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:

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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

[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 breath 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.).

It also offers through their Graduate School a Ph.D. degree program in biostatistics, epidemiology, behavioral sciences and health education, health services research and health policy, nutrition and health sciences.

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.
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> **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.
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> **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 whileThe program offers the convenience of earning a degree from USC, while students continue to work and to reside in Korea. Emphases includeIt attracts 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.
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> **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 cerfiticate.

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 lease nine credit hours of thesis writing (DRPH 5***, graded S/U).

The total minimum required hours for the Dr.P.H. program will be <u>57 credit hours</u> 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)

Behavioral Health	Biostatistics	Environmental Health	Epidemiology	Health Policy & Management
HPRB 7070	BIOS 7010	EHSC 7060	EPID 7010	HADM 7600

Dr.P.H. Core Curriculum, Part A

Must complete **four of the five** core courses

Behavioral Health	Biostatistics	Environmental Health	Epidemiology	Health Policy & Management
Human Ecology of Health and Illness - HPRB 8410 (3 hrs.)	Introductory to Biostatistics II – BIOS 7020 (3 hrs.)	Roles & Responsibilities of Environmental Policy Makers- EHSC 8120 [+] (2 hrs.)	Advanced Epidemiology - EPID 8*** (3 hrs.)	Health Admin & Leadership – HADM 8*** (3 hrs.)

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)

	Health Promotion	Environmental Health	Health Policy	Biostatistics / Epidemiology	Gerontology
Major course	HPRB 8420 (3 hrs.)	EHSC 7400 (3 hrs.)	HADM 8*** (3 hrs.)		GRNT 8*** (3 hrs.)
Major course	HPRB 8430 (3 hrs.)	EHSC 8310 (3 hrs.)	HADM 8*** (3 hrs.)		GRNT 8*** (3 hrs.)
Major course	HPRB 9630 (3 hrs.)	EHSC 8510 (L) (3 hrs.)	HADM 8*** (3 hrs.)		GRNT 8*** (3 hrs.)
Minor / elective					
Minor / elective					
Minor / elective					

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

FALL SEMESTER	Cr.
Human ecology (HP/Core)	3
Advanced epidemiology (Core)	3
Current topics in public health	3
Elective/minor	3
TOTAL	12

SPRING SEMESTER	Cr.
Theory & research (HP)	3
Intro. to biostatistics II (Core)	3
Environmental policy (Core)	3
Elective/minor	3
TOTAL	12

23 credits

SECOND YEAR

FALL SEMESTER	Cr.
Critique of literature (HP)	3
Methodology	3
Current topics in public health	3
Elective/minor	3
TOTAL	12

SPRING SEMESTER	Cr.
Intervention & evaluation in HP	3
Methodology	3
Research (proposal development)	3
Teaching practicum	3
TOTAL	12

46 credits

Comprehensive Examination
Proposal Defense

THIRD YEAR

FALL SEMESTER	Cr.
Internship (300 service hours)	6
Thesis	3
TOTAL	9

SPRING SEMESTER	Cr.
Thesis	6
TOTAL	6

63 credits

Specialization Area – Environmental Health Science

Doctor of Public Health Curriculum

FIRST YEAR

FALL SEMESTER	Cr.
Human ecology (Core)	3
Advanced epidemiology (Core)	3
Current topics in public health	3
Elective/minor	3
TOTAL	12

SPRING SEMESTER	Cr.
Occup. & enviro. dis. (EH elective)	3
Intro. to biostatistics II (Core)	3
Environmental policy (EH/Core)	3
Elective/minor	3
TOTAL	12

23 credits

SECOND YEAR

FALL SEMESTER	Cr.
Micro., health & environment (EH elective)	3
Environmental statistics	3
Current topics in public health	3
Elective/minor	3
TOTAL	12

SPRING SEMESTER	Cr.
Env. risk assessment (EH elective)	3
EH special Problem (EH methods)	3
Research (proposal development)	3
Teaching practicum	3
TOTAL	12

