrate the effectiveness of telemedicine and wireless technologies in improving the disease management techniques of poorly controlled adult diabetics-techniques that ultimately lead to stabilized blood glucose measures and reduced complications. The three modalities used in this study to securely transfer blood glucose data to an internet web-site were developed by Dr Galen.
Role: Co-PI

E. PROFESSIONAL SOCIETY ACTIVITIES

Current membership in professional and honorary societies:

Fellow, American Society of Clinical Pathologists
Fellow, National Academy of Clinical Biochemistry
American Association for Clinical Chemistry
American Public Health Association
American Telemedicine Association

Editorial Board Member: Computers in Biology and Medicine, 1985-present.

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

- Teach core or specialization courses
- Advising students
- Conducting research
FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

DATE: 02-10-06

A. PERSONAL DATA:

Full Name ........................................... Anne Howard Pyles Glass
Present Rank ....................................... Assistant Professor
Department ........................................ Gerontology/HABE
Email Address ...................................... aglass@geron.uga.edu
Years Employed at UGA ....................... 1

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
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<th>INSTITUTION</th>
<th>MAJOR FIELD</th>
<th>YEAR(s)</th>
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<tr>
<td>B.S.</td>
<td>Virginia Polytechnic Institute &amp; State University (Virginia Tech)</td>
<td>Management, Housing, &amp; Family Development</td>
<td>1975</td>
</tr>
<tr>
<td>M.S.</td>
<td>University of Georgia</td>
<td>Housing</td>
<td>Certificate in Gerontology</td>
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<tr>
<td>Ph.D.</td>
<td>Virginia Tech</td>
<td>Health Policy/Gerontology</td>
<td>1989</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<th>Year</th>
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<tr>
<td>Asst. Professor</td>
<td>Department of Health Administration, Biostatistics, &amp; Epidemiology, College of Public Health, University of Georgia</td>
<td>2005</td>
</tr>
<tr>
<td>Asst. Director</td>
<td>Institute of Gerontology, University of Georgia</td>
<td>2005</td>
</tr>
<tr>
<td>Graduate Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sr. Research Associate</td>
<td>Center for Gerontology, Virginia Tech</td>
<td>2002 to 2004</td>
</tr>
<tr>
<td>Strategy Specialist</td>
<td>Carilion Health System, Roanoke, VA</td>
<td>1996 to 2001</td>
</tr>
<tr>
<td>Director of Quality</td>
<td>Saint Albans Psychiatric Hospital, Carilion Health System, Radford, VA</td>
<td>1990 to 1996</td>
</tr>
<tr>
<td>Adjunct Faculty/Instructor</td>
<td>(taught in two colleges), Virginia Tech</td>
<td>1986 to 1994</td>
</tr>
<tr>
<td>Research Associate/Graduate Assistant</td>
<td>Virginia Tech</td>
<td>1984 to 1989.</td>
</tr>
<tr>
<td>Medical Review Specialist</td>
<td>Virginia State Health Department,</td>
<td>1981 to 1984</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

17% Instruction  40% Research  
___% Service  43% Administration

Course # Course Name Terms taught Enrollment
GRNT 6000 Seminar in Aging Fall 2005 12
GRNT 6650 Aging in Society Spring semester 2005, 2006 8
GRNT 8000 Advanced Topics in Gerontological Research and Theory Su 2005, Fall 2005, Sp 2006 1 to 3

D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)
Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Grants/Contracts
Poon, L. (Principal Investigator). Community/Institutional Care and Safety for Frail Elders. Associate Director for a Geriatric Education Center. Department of Health and Human Services, Health Resources and Services Administration, September 1, 2005 – August 30, 2010 ($1.9 million).
Glass, A. P. (Principal Investigator). The End-of-Life Care Experience for Individuals With Alzheimer’s Disease and Their Family Caregivers. The Virginia Alzheimer’s and Related Diseases Research Award Fund, July 1, 2004 to June 30, 2005 ($5,000).

