



The University of Georgia

University Council
Athens, Georgia 30602

April 22, 2010

UNIVERSITY CURRICULUM COMMITTEE – 2009-2010

Mr. David E. Shipley, Chair

Agricultural and Environmental Sciences - Dr. Timothy L. Foutz

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Ecology - Dr. James W. Porter

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Environment and Design - Mr. Scott S. Weinberg

Forestry and Natural Resources - Dr. Sarah F. Covert

Family and Consumer Sciences - Dr. Jan M. Hathcote

Journalism and Mass Communication - Dr. Wendy A. Macias

Law – No representative

Pharmacy - Dr. Keith N. Herist

Public and International Affairs - Dr. Jerome S. Legge

Public Health – Dr. Phaedra S. Corso

Social Work - Dr. Patricia M. Reeves

Veterinary Medicine - Dr. K. Paige Carmichael

Graduate School - Dr. Malcolm R. Adams

Undergraduate Student Representative – Cameron Secord

Graduate Student Representative – Lauren King

Dear Colleagues:

The attached proposal to offer a Graduate Certificate in Global Health will be an agenda item for the April 29, 2010, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Professor Jere W. Morehead
Dr. Laura D. Jolly

University of Georgia

Graduate Certificate in Global Health

1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*
 - A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

The Graduate Certificate in Global Health will provide students with a better understanding and some of the skills needed to manage and lead programs and organizations that focus on global health. Global Health has become a major area of interest in public health and the broader implications have become a major multi-disciplinary area of interest. In a 1997 report the Institute of Medicine defined Global Health as “health problems, issues, and concerns that transcend national boundaries, and may best be addressed by cooperative actions.” The Institute of Medicine (IOM) submitted a proposal for a dramatic commitment to Global Health, including a proposed doubling of funding for Global Health efforts by the US government (*The US Commitment to Global Health: Recommendations to the New Administration*, IOM, 2009) The process of globalization has increased our global interdependency and simultaneously has created the awareness of global issues, especially global health issues.

Educational Objectives for the Certificate in Global Health will include:

- **Increase understanding of the global character of health problems**
- **Demonstrate the need for a multi-disciplinary approach to solving global health problems**
- **Develop skills that enable efforts to address global health problems**
- **Develop knowledge that will assist in advocacy for the promotion of the solution of global health problems**

- B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

This program will be offered by the College of Public Health. The core courses, likewise, will reside in the College of Public Health. Recognizing the critical role of multi-disciplinary education in global health, electives and internships will be expected by student involvement with various other colleges and schools of the University. Although other colleges and schools have programs with a global character (such as Agriculture) there are no graduate educational programs specific to Global Health. Specific examples of collaborating schools and colleges include:

- **School of Public and International Affairs**
- **Grady School of Journalism and Mass Media**

- Franklin College of Arts and Sciences
- College of Veterinary Medicine
- College of Pharmacy
- Terry College of Business

The Graduate Certificate Program in Global Health will complement the well developed interdisciplinary studies programs in the Franklin College of Arts and Sciences. These programs focus on language and culture; as health and health care have a substantial interface with language and culture, the admixture of the two disciplines will produce an educational synergy. Programs of particular pertinence include:

- African American Studies Program
- French Studies Program
- German Studies Program
- Latin American and Caribbean Studies Program

It is likewise expected that the Certificate Program in Global Health will partner with the Office of International Education. The OIE lead international educational efforts at UGA. It will assist in the global internship program as well as facilitating the extraordinarily valuable bilateral, bi-national or multi-national relationships that enhance the educational experience in Global Health.

It is anticipated that the program will be fully operational during the initial year after its approval. No added courses are need, nor are any additional faculty hires needed. Likewise, based on a student interest survey, it is expected that a minimum necessary compliment of students will be available immediately. By the 5th year, the program should remain fully subscribed and remain highly integrated with the various partnering colleges and schools of UGA.

2. *There must be a demonstrated and well-documented need for the program.*
 - A. Explain why this program is necessary.

Global health is an area of intense interest by the public, by government, by researchers, and by students. Major initiatives by federal funding agencies (i.e. CDC and NIH) have been recently promoted to expand the US involvement in Global Health. Demand for more education is evidenced by the survey of graduate students in two UGA colleges (described elsewhere in this document), the attendance of students at conferences and lectures in Global Health, continuous interested by individuals students to faculty, and the tremendous energy being provided by the Association of Schools of Public Health in Global Health. Most Schools and Colleges of Public Health and their sponsoring universities have developed Centers for Global Health. For example, the word “Global” now is included in the University of North Carolina’s, Gillings School of Global Public Health. Global Health departments, institutes, and centers are at prominent universities, including: Johns Hopkins, Harvard, Duke, University of

California – Berkeley, University of Washington, New York University, George Washington University, Emory University, University of California – San Francisco, University of Michigan, Ohio State University, and the University of Alabama.