46 credits

Comprehensive Examination
Proposal Defense

THIRD YEAR

FALL SEMESTER	Cr.
Internship (300 service hours)	6
Thesis	3
TOTAL	9

SPRING SEMESTER	Cr.
Thesis	6
TOTAL	6

63 credits

Specialization Area – Health Policy

Doctor of Public Health Curriculum

FIRST YEAR

FALL SEMESTER	Cr.
Health admin. & leadership (Core)	3
Advanced epidemiology (Core)	3
Current topics in public health	3
Elective/minor	3
TOTAL	12

SPRING SEMESTER	Cr.
Health economics & financing	3
Intro. to biostatistics II (Core)	3
Environmental policy (Core)	3
Elective/minor	3
TOTAL	12

23 credits

SECOND YEAR

FALL SEMESTER	Cr.
Public health law	3
Methodology	3
Current topics in public health	3
Elective/minor	3
TOTAL	12

SPRING SEMESTER	Cr.
Health policy analysis	3
Methodology	3
Research (proposal development)	3
Teaching practicum	3
TOTAL	12

46 credits

Comprehensive Examination
Proposal Defense

THIRD YEAR

FALL SEMESTER	Cr.
Internship (300 service hours)	6
Thesis	3
TOTAL	9

SPRING SEMESTER	Cr.
Thesis	6
TOTAL	6

63 credits

Specialization Area – Gerontology

Doctor of Public Health Curriculum

FIRST YEAR

FALL SEMESTER	Cr.
Human ecology (Core)	3
Methodology	3
Current topics in public health	3
Aging and public health (GRNT)	3
TOTAL	12

SPRING SEMESTER	Cr.
Theory & research in aging (GRNT)	3
Methodology	3
Intro. to biostatistics II (Core)	3
Elective/minor	3
TOTAL	12

23 credits

SECOND YEAR

FALL SEMESTER	Cr.
Pro seminar in aging issues (GRNT)	3
Advanced epidemiology (Core)	3
Current topics in public health	3
Elective/minor	3
TOTAL	12

SPRING SEMESTER	Cr.
Health admin. & leadership (Core)	3
Elective/minor	3
Research (proposal development)	3
Teaching practicum	3
TOTAL	12

46 credits

Comprehensive Examination
Proposal Defense

THIRD YEAR

FALL SEMESTER	Cr.
Internship (300 service hours)	6
Thesis	3
TOTAL	9

SPRING SEMESTER	Cr.
Thesis	6
TOTAL	6

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

Monographs	$ 92,000
Continuations	$ 35,304
Periodicals (includes electronic)	$ 1,975,626
Serials	$ 28,141

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, PhamD). 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

School	**Number of Dr.P.H. Students Enrolled (2005)**
University of Alabama - Birmingham	42 (3 areas)
University of North Carolina - Chapel Hill	9
University of South Carolina	13 (4 areas)
University of Kentucky	10-11
Tulane University	30

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.

I. ENROLLMENT PROJECTIONS			**FY 2007**	**FY 2008**	**FY 2009**
A.	Student Majors				
	1.	Shifted from other programs	0	0	0
	2.	New to institution	3	6	10
Total Majors			3	6	10
B.	Course sections satisfying program requirements				
1.		Previously existing	18	20	23
2.		New	2	3	3
Total Program Course Sections			20	23	26

C. Estimated Credit Hours generated by those courses				
1.	Existing enrollments	540	600	690
2.	New Enrollments	18	54	300
Total Credit Hours		558	654	920
D.	Degrees awarded	0	0	3

II. Costs		**EFT**	**Dollars**	**EFT**	**Dollars**	**EFT**	**Dollars**
A.	Personnel reassigned or existing positions						
1.	Faculty						
2.	Part-time Faculty						
3.	Grad. Assistants						
4.	Administrators						
5.	Support Staff						
6.	Fringe Benefits (26%)						
7.	Other personnel costs						
Total Existing Personnel Costs		0	0	0	0	0	0
B.	Personnel new positions						
1.	Faculty	3	225,000	3	225,000	3	225,000
2.	Part-time Faculty						
3.	Grad. Assistants						
4.	Administrators						
5.	Support Staff						

6.	Fringe Benefits (26%)		58,500		58,500		58,500
7.	Other personnel costs						
Total New Personnel Costs		0	283,500	0	283,500	0	283,500