Referred Journal Articles

Selected Professional Publications – Research Reports and Training Modules


E. **PROFESSIONAL SOCIETY ACTIVITIES**

Membership in Professional Associations

American Public Health Association
Gerontological Society of America
American Society on Aging
Southern Gerontological Society

Manuscript Reviewer (Past 5 years)

*Journal of Higher Education Outreach and Engagement*

F. **EXPECTED RESPONSIBILITIES IN THIS PROGRAM**

- Teach specialization courses
- Advising students
- Conducting research
FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

DATE: 02-10-06

A. PERSONAL DATA:

Full Name ...........................................  Leonard W. Poon
Present Rank ................................. Professor and Director
Department ........................................ Health Administration, Biostatistics
..........................................................  and Epidemiology, Institute of
Gerontology
Email Address ...................................... lpoom@geron.uga.edu
Years Employed at UGA ......................... 21

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
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<tr>
<td>BS</td>
<td>San Jose State University</td>
<td>Engineering</td>
<td>1966</td>
</tr>
<tr>
<td>MA</td>
<td>University of Denver</td>
<td>Experimental Psychology</td>
<td>1971</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Denver</td>
<td>Psychology</td>
<td>1972</td>
</tr>
<tr>
<td>Post Doc</td>
<td>Duke University Medical Center</td>
<td>Gerontology Psychophysiology</td>
<td>1974</td>
</tr>
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</table>

2. ACADEMIC & PROFESSIONAL POSITIONS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TITLE</th>
<th>EMPLOYER</th>
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<tbody>
<tr>
<td>2005</td>
<td>Professor of Public Health</td>
<td>University of Georgia</td>
</tr>
<tr>
<td>1985</td>
<td>Professor of Psychology; Chair, Faculty of Gerontology; Director, Institute of Gerontology</td>
<td>University of Georgia</td>
</tr>
<tr>
<td>1974-85</td>
<td>Assoc. Director to Director</td>
<td>Mental Performance and Aging Laboratory, Geriatric Research, Educational and Clinical Center, VA Outpatient Clinic, Boston, MA.</td>
</tr>
<tr>
<td>1978-85</td>
<td>Assistant Professor, Dept. of Psychiatry</td>
<td>Harvard Medical School</td>
</tr>
<tr>
<td>1978-85</td>
<td>Clinical Associate in Psychiatry</td>
<td>Massachusetts General Hospital, Boston, MA.</td>
</tr>
</tbody>
</table>
1972-74  NICHID Postdoctoral Fellow
          Center for the Study of Aging &
          Human Development  Duke University Medical Center
1969-72  NASA Predoctoral Fellow,
          Dept. of Psychology  University of Denver, CO.
1966-69  Human Factors and Systems Engineer  Lockheed Missiles & Space Co.,
          Sunnyvale, CA.

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Term(s) Taught</th>
<th>Average Enrollment</th>
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<tbody>
<tr>
<td>GRNT6700</td>
<td>Psychology of Aging</td>
<td>20</td>
<td>5-15</td>
</tr>
<tr>
<td>PSYC6700</td>
<td>(Dual listing of the same course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRNT6000</td>
<td>Survey of Gerontology</td>
<td>10</td>
<td>10-20</td>
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</table>

D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)

Grants/Contracts; Refereed journal articles published; refereed journal articles in press;
books/book chapters/proceeding chapters; other publications, etc.

1. Grants.

   2001-2002  Principal Investigator “Successful Aging and Adaptation with Chronic Diseases in Older Adults,” AARP Andrus Foundation Conference Grant, $55,000.
   2005 -2010 Principal Investigator “Geriatric Education Center: Community/Institutional Care and Safety for Frail Elders,” Health Research Services Administration, Health & Human Services, $1,942,373.

2. Journal papers (including in press)


3. Chapters


4. Edited Books

E. PROFESSIONAL SOCIETY ACTIVITIES

Gerontological Society Of America (Fellow)
Member, Executive Council, Behavioral and Social Science Section, 1986-1989
Member, Committee on Research, Education, & Practice, 1986-1989
Member, Program Committee, 1978, 1983, Chair, 1992
Member, Awards Committee, 1986, 1989, Chair, 1993-94
Member, International Network Committee, 1988
Vice President, Chair-elect & Chair, Behavioral & Social Science Section, 1991-1994
Member and Chair, Fellowship Committee, 2005 - 2008

American Psychological Association (Fellow)
FELLOW, General Psychology (Division 1), Experimental Psychology (Division 3), and Human Development and Aging (Division 20)

PRESIDENT, Division on Adult Development and Aging, (Div. 20), 1983-84

Editor-in-Chief, Aging in the 1980s: Psychological issues
Chair, Elections Committee, (Div. 20), 1981, 1988; member: 1987
Chair, Interdivisional Relations Committee, (Div. 20), 1987
Chair, Program Committee, (Div. 20), 1979
Chair, Publication Committee, 1983-1985
Chair, Awards Committee, 1984
Member, Program Committee, (Div. 20), 1976, 1980, 1981
Member, Education Committee (Div. 20), 1982
Member, Feasibility Task Force on Psychology and Aging, 1983
Chair, Membership Committee, 1986, 1987

Editor-in-Chief, Handbook for Clinical Memory Assessment of Older Adults, 1986-87