B. In addition, provide the following information:

1. Semester/Year of Program Initiation -- **The program will begin in the Spring of 2011 .**
2. Semester/Year Full Implementation of Program – **It will be fully implemented immediately --- Spring 2011 .**
3. Semester/Year First Certificates will be awarded --- **Certificates will be awarded in 2012 .**
4. Annual Number of Graduates expected (once program is established) --- **15**
5. Projected Future Trends for number of students enrolled in the program --- **Immediate and intermediate planning will target a group of approximately 15 students, although if early demand is greater the Program will strive to accommodate them. If the need is sustained or the program size is unable to meet the *demand*, then consideration will be made for expansion to 25 – 30 students per year but this will require a re-evaluation of resource needs to match the demand.**

3. *There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.*

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

A survey was conducted in December, 2009 and January, 2010 of graduate students in the UGA Colleges of Public Health and the School of Public and International Affairs. A total of 62 graduate students (78% of those responding) said they were interested in a graduate certificate program in global health. Of those, 45 (56% of those responding) stated they would be “very interested” in the certificate program. Previous surveys by the College of Public Health have demonstrated similar levels of interest.

It is very difficult to predict future trends. The College of Public Health at UGA is growing rapidly, as are other colleges and schools of public health nationally. New programs at these colleges and schools of public health focusing on global health are being developed. Federal funders are demonstrating ever increasing interests in global health, suggesting an extended interest and need. The process of health care “reform” is turning to global examples to seek solutions to our national problem and that will likely continue for quite some time.

B. In addition, provide the following information:

To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

Approximately 35% of students in the College of Public Health are minority students, with 20% being African American. This is well above the average for UGA. It is estimated that this program will have numbers similar to other classes in the College of Public Health. Recognizing that health disparities are a major issue in global health and that minority students have interests and orientation toward disparities, they may well be drawn to global health to further understand health care disparities.

4. *The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.*

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

Total required credits for the Certificate in Global Health are 18 credits. This graduate certificate program requires that all courses be at the graduate level. All students will be required to take the course in Global Health Policy. Students will then be required to select 2 courses (“Selectives”) from among a list of 4 options. They will be required to take 3 – 6 credits of electives. They may choose courses from the “Selective” list as electives, take an extended internship (total of 6 credits instead of the minimum required of 3) or take electives from the list below. An internship is required. It will be a minimum of 3 credits and a maximum of 6 credits. Those students taking 6 credits of internship will only be required to take 3 credits of electives. Those students taking 3 credits of internship will be required to take 6 credits of electives. Students will be required to do the internship in a field of global health, either outside of the US or in the US.

All students in the Certificate Program will attend an evening educational session three times per year. This non-credit generating event will bring all students together, providing social, cultural, and professional cohesiveness.

UGA Certificate in Global Health

	<u>Course Number</u>	<u>Credits</u>		Total Required	Select 2	Total Required
		Total Possible	Required			
Global Health Policy	HPAM 7900		3			<i>Required</i>
Global Health Systems	HPAM 8500	3			3	<i>Selectives * (Select 2)</i>
Environmental Issues in the Developing World	EHSC 6400	3			3	
Principles and Practice in Global Epidemiology	EPID 8610	3			3	
Health Education & Promotion in Global Health	HPRB 7480	3			3	
Electives **		3	6			<i>Required credits: minimum 3, maximum 6</i>
Internship in Global Health ***	PBHL 7560	6	3			<i>Required credits: minimum 3, maximum 6</i>
TOTAL CREDITS			12		6	18

* students may take extra "selectives" as electives

** a list of electives from throughout the University is provided below

*** students may take 3 elective credits and apply them to the internship experience making a 6 credit internship

Electives

College of Public Health	EPID 8500	Infectious Disease Epidemiology
	DMAN 7353	Disaster Management - Middle East
	DMAN 8350	Public Health Consequences of Disasters
Grady School of Journalism	JRMC 8040	International Mass Communication
	JRMC 7355	Health and Medical Journalism
	JRMC 7356	Advanced Health and Medical Journalism
	JRMC 8130	Mass Media & Public Health
	JRMC 8165	Public Health Communication
School of Public & International Affairs	GPST 6000	Global Policy Analysis
	INTL 6600	Intl Policy Formation & Implementation
	INTL 8210	Intl Policy Formation & Implementation

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	INTL 8230	International Organization
	INTL 8230	International Conflict
	INTL 8240	International Political Economy
	INTL 8260	Human Rights Policy
	INTL 8280	Nationalism & Ethnic Conflict
	INTL 8375	Comparative Political Institutions
	PADP 8240	Nonprofit Org. Intl Per.: INGOs and Glob.
Franklin College of Arts & Sciences	INTL(AFST) 8345	Comp. Politics of Sub Saharan Africa
	ALDR(AFST)(LACS) 6710	International Agricultural Development
	HIST(AFST) 6510	Famine & Food Systems in Africa
	ANTH 8570	Economic Development and Health
	ECOL(ANTH) 8110	Trop. Ecological and Cultural Systems
	SOCI(ANTH) 6450	Sociopolitical Ecology
	MIBO(PBHL)(IDIS)(BHSI) 8260	Global Trop. & Emerg. Infect. Disease
	SOCI(WMST) 8290	Global Perspectives on Gender
	WMST 8030	Transnational Gender Studies
School of Social Work	SOWK(MNPO) 7397	Advanced Policy Analysis
Terry College of Business	MGMT 7570	Global Management Strategy
	MIST 7680	Globalization and Information Systems
	ECON 8510	International Economics I
	ECON 8520	International Economics II
College of Pharmacy	PHRM 5470	Intl Comp. Pharm. Ser. & Care Del.
College of Veterinary Medicine	VETM 5201	International Veterinary Medicine

Individual student requests: Students may make special requests to the Program Director for other electives at UGA that could be useful to their individual educational needs.