C.	Start-up Costs (one-time expenses)		1st Year	2nd Year	3rd Year
	1.	Library/learning resources			
	2.	Equipment			
	3.	Other (_____)			
D.	Physical Facilities: construction or major renovation				
Total One - Time Costs			0	0	0

E. Operating Costs (recurring costs - base budget)			
1. Supplies/Expenses			
2. Travel			
3. Equipment			
4. Library/learning resources			
5. Other (_____)			
Total Recurring Costs			
Grand Total Costs			
III. Revenue Sources			
A. Source of Fund			
1. Reallocation of existing funds			
2. New student workload	3	6	10

3. New tuition (Includes full and part-time)	3,276	9,828	54,600
4. Federal funds			
5. Other grants			
6. Student fees			
7. Other (_____)			
Subtotal			
New State Allocation Requested			
Grand Total Revenues	3,276	9,828	54,600
B. Nature of funds			
1. Base budget			
2. One-time funds			
GRAND TOTAL REVENUES	3,276	9,828	54,600

Reference:

APHA. (2005). *Strengthening the Public Health Workforce: Ensuring a Well-Trained and Prepared Workforce to Respond to Future Threats* [fact sheet]. Retrieved January 13, 2006, from the World Wide Web: http://www.apha.org/legislative/factsheets/Public%20Health%20Workforce%20Fact%20Sheet.pdf

ASTHO. (2004). *State public health employee worker shortage report: A civil service recruitment and retention crisis*. Washington, DC: Assoc. of State and Territorial Health Officials.

Benjamin, G. (2005). *S. 506, the Public Health Preparedness Workforce Development Act of 2005 - APHA Letter of Support* [webpage]. APHA. Retrieved January 13, 2006, from the World Wide Web: http://www.apha.org/legislative/legislative/letters/workfoce.html

CDC. (2005). *Public Health Workforce Development* [webpage]. Retrieved January 16, 2006, from the World Wide Web: http://www.cdc.gov/programs/train07.htm

Chronicle of Higher Education. (2004). *Almanac Issue*, volume LI, number 1. Washington, D.C.

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.

Glass, A.P. (2005). *Public Health and Older Georgians: A Road Map for Research, Training, and Outreach.* (Technical Report #UGAIG-05-001). Athens, Georgia: University of Georgia, Institute of Gerontology, College of Public Health.

HHS. (2003). *United States Health Personnel Factbook* (fact sheet). Washington, DC: HRSA.

HRSA Bureau of Health Professions, National Center for Health Workforce Information and Analysis. (2000). *The Public Health Work Force Enumeration 2000.*

HRSA Bureau of Health Professions, National Center for Health Workforce. (2004). In-depth 2000 Profiles. *The Georgia Health Workforce: Highlights from the Health Workforce Profile*. http://bhpr.hrsa.gov/healthworkforce/reports/statesummaries/georgia.htm

HRSA. (2005). *Public health workforce study*. Washington, DC: Bureau of Health Professions.

HRSA. (2006). *Public Health* [webpage]. Retrieved January 21, 2006, from the World Wide Web: http://bhpr.hrsa.gov/publichealth/index.htm

IOM. (1988). *The future of public health*. Washington, DC: National Academy Press.
IOM. (2002). *Who will keep the public healthy? Educating public health professionals for the 21st century*. Washington,DC: National Academy Press.

U. S. Census.
http://www.census.gov/Press-Release/www/releases/archives/statepop05table.xls Table. United States, Regions, States, and Puerto Rico Population Estimates and Population Change. Released: 12:01 a.m., EST, December 22, 2005.

U. S. Census. http://www.census.gov/cgi~bin/saipe.cgi
Small Area Income & Poverty Estimates. Final Release: November 2005.