Council Representative, (Div. 20), 1991-94

Member, Advisory Committee on 1991 White House Conference on Aging

Southern Gerontological Society (Member)
President, 2003 - 2004
Board of Directors, 1997- 2000
20th Anniversary Program Committee Chair, 1998-1999

American Psychological Society (Charter Fellow)
Association Of Gerontology In Higher Education (Fellow)
Society For The Advancement Of Neurosciences (Member, International Advisory Board)

International Society For The Study Of Behavioral Development (Member)
International Psychogeriatrics Society (Member)

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

- Teach core or specialization courses. I expect to contribute to pro-seminar courses as well as multi- and interdisciplinary courses relating to application of research findings to practices as well as courses program administration and professional ethics courses.

- Conducting research. I expect to continued my funded extramural research that would expose students to genetics, neuropathology, functional capacity, and successful adaptation of the oldest old. My other research areas include exercise-activities-cognition of the aged, co-morbidity, clinical differential diagnosis of early dementia, and cognitive aging. I am anticipating to begin new research on gene-environment interaction on longevity, health screening among older adults, and the effects of blood flow and oxygenation to the brain and cognitive functions.

- Outreach and networking. I would expect to reach out to other public health programs and their concentration on the older populations. I believe, with appropriate resources, we can build the best public health and older population program in the country.
G. WILL ADDITIONAL FACULTY BE ADDED IN ORDER TO BEGIN THE PROGRAM?

[X] Yes    [ ] No

If yes, list qualifications for this position:

The following are expertise that would be very helpful to teach courses and supervise students in the DrPH program associated with aging and the older populations. There are significant expertise in the Faculty of Gerontology among 22 departments in the University of Georgia. The significant issue is that these faculty members have primary assignments from their respective departments and can only contribute limited amount of energy to the new DrPH program. In my discussion with the Dean, it is his preference to have public health’s own expertise in aging within the college. In order to provide adequate teaching and supervisory effort, the following are minimal additions that are needed:

- Epidemiology of aging
- Health policy research in aging
- Social work and aging
- Public Health and aging

Describe the timetable or date for filling this position and funding source/plan:

If the DrPH program is approved, these new hires would be needed in the next two years. As in any UGA teaching program, funding is needed from state line item budget.

Please briefly explain how workload will be impacted with the addition of proposed program:

At present, the two faculty members at the Institute of Gerontology have a full workload with teaching and extramural funded research programs. Additional faculty would be needed to alleviate and share the new workload.
FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

DATE: Feb 11, 2006

A. PERSONAL DATA:

Full Name ...........................................  Stephen L. Rathbun
Present Rank .................................  Associate Professor
Department ......................................  Health Admin., Biostat. & Epidemiology
Email Address .................................  rathbun@uga.edu
Years Employed at UGA .......................  11

B. SCHOLARLY COMPETENCE (listed in chronological order)

1. DEGREES

<table>
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<tr>
<th>Degree</th>
<th>Institution</th>
<th>Major Field</th>
<th>Year</th>
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<tr>
<td>B.S.</td>
<td>Florida State University</td>
<td>Biology</td>
<td>1976</td>
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<tr>
<td>M.S.</td>
<td>Florida State University</td>
<td>Biology</td>
<td>1980</td>
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<tr>
<td>M.S.</td>
<td>Iowa State University</td>
<td>Statistics</td>
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<tr>
<td>Ph.D.</td>
<td>Iowa State University</td>
<td>Statistics</td>
<td>1990</td>
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2. ACADEMIC & PROFESSIONAL POSITIONS

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<tr>
<th>Title</th>
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<th>Year</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>University of Georgia</td>
<td>1990-1996</td>
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<tr>
<td>Associate Professor</td>
<td>University of Georgia</td>
<td>1996-2001</td>
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<tr>
<td>Associate Professor</td>
<td>Pennsylvania State University</td>
<td>2001-2005</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>University of Georgia</td>
<td>2005-present</td>
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C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

<table>
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<tr>
<th>50 % Instruction</th>
<th>50 % Research</th>
<th>Term(s)</th>
<th>Course #</th>
<th>Course Name</th>
<th>Average</th>
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<tr>
<td>50 % Service</td>
<td>50 % Administration</td>
<td>Spring 06</td>
<td>BIOS 7020</td>
<td>Introductory Biostatistics II</td>
<td>22</td>
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D. SCHOLARSHIPS AND PUBLICATION RECORD (last 5 years)

Grants/Contracts; Refereed journal articles published; refereed journal articles in press; books/book chapters/proceeding chapters; other publications, etc.