- B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

All courses currently exist. No new courses will be needed

- C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

A model Certificate in Global Health has recently been established by the Gillings School of Global Public Health at the University of North Carolina, an internationally acclaimed School of Public Health and University. It is a graduate program. It requires a single “foundation” course (students have a “selective” option of choosing either “Globalization in Health” or “Interdisciplinary Perspectives in Global Health”). They then must take two semesters of a “Global Health Discussion Series”, followed by two electives. Graduate students who have a thesis or dissertation requirement, must have that study completed on a topic in Global Health. The major difference between the UNC and the UGA proposal is that the UGA program is longer and more comprehensive (18 credits) versus the UNC program which is briefer and less comprehensive (10 credits). Additionally, the UGA program will require a 6 credit (minimum) internship, while the UNC program requires a thesis/final project focused on global health. The additional credit requirements by the UGA program are in added course requirements as the UNC thesis requirement and the UGA internship requirement have similar credit status.

<http://www.sph.unc.edu/globalhealth/certificate/>

- D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

The College of Public Health is accredited by CEPH (the Council on Accreditation for Public Health). There is no separate accreditation for global health, although CEPH considers global health as a key area in public health.

5. Faculty resources must be adequate to support an effective program.

- A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

1. **The core courses will be taught by faculty in the College of Public Health with the overall responsibility of their curricular efforts for the Certificate Program being held by the Certificate Program Director but likewise being the responsibility of the Dean of the College of Public Health, the Associate Dean for Academic Affairs, and the Department Heads.**
2. **Five existing faculty members will serve as the key instructors in the core certificate program courses. Many other faculty from the College of Public Health and other colleges/schools at UGA will be involved in the internship activities and in teaching the electives. The faculty are purposefully being identified as a core in the College of Public Health who will be able to coordinate the educational experience carefully combined with a broad and diverse group of faculty from many colleges and schools at UGA who add educational diversity to the experience of individual students. The additional faculty will include those teaching electives and those supervising internships. As most internships will likely be in public health fields, the vast majority of the additional faculty will be College of Public Health faculty. Their names can be found on the CPH web site.**

B. In addition, for each faculty member directly involved in this program, list:

1. Name, rank, degrees, academic specialty, educational background
2. Special qualifications related to this program
3. Relevant professional and scholarly activity for past five years
4. Projected responsibility in this program and required adjustments in current assignments

Details on the “core” faculty are provided below; as there will be numerous other faculty involved in internships and electives they are not individually listed.

Richard Schuster, MD, MMM

EDUCATIONAL BACKGROUND

M.M.M. (Master of Medical Management), Tulane University School of Public Health (2000)
Post-Doctoral Training: University of Rochester, Internal Medicine residency, including Chief Medical Resident (1976 – 1980)
M.D. University of Rochester (1976)
B.A. University of Pennsylvania [Cum Laude, with Distinction in Biology] (1972)

ACADEMIC POSITIONS

2009 - Professor, College of Public Health, University of Georgia
2009 - Graduate Faculty, School of Graduate Studies, University of Georgia
2008 - 2009 Oscar Boonshoft Chair and Professor of Medicine, Center for Global Health Systems, Management, & Policy, Departments of Community Health and Internal Medicine, Wright State University School of Medicine
2007 - 2009 Graduate Faculty, School of Graduate Studies, Wright State University
2004 - 2009 Associate Professor of Management, Raj Soin College of Business, Wright State University
2004 - 2007 Graduate Faculty (Associate), School of Graduate Studies, Wright State University
2000 - 2008 Oscar Boonshoft Chair and Associate Professor of Medicine, Center for Global Health Systems, Management, & Policy (formerly Division of Health Systems Management), Departments of Community Health and Internal Medicine, Wright State University School of Medicine
1996 - 1999 Associate Professor of Clinical Medicine, Department of Medicine, Wright State University, School of Medicine
1990 - 1995 Clinical Assistant Professor, Department of Medicine, University of Rochester, School of Medicine
1988 - 1990 Clinical Senior Instructor, Department of Medicine, University of Rochester, School of Medicine
1980 - 1988 Clinical Instructor, Department of Medicine, U. of Rochester, School of Medicine
1979 - 1980 Instructor, Department of Medicine, University of Rochester, School of Medicine
1976 - 1979 Assistant, Department of Medicine, University of Rochester, School of Medicine

SPECIAL QUALIFICATIONS RELATED TO THIS PROGRAM, RESPONSIBILITY ADJUSTMENTS

Dr. Schuster will serve as Global Health Certificate Program Director and the instructor for the Global Health Systems Course. These are added responsibilities for him. He is a Professor of Health Policy and Management in the College of Public Health and Director of the Center for Global Health at UGA. He is board certified in internal medicine, having completed a residency in internal medicine and serving as Chief Medical Resident at the University of Rochester. He is the former Oscar Boonshoft Chair of Health Systems Management and founder of the Center for Global Health Systems, Management, and Policy at Wright State University where he also served as MPH Program Director. He has and is currently conducting global health research. He has made numerous scholarly presentations at the international level. He has supervised students in research and learning in overseas work. He has created and administered a masters degree program (MPH), a certificate program (Health Care Management), and was an Associate Program Director for an internal medicine residency program. His course in Global Health Systems (HPAM 8500) received the highest teaching evaluations of any in the Dept. of Health Policy and Management in the last semester.