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

Degree	Institution	Major Field	Year
Ph.D.	The Pennsylvania State University, University Park,	Man-Environment Relations	1978
M.A.	State University of New York College at Geneseo,	Psychology	1974
B.A.	State University of New York College at Geneseo,	Psychology	1971

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Professor,	Department of Health Promotion and Behavior, University of Georgia, Director, Workplace Health Group	2000 -
Professor and College Faculty Administrator for Research,	University of Georgia	1997-1999
Professor and Department Head,	Department of Health Promotion and Behavior, University of Georgia,	1994-1997
Associate Professor and Department Head,	Department of Health Promotion and Behavior, University Georgia	1986-1994

Assistant Professor, Department of Health Promotion and Behavior, University of Georgia 1981-1986

Environmental Health Scientist Administrator, U.S. Environmental Protection Agency, Washington, DC. 1980-1981

Psychologist, U.S. Environmental Protection Agency, Washington, DC. 1978-1980

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

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

Course #	Course Name	Term(s) Taught	Average Enrollment
HPRB 8420	Theory and Research in Health Behavior		
HPRB 7400	Worksite Health Promotion		
HPRB 4450/6450	Occupational Safety		

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

Ng, T.W.H., Butts, M.M.,Vandenberg, R.J., DeJoy, D.M., & Wilson, M.G. (In press). Effects of management communication, opportunity for learning, and work schedule flexibility on organizational commitment. *Journal of Vocational Behavior*.

Griffin-Blake, C.S., & DeJoy, D.M. (In press). Evaluation of social-cognitive versus stage-matched, self-help physical activity interventions at the workplace. *American Journal of Health Promotion*.

DeJoy, D.M. (2005). Behavior change versus culture change: Divergent approaches to managing workplace safety. *Safety Science, 43*, 105-129.

Greene, B.L., DeJoy, D.M., & Olejnik, S. (2005). Effects of an active ergonomics training program on risk exposure, worker beliefs, and symptoms in computer users. *Work, 24*, 41-52.

Wilson, M.G., DeJoy, D.M., Vandenberg, R.J., Richardson, H., & McGrath, A.L. (2004). Work characteristics and employee health and well-being: Test of a model of healthy work organization. *Journal of Organizational and Occupational Psychology, 77,* 565-588.

Park, K.O., Schaffer, B.S., Griffin-Blake, C.S., DeJoy, D.M., Wilson, M.G., & Vandenberg, R.J. (2004). Effectiveness of a healthy work organization

intervention: Ethnic group differences. *Journal of Occupational and Environmental Medicine, 46*, 623-634.

DeJoy, D.M., Gershon, R.M.M., & Schaffer, B.S. (2004). Safety Climate: Assessing management and organizational influences on safety. *Professional Safety, 49*, 50-57.

DeJoy, D.M., Schaffer, B.S., Wilson, M.G., Vandenberg, R.J., and Butts, M.M. (2004). Creating safer workplaces: Assessing the role and determinants of safety climate. *Journal of Safety Research, 35*, 81-90.

DeJoy, D.M., & Wilson, M.G. (2003). Organizational health promotion: Broadening the horizon of workplace health promotion. *American Journal of Health Promotion, 17,* 337-341.

DeJoy, D.M., Gershon, R.M.M., & Schaffer, B.S. (2003, March). Management/organizational influences on human error, safety performance, and program effectiveness. *Proceedings of the Human Error Occupational Safety Symposium* (pp. 15-32). Des Plaines, IL: American Society of Safety Engineers.

DeJoy, D.M., Searcy, C.A., Murphy, L.R., & Gershon, R.M.M. (2000). Behavioral-diagnostic analysis of compliance with universal precautions among nurses. *Journal of Occupational Health Psychology, 5,* 127-141.

Cameron, K.A., & DeJoy, D.M. (In press). The persuasion function of warnings: Theory and models. In M.S. Wogalter (Ed.). *The Handbook of Warnings.* Mahwah, NJ: Erlbaum.

DeJoy, D.M., Cameron, K.A., & Della, L.J. (In press). Post-exposure evaluation of warning effectiveness: A review of field studies and population-based research. *The Handbook of Warnings.* Mahwah, NJ: Erlbaum.

Vandenberg, R.J., Park, K.O., DeJoy, D.M., Wilson, M.G., & Griffin-Blake, C. S. (2002). The healthy work organization model: Expanding the view of individual health and well-being in the workplace. Invited chapter: P. Perrewé & D. Ganster (eds*.), Research in Occupational Stress and Well-Being - Volume 2* (pp. 57-115). New York: JAI Press/Elsevier Science.