Grants/Contracts

Previously:

National Science Foundation 2003-2004
“Scientific Computing Research Environments for the Mathematical Sciences”
$65,347

“Distribution and large-scale habitat association of snowshoe hares in Pennsylvania”
$80,000

USDI, National Forest Service 1998-1999
“Everglades habitat assessment and statistical modeling”
$25,174

USDI, National Biological Service 1995-1998
“Statistical issues in regional environmental monitoring”
$67,881

National Science Foundation 1994-1995
“Computing equipment for function estimation and inference for stochastic processes”
$22,078

South Carolina Wildlife and Marine Resources Department 1992-1993
“Review and evaluation of environmental monitoring designs for the Carolina Province of EMAP-Estuaries”
$10,000.

Refereed Journal Articles Published


Refereed Journal Articles in Press


**Book Chapters**


**Other Publications**


**E. PROFESSIONAL SOCIETY ACTIVITIES**

**Professional Association Memberships**

*International Biometric Society*
*American Statistical Association*
*International Environmetric Society*
*Institute of Mathematical Statistics*
*American Association for the Advancement of Science*
*American Public Health Association*
**Service on Society Committees**

Member, American Statistical Association Committee on Environmental Monitoring and Assessment Program, 1994-1996.


Representative of the Eastern North American Region/Western North American Region of the Biometric Society to the American Association for the Advancement of Science Section on Geology and Geography, 2005-2007.

**F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM**

- Teach core or specialization courses
- Advise students
- Conduct research
Appendix B

Letters of Support from External Reviewers
Appendix C

Core DrPH Competencies
Appendix C – Core DrPH Competencies

After completing the DrPH program, the DrPH student will be able to:

**Competency 1 (Critical / Analytical Thinking - oriented):** Demonstrate in-depth understanding of the core areas of public health practice, research, and theory.
- Analyze and critique public health as a system, including specific functions and roles of government and governmental public health agencies and other partners, assessing the system’s ability to respond to public health problems and its limitations, and identifying ways to improve it.
- Integrate and apply multidisciplinary theories and research findings to solve a public health problem(s).
- Demonstrate an understanding of the ecological model and how it guides the assessment of, and solutions to, public health issues.

**Competency 2 (Research - oriented):** Analyze issues and problems in public health using critical evaluation, applied research methodology, and statistical methods.
- Obtain, interpret and apply appropriate quantitative, qualitative and economic measures to address public health problems.
- Demonstrate in-depth understanding through use of an applied research methodology of interest (quantitative, qualitative or economic research methods) of a public health problem or issue.

**Competency 3 (Public Health Practice / Application - oriented):** Access and synthesize information from a variety of sources to assess significance, identify relationships and develop strategies for addressing public health problems/issues in an area of interest or specialization in public health practice.
- Identify and apply foundation theories in area of specialization to explain and predict public health problems and solutions.
- Apply measures of population health and illness, including risk factors, in the development of community health improvement initiatives, taking into account appropriate cultural, social, behavioral, and biological factors.
- Develop and apply a logic model, or other systems applications, demonstrating interrelationships among risk and protective factors, as well as between process and outcome objectives, and targets/standards for population health.
- Apply research, evaluation and strategic planning designs to address a public health issue in an area of specialization.

**Competency 4 (Management / policy – oriented):** Demonstrate leadership in designing and implementing interventions aimed at a public health problem/issue.
- Demonstrate an ability to strategically plan, implement and evaluate agency or organization improvements.
- Demonstrate an understanding of the political, cultural, social and economic factors influencing the development of, and changes in, public health programs, agencies, or interventions as well as strategies to positively affect those factors.
- Apply principles and tools of financial resource management to public health programs.
• Apply principles and tools of human resource management to public health programs.
• Demonstrate an ability to lead and manage individuals or teams in the design, implementation and evaluation of public health programs.
• Access and synthesize information from a variety of sources to make evidenced-based program decisions.
• Apply negotiation, advocacy and other skills to public policy making, demonstrating an understanding of how to influence the process.

**Competency 5 (Communication – oriented):** Demonstrate the ability to communicate effectively orally and in writing.
• Demonstrate an understanding of the theoretical elements of effective oral and written communication.
• Organize and present qualitative, quantitative and economic data cogently and persuasively at scientific sessions and to lay audiences.
• Design oral and written communications for varied audiences (community and business leaders, the public, policy makers, public health professionals, the media, and other stakeholders).
• Demonstrate ability to develop a social marketing plan for a new or existing intervention.