REVELANT PROFESSIONAL ACTIVITY PAST FIVE YEARS

UGA Certificate in Global Health

- 2009 Developed and taught: Global Health Systems (HPAM 8500), University of Georgia
- 2009 Created and received approval: Center for Global Health created at University of Georgia
- 2007 Advisor: Executive Committee, Global Initiative on Asthma (GINA), Amsterdam
- 2006 Advisor: Implementation Committee, Global Initiative on Asthma (GINA), Toronto
- 2006 Elected: Phi Beta Delta International Education Honorary Society
- 2005 Center for Global Health Systems, Management, & Policy created at Wright State University
- 2004 - 2006 Chair, Evaluation – Outcomes – Economics Committee, Pan American Cardiovascular Health Promotion Initiative, NHLBI – Pan American Health Organization

SCHOLARLY ACTIVITY FOR PAST FIVE YEARS

Publications

12. Harvey, C. M., **Schuster, R. J.**, Durso, F. T., Matthews, A. L., & Surabattula, D. Human Factors of Transition of Care. In P. Carayon (Ed.), Handbook of Human Factors and Ergonomics in Healthcare and Patient Safety. Mahwah, NJ: Lawrence Erlbaum Associates, Inc, 2007.
13. Crites, Gerald E, James R Ebert, **Richard J Schuster**, “Beyond the Dual Degree: Development of a Five Year Program in Leadership for Medical Undergraduates,” Academic Medicine, 2008, 83(1):52-58.
14. **Schuster, Richard J.**, Nancy A. Terwoord, and Joseph Tasosa, “Translational Research – Implementation of NHLBI Obesity Guidelines in a Primary Care Community Setting: the Physician Obesity Awareness Project,” Journal of Nutrition, Health, & Aging, 12(10):704S, 2008.
15. Subban, Jennifer, Nancy A Terwoord, and **Richard J. Schuster**, “With or Without Intent: How Racial Disparities Prevent Effective Implementation of Care,” Journal of Nutrition, Health, & Aging, 12(10):770S, 2008.
16. Tasosa, Joseph, **Richard Schuster**, and John S. McAlearney, "Cost-effectiveness of Treating Hypertension, Hyperglycemia and Hyperlipidemia in African Americans and the General Population with Type 2 Diabetes," Journal of Health Care for the Poor and Underserved, 21(1):161-176, 2010.
17. **Schuster, Richard**; Ruvie Rogel; Rebecca Smolak; Scott Fraser, “Measuring the Effectiveness of Mass Media Messages Created by Public Health Leaders”, Prehospital and Disaster Medicine, (Abstract), Supplement:S1, 2010.
18. Eddy, Christopher, Eriko Sase, and **Richard Schuster**, “Pandemic Influenza H1N1 2009: Public Health Emergency Response,” Georgetown Public Policy Review, accepted for publication.
19. **Schuster, Richard**, Joseph Tasosa, Sylvia Ellison, Barbara Pryor, Nancy Terwoord, “The Impact of a Mass Media Social Marketing Campaign for Cardiovascular Risk Reduction in African Americans The ‘Know Your Numbers’ Campaign”, submitted for publication.
20. **Richard J Schuster, MD, MMM**, Olivier Steichen, MD, Oluseye Ogunmoroti, MBBS, Sylvia Ellison, MA, Nancy Terwoord, RN, Didier Duhot, MD, and Michel Beaufils, MD, “Physician Cardiovascular Disease Risk Factor Management: Practices in France versus the United States”, submitted for publication.

Presentations (International)

- 2010 “Global Cardiovascular Disease Risk Factors: A Multinational Evaluation,” University of West Indies, Mona, Jamaica
- 2010 “Measuring the Effectiveness of Mass Media Messages Created by Public Health Leaders”, IPRED, Tel Aviv, Israel
- 2009 “Global Cardiovascular Disease Risk Factors: A Multinational Evaluation,” Tapion Hospital, St. Lucia
- 2009 “Global Cardiovascular Disease Risk Factors: A Multinational Evaluation,” Centre Hospitalier Universitaire de Fort de France, Martinique
- 2008 Visiting Professor, University of Haifa, Haifa, Israel
- 2007 “A Dissemination and Implementation Model,” Hebrew University, Jerusalem

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2007 “Translation and Implementation of Cardiovascular Guidelines,” Executive Committee, Global Initiative for Asthma, Amsterdam

Monica Gaughan, PhD

EDUCATION

1999 Ph.D. Sociology, University of North Carolina at Chapel Hill
1997 M.A. Sociology, University of North Carolina at Chapel Hill
1992 M.P.A. Health Care Policy, Syracuse University
1989 B.A. Political Science, New College of the University of South Florida

ACADEMIC POSITIONS

2006- Assistant Professor of Public Health, Department of Health Policy and Management, College of Public Health, University of Georgia, Athens, GA

Academic specialties: research evaluation, public health labor force and global migration, young adult life course transitions and health behavior

SPECIAL QUALIFICATIONS RELATED TO THIS PROGRAM

National Research Predoctoral Service Award, Carolina Population Center, University of North Carolina at Chapel Hill

Comprehensive exams in Fertility, Migration, Mortality, Aging and Life Course

Experience teaching abroad in France and Australia. Significant international consulting on scientific migration, as detailed below.