Wilson, M.G., Griffin-Blake, C.S., & DeJoy, D.M. (2002). Physical activity in the workplace. In M. P. O'Donnell (Ed.), *Health promotion in the workplace* (3rd ed.) (pp. 244-273). Albany, New York: Delmar Publishers.

Wilson, M.G., DeJoy, D.M., & McGrath, A.L. (2001). Making health care organizations healthy. In: J. de Jonge, P. Vlerick, A. Bussing, & W.B. Schaufeli (Eds.). *Organizational psychology and health care at the start of a new millennium* (pp. 3-21). Mering: Ranier Hampp Verlag.

DeJoy, D.M., Wilson, M.G., & Griffin-Blake, C.S. (2000*).* Healthy work organization*. In:* W. Karwowski (Ed.)*, International encyclopedia of ergonomics and human factors.* London: Taylor-Francis*.*

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

U.S. Centers for Disease Control and Prevention, WAGES – Workplace Activity by Employee Goal Setting. R.K. Dishman - PI, D.M. DeJoy & M.G. Wilson - Co-PIs, $1,303,565

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 -

U.S. Centers for Disease Control and Prevention. World Trade Center Evacuation Study. R.R.M. Gershon - PI; D.M. DeJoy - Paid Consultant

National Institute for Occupational Safety and Health (2000). Grant Supplement - Healthy Work Organization - Health Utilization Analysis. D.M.DeJoy - PI - $62,000

National Institute for Occupational Safety and Health (1999). Healthy Work Organization: Intervention Effectiveness (Reapplication). D.M. DeJoy - PI - $848,948 -

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)
Member, Advisory Panel - Health and Productivity Benchmarking Project, CDC, (2004)
Member, Grant Review Panel - Health Protection Research Initiative - Mentored Research Scientist Development Awards, CDC (2004)
Invited Participant, Secretary's Prevention Roundtable - Steps to a Healthier US, Tommy Thompson, *S*ecretary 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)
Participant, Health Planning/Community Assessment Project, Northeast GA Health District (2002)
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)
Reviewer, ANSI Standard Z35 - Safety Signs and Colors, American National Standards Institute and Human Factors and Ergonomics Society (2000)

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

- Teach specialization courses
- Advise students
- Conduct research

FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

_____

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

Degree	Institution	Major Field	Year
Dr.P.H.	University of Texas – Houston, HP/HE; minor: Epidemiology		2000
M.P.H.	University of Texas – Houston, Health Promotion/Education		1995
B.S.N.	National Taiwan University		1993

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Research Associate	College of Public Health, NTU, Taipei, Taiwan	1995-1996
Founding Director	Department of Community Health Chen-Ching Hospital, Taichung, Taiwan	1996-2001
Research Assistant	University of Texas – SPH at Houston, TX	1998-1999
Assistant Professor	Department of Public Health & Rehab. Services University of Toledo, Toledo, OH	2001-2002
Assistant Professor	Department of Health Promotion Behavior The University of Georgia, Athens, GA	2002-present

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

40% Instruction 60% Research
__ % Service __ % Administration

Course #	Course Name	Term(s) Taught	Average Enrollment
HPRB 8990	Doctoral Seminar	spring 04	10
HPRB 7070	Program Planning in HP/DP	fall, 03, 04, 05	16-24
HPRB 7270	Resource Development & Program Implementation in HP/DP	spring 03, 05	10-21

HPRB 5/7160	Cancer Epidemiology & Prevention	spring 04	10
HPRB 3700	Community Health	fall 02, spring 03, 04 Spring 03, 04	23-29

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 Institues (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

Hou, S. (2005). Stage of adoption and impact of direct-mail communications with and without phone intervention on Chinese women's cervical smear screening behavior. *Preventive Medicine, 41,* 749-756.

Hou, S. & Luh, W. (2005). Psychometric properties of the Cervical Smear Belief Inventory (CSBI) for Chinese women. *International Journal of Behavior Medicine, 12*(3), 180-191.

Hou, S. & Chen P. (2005). Cancer screening beliefs and reactions to an innovative colorectal cancer screening kit among Chinese worksite population. *Methods of Information in Medicine, 44, 315-318.*

Hou, S. (2005). Experience of Colorectal Cancer Screening using a Home-Administered Kit for Fecal Occult Blood Tests among Chinese People in Taiwan. *Psychological Reports, 96,* 178-180.