**Competency 6 (Leadership – oriented):** Demonstrate a vision and philosophy for professional leadership in public health.
• Demonstrate an understanding of the legal and ethical foundations of public health.
• Apply principles of effective leadership in order to create a shared vision within a public health organization and foster partnerships that maximize achievement of public health goals.

**Competency 7 (Education – oriented):** Teach academic and professional audiences.
• Teach broad overview courses in public health, as well as specialized courses in areas of expertise, in an academic institution.
• Teach continuing education and outreach classes in public health and areas of specialization.

*Note: The DrPH Planning Committee at College of Public Health, UGA, reviewed DrPH competency drafts from the following CEPH accredited SPHs: University of Illinois at Chicago, University of Texas – Houston, and University of Kentucky. These seven competencies were then developed via adapting and modifying from drafts reviewed. The competencies were approved by the DrPH Planning Committee, as well as all faculty at College of Public Health, UGA.*
Appendix D

Course Descriptions
**Health Promotion and Behaviors**

**HPRB 7070. Program Planning in Health Promotion and Disease Prevention.** 3 hours. Planning, implementation, and evaluation of health education and health promotion programs in a variety of community settings. Offered every fall semester.

**HPRB 8410. Human Ecology of Health and Illness.** 3 hours. Major causes of premature disability and death and the relationship of health-related behavior to these problems. Challenges related to hard-to-reach populations, social isolation, economics, health policy, and lack of trust. Offered every fall semester.

**HPRB 8420. Theory and Research in Health Behavior.** 3 hours. Prerequisite: (HPRB 7920 and HPRB 8410) or permission of department. Theoretical and conceptual foundations of health-related behavior. The development, change, and maintenance of these behaviors from a bio-behavioral perspective; needs and concerns of under-served and under-represented segments of the population. Offered every other spring semester.

**HPRB 8430. Intervention and Evaluation of Health Promotion and Disease Prevention.** 3 hours. Prerequisite: (HPRB 7070 and HPRB 8420) or permission of department. Intervention and evaluation strategies in health promotion and disease prevention at the individual, group, and community levels. Offered every other spring semester.

**HPRB 9630. Critique of Literature in Health Promotion and Behavior.** 3 hours. Critical interpretation and evaluation of research and theoretical writing. Offered every fall semester.

**PBHL 8100. Current Topics in Public Health.** 2 hours. Current topics in public health as they relate to local, national, and global issues. Topics may include those in the areas of health promotion and prevention, environmental health, health communication, nutrition, gerontology, industrial hygiene, epidemiology, biostatistics, and health policy.
Environmental Health Science

**EHSC 7070. Issues in Biosafety and Biosecurity.** 2 hours.
Issues involving research safety and security of biological agents associated with emerging/reemerging diseases, bioterrorism/biowarfare, genetic engineering, and established infectious diseases. In addition, how these issues may affect communities and environmental health and public health practice.

**EHSC 7200. Laboratory Health and Safety.** 3 hours.
Provides laboratory professionals with the information and tools needed to work safely in the lab. The three primary areas of chemical, radiological, and biological safety in labs will be covered. Offered fall semester every year.

**EHSC 7400. Occupational and Environmental Diseases.** 3 hours.
Provides a basic understanding of the current state of occupational and environmental diseases in the United States for occupational health and safety practitioners, toxicologists, and other public health students. A basic understanding of toxicology and human physiology and anatomy is recommended for the course. Offered spring semester every year.

**EHSC 8100. Current Topics in Environmental Health Science.** 1-3 hours. Repeatable for maximum 6 hours credit.
Public health, industrial hygiene, environmental protection, hazardous waste management, and environmental/occupational toxicology.

**EHSC(AAEC) 8120. Roles and Responsibilities of Environmental Policy Makers.** 2 hours†.
Roles of science, engineering, law, journalism, economics, grass roots activism, and the legislative and regulatory process in the development of environmental policy. Offered spring semester every year.

**EHSC 8220-8220L. Predictive Toxicology Using Mathematical Models.** 4 hours. 3 hours lecture and 2 hours lab per week.
Prerequisite: Permission of department.
This modeling course is designed for life science graduate students with an interest in quantitative toxicology. Biologically based models founded on fundamentals of chemistry, biochemistry and physiology such as physiologically based pharmacokinetic/pharmacodynamic (PBPK/PD) models are discussed in mammalian species. PBPK models are dosimetry models that describe the uptake, distribution, metabolism, and elimination of chemicals in the body and when combined with toxic responses, predict toxicity. Offered fall semester every odd-numbered year.