RELEVANT PROFESSIONAL AND SCHOLARLY ACTIVITY FOR PAST FIVE YEARS

Published Teaching Resource:

Gaughan, Monica. 2007. World Food, Population and Environment in David Payne, Loretta Bass and Rebecca A. Needs (Eds.), *Demography Teaching Resources Guide: A Collection of Syllabi, Assignments, and Other Resources*. Washington, DC: American Sociological Association.

International Invited Presentations:

“Complex funding streams and research center affiliation among biology faculty at US research extensive universities.” Workshop on Research Careers, Knowledge Transfer, and Organizational Change in Public Research Centers. Granada, Spain. December 14 – 17, 2009.

“Policy approaches to diversifying the scientific labor force: Issues of gender, race, and immigration.” Consejo Superior de Investigaciones Cientificas, Madrid, Spain. September 10, 2008.

“Institutional barriers to women’s academic career success.” Programme du seminaire doctoral 2008. Universite Paris-Est/Marne-la-Vallee, France. July 8-9, 2008.

American approaches to academic careers. Atelier de Reflexion Prospective (ARP)-Agence Nationale de Recherche (ANR): Science et societe, Atelier 9. Paris, France. June 2, 2008.

The USA experience : building databases, mapping value and evaluating research. PRIME. Oslo, Norway. May 26-27, 2008 (by video due to visa problem).

“Applying curriculum vitae analysis to ASEAN scientists and engineers.” Canberra, Australia. November 19-23, 2007.

Marsha Black, PhD

EDUCATION

Ph.D. Ecology (Aquatic Toxicology), (1989), The University of Tennessee, Knoxville, TN
B.A. Comprehensive Science, (1975) Converse College, Spartanburg, SC

ACADEMIC POSITION

Associate Professor, Department of Environmental Health Science
Interim Assistant Dean, College of Public Health

SPECIAL QUALIFICATIONS RELATED TO THIS PROGRAM

- a) Aquatic toxicology research in Hungary (Tisza River); 1 publication
Black, MC and PL Williams. 2001. Preliminary assessment of metal toxicity in the Middle Tisza River (Hungary) Flood Plain. *Journal of Soils and Sediments* 1: 203-206
NSF - OTKA - MTA Workshop, Natural attenuation of metals along the Tisza River floodplain-wetlands continuum, Budapest, The Tisza Region, Hungary, Sept 15-19, 2002 (invited participant; gave invited presentation)
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 with Klara Szeker, Szent István University, Gödöllő, Hungary
4th Tisza Conference, Szent István University, Gödöllő, Hungary, May 21, 2001, gave invited paper
- b) Invited workshop participant with 2 invited papers: First Vietnamese-US Workshop on Ecosystem Assessment, Management and Restoration, Hanoi, Vietnam, March 17, 2004
- c) Participated in Study Abroad Program in Vietnam (Maymester 2006) with Bob Galen and Jace Weaver. Taught 1 course (EHSC 4400) The course featured a very well-received service learning exercise, in which the students prepared and presented a citizen's water quality monitoring workshop to Vietnamese students. Articles on the service learning exercise were featured in recent newsletters of Georgia Adopt-a-Stream and the Association of Environmental Health Academic Programs (AEHAP). The AEHAP Newsletter can be accessed at http://www.aehap.org/html_newsletter/news_200611.html.
- d) UGA International Fellow, 2000-2001

REVELANT PROFESSIONAL & SCHOLARLY ACTIVITY FOR PAST FIVE YEARS

1. Konwick, BJ, AT Fisk, AW Garrison, JK Avants and MC Black. 2005. Acute enantioselective toxicity of fipronil and its desulfinyl photoproduct to *Ceriodaphnia dubia*. *Environmental Toxicology and Chemistry* 24:2350-2355.
2. Konwick, BJ, AW Garrison, MC Black, JK Avants, and AT Fisk. 2006. Bioaccumulation, biotransformation, and metabolite formation of fipronil and chiral legacy pesticides in rainbow trout. *Environmental Science and Technology* 40:2930-2936.
3. Overmyer JP, DR Rouse, AW Garrison, JK Avants, ME DeLorenzo, KW Chung, PB Key, WA Wilson, MC Black. 2007. Toxicity of fipronil and its enantiomers to marine and freshwater non-targets. *Journal of Environmental Science and Health Part B* 42:471-480.
4. Henry, TB and MC Black. 2007. Mixture and single-substance acute toxicity of selective serotonin reuptake inhibitors in *Ceriodaphnia dubia*. *Environmental Toxicology and Chemistry* 26:1751-1755.
5. Wilson, WA, BJ Konwick, AW Garrison, JK Avants, MC Black. 2008. Enantioselective chronic toxicity of fipronil to *Ceriodaphnia dubia*. *Archives of Environmental Contamination and Toxicology* 54:36-43.
6. Henry, TB and MC Black. 2008. Acute and chronic toxicity of fluoxetine (SSRI) in western mosquitofish. *Archives of Environmental Contamination and Toxicology* 54:325-330.
7. Ziegeweid, JR, CA Jennings, DL Peterson, MC Black. 2008. Effects of salinity, temperature, and weight on the survival of juvenile shortnose sturgeon. *Transactions of the American Fisheries Society* 137:1490-1499.
8. Shoults-Wilson, W.A., Peterson, J.T., Unrine, J.M., Rickard, J., Black, M.C. 2009. The Asian clam *Corbicula fluminea* as a biomonitor of trace element contamination: Accounting for natural sources of variation using a hierarchical model. *Environmental Toxicology and Chemistry* 28:2224-2232.