Hou, S. (2005). Factors Associated with Intentions for Colorectal Cancer Screenings among Chinese People. *Psychological Reports, 96,* 159-162.

Hou, S. & Wisenbaker, J. (2005). Using a web survey to assess correlates of intention towards HIV testing among never-been-tested but sexually experienced college students. *AIDS Care, 17* (3),*329-334.*

Hou, S. (2004). Objective and subjective knowledge and HIV testing among college students. *American Journal of Health Education, 35* (6), 328-335.

Hou, S. (2004). Sexual behavior and risk perception related to HIV infection among college students. *Annals of Epidemiology, 14* (8), 613.

Hou, S., & Chen, P. (2004). Home-administered fecal occult blood test for colorectal cancer screening among worksites in Taiwan. *Preventive Medicine, 38*, 78-84.

Hou, S., Fernandez, M., & Parcel, G. (2004). Development of a cervical cancer educational program for Chinese women using Intervention Mapping. *Health Promotion Practice, 5*(1), 80-87.

Hou, S. (2003). Using web-survey to assess correlates of HIV testing among college students. *Annals of Epidemiology, 13* (8), 581-582.

Hou, S., Fernandez, M., Baumler, E., Parcel, G, & Chen P. (2003). Correlates of cervical cancer screening among women in Taiwan. *Health Care for Women International, 24* (5), 384-398.

Hou, S. (2003). Commentary: A systematic literature review of the effectiveness of community-based strategies to increase cervical cancer screening. *Journal of Evidence-Based Healthcare,* 7,1-2.

Hou, S. (2002). Correlates of sexual behaviors among White and Asian high school students in the U.S. *Annals of Epidemiology, 12*(7), 522.

Hou, S., Fernandez, M., Baumler, E., & Parcel G. (2002). Effectiveness of an intervention to increase Pap test screening among Chinese women in Taiwan. *Journal of Community Health, 27*(4), 277-290.

Hou, S. & Lessick, M. (2002). Cervical cancer screening among Chinese women: Exploring the benefits and barriers of providing care. *AWHONN Lifelines, 6*(4), 349-354.

Pincivero, D.M., Heller, B.M., & **Hou, S.** (2002). The effect of ACL injury on quadriceps and hamstring torque, work and power. *Journal of Sports Sciences,* 20,1-8.

Hou, S. & Basen-Engquist, K. (1997). HIV-risk behavior among White and Asian/Pacific Islander high school students. *Journal of Adolescent Health,* 20, 68-74.

Hou, S. & Twu, S. (1996). The epidemic of AIDS. *J of Internal Medicine ROC, 7*,100-104.

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.
2005-present	Member, The Chinese-American Academic and Professional Association in Southeastern United States.
2003-present	Member, American College of Epidemiology (ACE).
2001-presnet	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

DEGREE	INSTITUTION	MAJOR FIELD	YEAR(s)
M.S. (equivalent)	Catholic University of Chile	Psychology	1978
M.P.H.	University of California, Los Angeles	Health Promotion	1990
Ph.D.	University of Texas, School of Public Health, Behavioral Sciences & Hlth Educ/Hlth Promotion		1993

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)

Course #	Course Name	Terms taught	Enrollment
HPRB 8990	Doctoral Seminar	Winter quarter 1998 Spring '99, '00, '01	5 to 7
HPRB 8990	Doctoral Seminar (Research)	Spring '02, '06; Fall '03	7 to 11
HPRB 8430	Intervention and Evaluation of Health Promotion/ Disease Prevention	Spring '99 & '05	8; 10
HPRB 7920	Health Behavior Theory	Spring '97 Winter '98 Fall '98-'05	12 to 26
HPRB 7160	Violence Against Women	Spring '00	10
HPB 4360	Health Promotion Prog. Dev.	Spring '98	30
HPB 3750/770	Foundations of Injury Prevention; Analysis and Prevention of Injury and Violence	Fall '97	58
HPRB 3750	Injury Prevention	Fall '98-'99; Spring '02 and '04	28 to 67
HPB 370	Community Health	Spring '97	33

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

Orpinas, P., & Horne, A. M. (2006). *Bullying prevention: Creating a positive school climate and developing social competence*. Washington, D.C.: American Psychological Association. http://www.apa.org/books/4317082.html

Chapters in Books

Horne, A.M., **Orpinas, P**. (In Press) Bullies, bullies, bullies. Bullies everywhere. What is a teacher to do? [With a German preface]. In M. Wittrock (Ed.), *Children, young people and families at risk*. Oldenburg, Germany: Oldenburg University Press.