**EHSC 8310. Advanced Topics in Aquatic Microbiology, Health and the Environment.** 3 hours. *Awaiting University and Graduate School Approval.*
Prerequisite: Permission of department.
Special topics related to public health, water quality and environmental microbiology will be covered by a combination of lecture, student-driven seminars and critical discussions of primary

† A proposal will be submitted through CAPA to change to 3 credit hours.
literature. Topics will vary by semester and may include oceans and human health, methods in environmental microbiology, wastewater microbiology, among others. Offered fall semester every year.

**EHSC 8510-8510L. Environmental Risk Assessment and Communication.** 3 hours. 2 hours lecture and 2 hours lab per week.
Prerequisite: EHSC 4490/6490 or PHRM(VPHY) 6910 or PHRM(VPHY)(POUL)(EHSC) 8930 or permission of department.
Assessment of risks related to environmental exposures; government agency definition and conduct of risk assessments; public communication of environmental exposure risks. Offered spring semester every even-numbered year.

**EHSC(ECOL)(FORS) 8610. Aquatic Toxicology.** 3 hours.
Prerequisite: CHEM 2211 and CHEM 2211L and [EHSC 4490/6490 or PHRM(VPHY) 6910 or PHRM(VPHY)(POUL)(EHSC) 8920].
Toxicological effects of aquatic pollution focusing on fate and transport of xenobiotics; xenobiotic accumulation, dynamics, and toxicity in aquatic organisms; the analysis and modeling of the effects of aquatic pollution on organisms; and the determination of related risks to aquatic ecosystems and human populations. Offered spring semester every odd-numbered year.

**EHSC 8630-8630L. Quantitative Ecological Toxicology.** 4 hours. 3 hours lecture and 2 hours lab per week.
Prerequisite: ECOL(BIOL) 3500-3500L and (STAT 4220 or STAT 6220).
Principles and quantitative methods for the analysis of ecotoxicological data. Offered summer semester every odd-numbered year.

**EHSC 8800. Special Problems in Environmental Health Science.** 1-3 hours. Repeatable for maximum 6 hours credit.
Research or intensive study in a specialized area of environmental health under the direction of a faculty member. Non-traditional format: Research in an area of interest under the direction of a faculty member. Offered fall, spring, and summer semesters every year.

**(EHSC)PHRM(POUL)(VPHY) 8930. Chemical Toxicology.** 3 hours.
Prerequisite: PHRM(VPHY) 6910 or permission of department.
Chemical contamination of air, water, and food by major agricultural and industrial chemicals. Emphasis will be placed on sources of contamination, fate of chemicals in the environment, target species, health effects, chemical analyses, and contamination control. Offered spring semester every year.

**EHSC 9000. Doctoral Research.** 1-12 hours. Repeatable for maximum 45 hours credit.
Prerequisite: Permission of department.
Research while enrolled for a doctoral degree under the direction of faculty members. Non-traditional format: Independent research under the direction of faculty members. Offered fall, spring, and summer semesters every year.
**EHSC 9300. Doctoral Dissertation.** 1-12 hours. Repeatable for maximum 12 hours credit. Prerequisite: Permission of department. Dissertation writing under the direction of a major professor. Non-traditional format: Independent research and preparation of the doctoral dissertation. Offered fall, spring, and summer semesters every year.

**Health Policy**

**HADM 7600. Introduction to Health Policy and Management.** 3 hours. A detailed look at the United States health care system and how it is organized. Policy and management issues affecting providers as well as patients; the role of government in financing care and maintaining quality; the relationship between health policy and management in their historical, economic and political context.

**HADM 8XXX. Health Administration and Leadership.** 3 hours Principles of public health practice with a focus on strategic application of skills, knowledge and competencies necessary to perform public health core functions and to build capacities of public health organizations.

**HADM 8XXX. Health Economics and Financing.** 3 hours. An overview of the role of economics in health, health care, and health policy. Topics include the determinants of health; the markets for medical care and health insurance; the role of the government in health promotion, environmental health, and health care; health care reform; and cost-benefit analysis.

**HADM 8XXX. Public Health Law.** 3 hours. Public health law with historic, contemporary, and international comparative law-policy perspectives, discusses the government entities most involved in public health domestically and internationally, and then surveys a range of applications. Coverage encompasses reproductive health, vaccination, biodefense, integration of genomics (study of gene function) and population genetics into public health policy and practice, and international public health.