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9. Conners, DE, ER Rogers, KA Armbrust, J-W Kwon and MC Black. 2009. Growth and development of tadpoles (*Xenopus laevis*) exposed to selective serotonin reuptake inhibitors, fluoxetine and sertraline, throughout metamorphosis. *Environmental Toxicology and Chemistry* 28:2671-2676.
10. Ziegeweid, JR and MC Black. Hematocrit and plasma osmolality values of young-of-year shortnose sturgeon following acute exposures to combinations of salinity and temperature. *Fish Physiology and Biochemistry* (in press)
11. Shoults-Wilson, W.A., Unrine, J.M., Rickard, J., Black, M.C. Comparison of metal concentrations in *Corbicula fluminea* and *Elliptio hopetonensis* in the Altamaha River System *Environmental Toxicology and Chemistry* (accepted)

Texts

Ankley, GT, MC Black, J Garric, TH Hutchinson and T Iguchi. 2005. A framework for assessing the hazard of pharmaceutical materials to aquatic species, in R. Williams (ed), *Human Pharmaceuticals: Assessing the Impact on Aquatic Ecosystems*. SETAC Press, Pensacola, FL

PROJECTED RESPONSIBILITY IN THIS PROGRAM AND REQUIRED ADJUSTMENTS

FROM CURRENT : Dr. Black currently teaches EHSC 6400 Environmental Issues in the Developing World (offered SP semester) which is a selective for the Certificate Program. No adjustments in assignment are needed

Carol Cotton, PhD

EDUCATIONAL BACKGROUND

Ph.D. University of Georgia, College of Education, Dept. of Health Promotion and Behavior (1995-1999)

M.Ed. University of Georgia, College of Education, Dept. of Health Education (1977-1978)

B.S.Ed. University of Georgia, College of Education, Dept. of Physical Education (1973-1977)

ACADEMIC POSITION

Academic Professional

SPECIAL QUALIFICATIONS RELATED TO THIS PROGRAM

Dr. Cotton teaches study abroad in Croatia Maymester, teach the undergraduate international health promotion course, lived overseas for almost 10 years and worked with a variety of NGOs and US government agencies in the health area.

RELEVANT PROFESSIONAL AND SCHOLARLY ACTIVITY FOR PAST FIVE YEARS - PRESENTATIONS

Cotton, C.; Parker, P.; Barlament, J.; Fors, S. (April 25 - April 30, 2009): Rural Roads in Georgia, USA: "Can One Person Make A Difference On Rural Traffic Safety?", International Traffic Medicine Association Conference (ITMA), The Hague, Brussels, Belgium

Cotton, C; Mitchell, J.; Barlament, J; Fors, S: Rural Roads in Georgia: Can One Person Make a Difference on Rural Traffic Safety? The 2nd Asia Pacific Injury Prevention Conference/The 40th Asia-Pacific Academic Consortium for Public Health (APACPH) Annual Conference, Hanoi, Vietnam, November 4 – 6, 2008

Cotton, C.; Grimes, A.; Kirkbride, E.; Davidson, S.; Fors, S. (June 10-15, 2007). Regional Community Liaison Project: A New Approach to Traffic Safety in Georgia. IUHPE World Conference, Vancouver, Canada;
Cotton, C.; Fors, S.; Walker, W.; Magee, K.; Kirkbride, E. (October 16-18, 2006). Seatbelt Use and Public Policy Issues in Georgia. Presented at the International Traffic Medicine Congress, Melbourne, Australia.

PROJECTED RESPONSIBILITY IN THIS PROGRAM AND REQUIRED ADJUSTMENTS

FROM CURRENT : Dr. Cotton currently teaches HPRB 7840 Health Education & Promotion in Global Health which is a selective for the Certificate Program. No adjustments in assignment are needed

Anil Mangla, PhD

EDUCATIONAL BACKGROUND

Ph.D. Texas Tech University
M.P.H. University of Minnesota
M.S. University of Texas
B.S. University of Kwazulu, South Africa

ACADEMIC POSITION

Adjunct Assistant Professor

SPECIAL QUALIFICATIONS RELATED TO THIS PROGRAM

Dr. Mangla was an adjunct professor at the University of Indiana, School of Medicine in the Department of Public Health where his focus was on the international health in developing countries concentrating on HIV, TB and Malaria.