**HADM 8XXX. Health Policy Analysis.** 3 hours. Introduction to the basic tools and analytical techniques needed for the analysis of health policies including microeconomic policy analysis. Explains how economic analysis is an important tool in analyzing health policies. Students learn the strengths and weaknesses of economic analysis in making health policy choices. Explanation and application of cost benefit analysis to major issues of health policy. Students will access and comprehend what health economists can contribute to the health policy sector.
Gerontology

GRNT 6000. Seminar in Aging. 3 hours.
The purpose of the seminar is to provide students with an overview of gerontology, and it is designed to be taken at the beginning of the program for students with little prior knowledge or experience in aging studies. Guest lecturers expose students to the wide range of interdisciplinary aspects of aging.

GRNT 6010 Biogerontology. 3 hours.
The physiological and anatomical changes that occur as a person ages. The basics of the biology of aging followed by a system by system description of the aging phenomena in the human body.

GRNT 6650. Aging in Society. 3 hours.
The social and cultural nature of human aging in society. Aging as a social process, and age as a structural feature of changing societies and groups, are explored as a consequence of the interactions of individuals with their social and cultural environments. Cross-cultural emphasis.

GRNT 6700. Psychology of Aging. 3 hours.
Research in gerontology, with emphasis on learning, personality, attitudes, perception, ability, and adjustment in the aged.

GRNT 8XXX. Aging and Public Health. 3 hours.
Public health and health issues relating to morbidity, comorbidity, mortality, medication, polypharmacy, health promotion and prevention be covered.

GRNT/HABE 8XXX. Advanced Research Methods With Older Populations. 3 hours.
This course covers a review of hypothesis testing, epidemiological, and intervention methods with specific emphasis on life span developmental and aging populations. Attention is given to special considerations of working with older adults as research participants.

GRNT 7266. Death, Dying, and Bereavement. 3 hours.
Multi- and interdisciplinary approaches are used to explore death, dying, and bereavement from a variety of perspectives, incorporating physiological, social, psychological, spiritual, and historical aspects.

GRNT 8000. Advanced Topics in Gerontological Research and Theory. 3 hours.
Interdisciplinary topics and new developments in gerontological research and theory, based on a specific theme.

GRNT 8010. Advanced Topics in Gerontology Practice. 3 hours.
Interdisciplinary topics on new developments in the practice of gerontology.

GRNT 8XXX. Pro Seminar in Geriatric Programming and Management. 3 hours.
Planning and management in geriatric research and practice at the state and national levels are presented and discussed.

GRNT 8950. Seminar in Gerontology. 3 hours.
Interdisciplinary examination of selected topics in the field of gerontology. Current literature on selected areas of gerontological theory, research, and current trends will be reviewed and discussed.

**NOTE:** Aging and Health is currently listed as HPRB 7170
Health promotion, risk reduction, health maintenance, and health problems of the elderly, from an individual, community, cultural, and policy perspective.

**Biostatistics**

**BIOS 7010. Introduction to Biostatistics.** 3 hours.
Basic concepts of biostatistics with applications in public health and biomedicine. Descriptive statistics, principles of statistical inference, uncertainty assessment, hypothesis testing, public health surveys, and biomedical experimental design are considered. Methods include t-tests, simple linear regression, and categorical data analysis.

**BIOS 7020. Introduction to Biostatistics II.** 3 hours.
Introduction to a variety of statistical tools with applications in public health and the biological sciences, including survey sampling, multiple regression, experimental design, categorical data analysis, logistic regression, and survival analysis. Motivating examples will be drawn directly from the literature in the health, biological, medical, and behavioral sciences.

**Epidemiology**

**EPID 7010. Introduction to Epidemiology.** 3 hours.
Introduction of principles and methods of epidemiology, emphasizing study design. Measures of morbidity and mortality, data sources, observational and experimental designs, data interpretation, quantitative methods to determine risk associations, controlling for confounding factors, and applications of epidemiology will be covered. Community health, environmental epidemiology, infectious, noninfectious and chronic disease epidemiology are considered.

**EPID 8XXX. Advanced Epidemiology.** 3 hours.
Advanced quantitative epidemiologic methods and study design, with a focus on data analytic techniques. Identifying and evaluating bias and adjusting for confounding. Dose-response, trend analysis, survival analysis, and multiple linear and logistic regression models. Includes introduction to widely used database management and statistical analysis software.
EXAMPLES OF POSSIBLE GRADUATE COURSES FROM OTHER DISCIPLINES

**Behavioral Foundations**
ECHD 6020 Interpersonal Relationships
ECHD 7060 Cross-cultural Counseling
ECHD 7090 Structured Group Intervention
PHRM 7210 Health Ethics
PSYC 6110 Basic Learning Processes
PSYC 6130 Biological Foundations of Behavior
PSYC 6200 Advanced Social Psychology
PSYC 7520 Behavior Therapy
PSYC 8520 Behavioral Medicine/Health Psychology
PSYC 8710 Theories of Attitude Structure, Formation, and Change
PSYC 8790 Advanced Seminar in Social Psychology
PSYC 8810 Psychology of Health and Illness
SOCI 6420 Structured Inequality
SOCI 8730 Theories of Social Psychology
SOWK 6022 Human Behavior in the Social Environment: Theoretical Perspectives
SOWK 6082 Cultural Diversity