RELEVANT PROFESSIONAL AND SCHOLARLY ACTIVITY FOR PAST FIVE YEARS

Dr. Mangla is the chief lead epidemiologist for the Georgia Department of Human Resources, Division of Public Health. Prior to this appointment he served as an epidemiologist at the Indiana State Department of Health. After immigrating to the United States in the 1980's he completed his M.S. in Chemistry at University of Texas and his Ph.D at Texas Tech University under the mentorship of Dr William David Nes, a world-renowned researcher in Infectious Diseases. Dr. Mangla was a Postdoctoral Fellow in the Department of Chemistry, University of Minnesota from 1998 to 2001 working on anti-viral drug design on the HIV / AIDS virus. He was the supervisory toxicologist at MEDTOX laboratories from 2001-2003. During this phase of his career he focused efforts in occupational toxicology.

PROJECTED RESPONSIBILITY IN THIS PROGRAM AND REQUIRED ADJUSTMENTS

FROM CURRENT: Dr. Mangla will be adding his course, EPID 8610, to the Epidemiology curriculum. No adjustments in assignment are needed

C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

No added faculty are required for this program

6. *Library, computer, and other instructional resources must be sufficient to adequately support the program.*

- A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.

The University's current library resources (paper and electronic) will meet the program needs.

- B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

The University's current equipment and support resources will meet the program needs. The program anticipates coordinated efforts with the Office of International Education.

7. *Physical facilities necessary to fully implement the program must be available.*

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

The Center for Global Health offices are currently in the Coverdell Building. The Certificate Program will be supported by the Center for Global Health. As the College of Public Health moves to the "Naval Supply School" Campus to form the UGA Health Center Campus, the Center for Global Health and the Certificate Program are expected to move to that campus with its facilities. No specific needs are currently identified specifically for the Certificate Program other than those provided by the College of Public Health.

8. *The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.*

- i. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program

The Certificate Program in Global Health will have a graduate assistant who will report to the Director of the Certificate Program, who is also the Director of the Center for Global Health. The administrative assistant of the Center for Global Health will provide 25% support to the Certificate Program. Direct operating costs

to administer the Certificate Program are estimated to be \$10,000 per year. There are no planned capital or library outlays. All costs (personnel and operating) will be supported by the College of Public Health.

	First Year	Second Year	Third Year
(1) Personnel	<u>\$7,500</u>	<u>\$7,500</u>	<u>\$8,000</u>
(2) Operating Costs	<u>\$10,000</u>	<u>\$10,500</u>	<u>\$11,000</u>
(3) Capital Outlays	<u>0</u>	<u>0</u>	<u>0</u>
(4) Library Acquisitions	<u>0</u>	<u>0</u>	<u>0</u>
(5) TOTAL	<u>\$17,500</u>	<u>\$18,000</u>	<u>\$19,000</u>

ii. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

The Certificate Program in Global Health will have a graduate assistant who will report to the Director of the Certificate Program, who is also the Director of the Center for Global Health.

9. *Commitments of financial support needed to initiate and fully develop the program must be secured.*

A. Identify the sources of additional funds needed to support the program and the probability of their availability.

The direct costs of the Certificate Program will be borne by the College of Public Health. They have already been secured and have been committed by the Dean of the College of Public Health in his letter of support attached to this document.

B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

Universities and Colleges/Schools of Public Health throughout the US (and internationally) are creating Centers and Institutions of Global Health. Integral to them are graduate programs in Global Health, whether they be

masters degrees, doctoral degrees, or certificate programs. Some have been funded with large capital outlays – Emory at \$110 M, Duke and Boston University multi-million dollar – and others like UGA are starting with current resources. The field of Global Health is growing rapidly and funding from education and research are expected to expand:

<http://www.insidehighered.com/news/2009/09/14/health>

On a long range basis, UGA will need to continue to provide in-kind support to this effort and look for opportunistic approaches to get added funding to compete with its peers in this newly burgeoning field.

It is anticipated that the creation and successful maintenance of his Certificate Program will attract additional high quality graduate students to the various graduate programs at UGA that are participating in the program.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

The Certificate Program Director will have ultimate authority and responsibility for the Certificate Program in Global Health. The program will have a graduate assistant and support from an administrative assistant to coordinate the program and to assure that the program runs smoothly, that students have good access to faculty, that the admissions process is effective and efficient. Good practices and standards will be maintained by the accreditation requirements defined by the College of Public Health’s accrediting body – the Council for Education in Public Health (CEPH) and those practices required of certificate programs by the School of Graduate Studies. Students will be admitted to the Certificate Program on a competitive basis from throughout the University. Selection decisions will be made by the Core Faculty and be the ultimate responsibility of the Certificate Program Director. Students selected will either be current students in graduate programs at UGA or prospective graduate students. Students will be retained in the program by the practices and policies established for graduate students at UGA, as defined by the School of Graduate Studies.



The University of Georgia

College of Public Health
Dean's Office

April 12, 2010

Richard Schuster, MD
Center for Global Health
College of Public Health
University of Georgia

RE: Graduate Certificate Program in Global Health

Dear Dr. Schuster,

I support the approval of a Graduate Certificate in Global Health at UGA.

The College of Public Health has identified global health as a major initiative of the College. This reflects the dramatically increased interest and commitment to Global Health nationally and internationally. Throughout the United States schools of public health and the parent Association of Schools of Public Health have identified global health as a priority. The College of Public Health at UGA similarly considers global health as a key strategic direction.

Integral to the promotion of global health at UGA is the creation of a graduate certificate program in global health. The College has developed three new courses in anticipation of this course; additionally, we already have other courses that will be key courses in the Graduate Certificate program. Furthermore, the College has committed the needed resources to support the Graduate Certificate in Global Health.

We fully support the proposal and urge the approval of a Graduate Certificate in Global Health.

Sincerely,

Phillip L. Williams, Ph.D.
Dean



The University of Georgia

School of Public and International Affairs
Office of the Dean

April 8, 2010

Richard J. Schuster, MD, MMM
Professor of Health Policy and Management
College of Public Health
The University of Georgia
150-B Coverdell Center
500 D. W. Brooks Drive
Athens, GA 30602-7396

Dear Richard:

Thank you for sharing with me the proposal from the College of Public Health for a Graduate Certificate Program in Global Health. I enjoyed reading it and believe that such a program would be of interest to students from various colleges and schools across the University, including students from the School of Public and International Affairs. It would be a welcome addition to the range of extra-degree opportunities available to graduate students in our Department of International Affairs and our Department of Public Administration and Policy. I notice that you have included several appropriate courses from these departments among the list of electives that might be included in a student's certificate program.

I am pleased to support this proposal. Best wishes for success.

Sincerely,

Thomas P. Lauth
Dean



The University of Georgia

The Center for Tropical and Emerging Global Diseases

Richard Schuster, MD
Center for Global Health
University of Georgia

April 8, 2010

RE: Graduate Certificate Program in Global Health

Dear Dr. Schuster,

I am pleased to offer my support for the creation of a Graduate Certificate in Global Health at UGA.

As the Director of the Center for Tropical and Emerging Global Diseases (CTEGD) here at UGA, I am pleased to see the development of a formal educational program in global health at the graduate level. I believe this educational program will complement our research enterprise. Students in the newly proposed program will gain a broad understanding of global health issues and over time this should clearly support the research and training efforts of those in CTEGD as well as others doing global health research at UGA.

This Certificate program appears designed to draw students and faculty from throughout the University. This should expand UGA's competency to compete for multi-disciplinary grants and further enhance the overall reputation of the University.

I support the proposal for the University to establish a Graduate Certificate in Global Health and believe that the approach developed in the proposal is reasonable and sound.

Sincerely,

Daniel G. Colley, PhD

Director, Center for Tropical and Emerging Global Diseases (CTEGD)
Director, Schistosomiasis Consortium for Operational Research and Evaluation (SCORE)
Professor of Microbiology



The University of Georgia

Franklin College of Arts and Sciences
Office of the Dean

Richard Schuster, MD
Center for Global Health
University of Georgia

April 8, 2010

RE: Graduate Certificate Program in Global Health

Dear Dr. Schuster,

I am happy to provide my full support for the approval of a Graduate Certificate in Global Health at UGA. A number of departments and institutes that would offer courses toward this certificate program have expressed their enthusiastic support, and overall, the Franklin College of Arts and Sciences sees great value in creating a Graduate Certificate Program in Global Health at UGA. Students will gain a broader understanding of global health issues; culture, anthropology, language and the biologically oriented sciences could all be involved. This Certificate program will draw students and faculty from throughout the University, and I believe it will complement our existing programs.

I would like to see this proposal approved and fully support having the University establish a Graduate Certificate in Global Health.

Sincerely,

Garnett S. Stokes, PhD

Dean

Franklin College of Arts and Sciences



The University of Georgia

Office of the Associate Provost
International Education

Richard Schuster, MD
Center for Global Health
University of Georgia

April 7, 2010

RE: Graduate Certificate Program in Global Health

Dear Dr. Schuster,

I am delighted to see the creation of a UGA Graduate Certificate in Global Health.

The Office of International Education (OIE) is dedicated to promoting UGA's internationalization through study abroad, research, curriculum development, and the exchange of international students, scholars, and faculty. This educational program clearly supports this mission. We are especially attracted to this Certificate Program as it seeks to bring together graduate educational experiences for students in various colleges and schools of the University.

I strongly support this proposal and recommend that it be approved. It would be highly desirable for UGA to have a Graduate Certificate in Global Health.

Sincerely,

Kavita Pandit
Associate Provost for International Education



The University of Georgia

Grady College
Journalism and Mass Communication

Richard Schuster, MD
Center for Global Health
University of Georgia

April 5, 2010

RE: Graduate Certificate Program in Global Health

Dear Dr. Schuster,

I am writing to express my enthusiasm and support for the approval of a Graduate Certificate in Global Health here at UGA. For the past five years, I have been co-sponsoring an annual series of lectures called Global Diseases: Voices from the Vanguard. These lectures draw large audiences from across campus, confirming widespread interest in the health problems that threaten large populations around the world.

In addition to enriching the intellectual climate at UGA, I believe a Graduate Certificate Program in Global Health will complement the Grady College MA Concentration in Health & Medical Journalism. A more informed, research-based view of global health issues can help HMJ students be better interpreters of the world for audiences in the United States and in other countries. And certainly news organizations would be very interested in journalism graduates who also earn a certificate in global health.

This proposal has my full support, and I encourage the necessary committees and authorities to establish a Graduate Certificate in Global Health at the University of Georgia.

Sincerely,

Patricia Thomas

Professor and Knight Chair in Health and Medical Journalism
Grady College of Journalism and Mass Communication

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