**Educational Strategies and Program Development**
EADU 7020 Adult learning and instruction
EADU 7030 Program Development in Adult Education
EADU 8020 Adult Education in Social Context
EADU 8090 Adult Development and Instruction

**Fitness**
EXRS 6310 Physical Fitness Programs
EXRS 7310-7310L Adult Fitness and Cardiac Rehabilitation
EXRS 7330-7330L Metabolic and Cardiorespiratory Aspects of Exercise
EXRS 7340-7340L Exercise Psychology
EXRS 8340 Seminar in Exercise Psychology

**Health Communication**
EDIT 6100 Introduction to Instructional Technology
EDIT 6170 Instructional design
EDIT 8150 Instructional Message Design
MARK 8200 Research Design and Data Collection
MARK 8450 Behavioral Theory and Marketing
MARK 9600 Measurement Issues in Marketing
MARK 9550 Seminar in Buyer Behavior
SPCM (HPRB) 6610 Health Communication
SPCM 8500 Seminar in Interpersonal Communication Theory
SPCM 8520 Seminar in Communication and Social Influence
Health of the Elderly (Gerontology Certificate Program Available)
CHFD 6500 Aging and the Family
EADU 6070 Survey of Educational Gerontology
EXRS 6320 Exercise and Aging
GRNT 6000 Seminar in Aging
GRNT 6390 Service Learning with the Elderly
PSYC 6700 Psychology of Aging
RLST 7380 Leisure and Aging
SOCI 6650 Sociology of Aging
SOWK 7327 Topics in Aging

Health Policy
PHRM 8630 Health Care Systems
POLS 7630 Policy Implementation
SOCI 6950 Sociology of Organizations
FDNS 6540 Public Health Dietetics
FDNS 6630 Cultural Aspects of Foods & Nutrition

Women Health
CHFD 6620 Women in the Family and Society
PEDS 7250 Women and Sport
PSYC 6600 Psychology of Women
WMST 6250 Special Topics in Women's Studies

Instructional Design
EADU 8090 Adult Development and Instruction
EDIT 6100 Introduction to Instructional Technology
EDIT 6170 Instructional Design
EDIT 8150 Instructional Message Design
EPSY 6800 Foundations of Cognition for Education
EPSY 8190 Achievement and Intelligence

Management/Administration
MGMT 7580 Management of Nonprofit Organizations
POLS 6920 Public Personnel Administration
POLS 7720 Public Personnel Problems in Public Agencies
POLS 7930 Human Services Administration in Government

Nutrition
FDNS 6510 Nutrition Related to the Human Life Cycle
FDNS 6630 Cultural aspects of foods and nutrition

Sexuality/Family Issues
CHFD 6610 The Family
CHFD 6870 Human Sexuality across the Life Span
PSYC 7550 Treatment of Sexual Dysfunction
PSYC 8880 Human Sexual Behavior

**Research – Quantitative, Mixed Methods**
ERSH 8310 Applied Analysis of Variance Methods in Education (prereq: ERSH 6300)
ERSH 8320 Applied Correlation and Regression Methods in Education (prereq: ERSH 8310)
ERSH 8350 Multivariate Methods in Education, 4 cr. (prereq: ERSH 8320)
ERSH 8360 Categorical Data Analysis in Education, 4 cr. (prereq: ERSH 8320)
ERSH 8610 Educational Measurement Theory (prereq: ERSH 8320)
ERSH 8620 Item response theory (prereq: ERSH 8610)
ERSH 8750 Exploratory and confirmatory factor analysis (prereq: ERSH 8610)
ERSH 8760 Structure Equation Modeling (prereq: ERSH 8750)
ERSH 9210 Quantitative design in education (prereq: ERSH 8310)
ERSH 9800 Issues in Qualitative and Quantitative Research
SOCI 8630 Empirical Model-Building in Social Research (prereq: STAT 6220)

**Research – Qualitative**
ERSH 8400 Qualitative Research in Education (prereq: ERSH 6200)
ERSH 8410 Qualitative Data Collection (prereq: ERSH 8400)
ERSH 8420 Qualitative Data Analysis in Education (prereq: ERSH 8410)
ERSH 8520 Interviewing Research (prereq: ERSH 8410)