Orpinas, P. & Horne, A. M. (2006). Bullies and victims: A challenge for schools. In J. R. Lutzker (Ed.), *Violence prevention: Research and evidence-based intervention strategies* (Chapter 7, pp. 147-165). Washington, D.C.: American Psychological Association. http://www.apa.org/books/4316067.html

Horne, A.M., **Orpinas, P**., Newman-Carlson, D., Bartolomucci, C.L. (2004). Elementary school Bully Busters Program: Understanding why children bully and what to do about it. In D. L. Espelage and S. M. Swearer (eds.), *Bullying in American schools: A Social-ecological perspective on prevention and intervention* (Chapter 15, pp. 297-325). Mahwah, NJ: Lawrence Erlbaum Associates.

Horne, A., & **Orpinas, P**. (2003). Bullying, Childhood. In T.P. Gullotta and M. Bloom (eds.). Childhood Section of the *Encyclopedia of Primary Prevention and Health Promotion* (pp. 233-240). New York: Kluwer.

McAlister, A., **Orpinas, P**., & Velez, L. (1999). International variation in attitudes toward violence. In L.R. Kurtz and J. Turpin (eds.), *Encyclopedia of violence, peace and conflict* (Vol. 2, pp. 247-256). San Diego, CA: Academic Press.

Chapters in Government Publications

Furlong, M.J., **Orpinas, P.**, Greif, J. & Whipple, A. (2005). Bullying and other forms of aggression: Essay. In California Department of Education, Safe and Healthy Kids Program Office, *Getting results: Developing safe and healthy kids update 4. Violence prevention and safe schools* (pp. 18-22). Sacramento, CA: Author. [Electronic version: http://www.cde.ca.gov/re/pn/fd/gettingresults.asp]

Orpinas, P. (2005). Evaluation of RIPP violence-prevention program on rural middle school students (summary of research). In California Department of Education, Safe and Healthy Kids Program Office, *Getting results: Developing safe and healthy kids update 4. Violence prevention and safe schools* (pp. 47-49). Sacramento, CA: Author. [Electronic version: http://www.cde.ca.gov/re/pn/fd/gettingresults.asp]

Journal articles

Low, B. J., **Orpinas, P.**, Fleschler, M., Sinicrope, P. K. (2005). Prevalence of Hispanic child aggression and victimization. *Journal of Intercultural Disciplines, 5*, 77-98.

Orpinas, P. & Horne, A. M., Elder, T. & **Multisite Violence Prevention Project**[1]. (2004). Formation pour enseignants pour la promotion des classes sans violence [Teacher training for promoting non-violent classrooms]. *Ville-École-Intégration Enjeux, 8*, 173-182.

Orpinas, P., Horne, A. M., & **Multisite Violence Prevention Project**. (2004). A teacher-focused approach to prevent and reduce students' aggressive behaviors: The GREAT Teacher Program. *American Journal of Preventive Medicine, 26*(1S), 29-38.

Multisite Violence Prevention Project. (2004). Lessons learned in the Multisite Violence Prevention Project collaboration: Big questions require large efforts. *American Journal of Preventive Medicine, 26*(1S), 62-71.

Multisite Violence Prevention Project. (2004). The Multisite Violence Prevention Project: Background and overview. *American Journal of Preventive Medicine, 26*(1S), 3-11.

Henry, D. B., Farrell, A. D., & **Multisite Violence Prevention Project**. (2004). The study designed by a committee: Design of the Multisite Violence Prevention Project. *American Journal of Preventive Medicine, 26*(1S), 12-19.

Meyer, A. L., Allison, K. W., Reese, L. E., Gay, F. N., & **Multisite Violence Prevention Project**. (2004). Choosing to be violence-free in middle school: The student

[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.

component of the GREAT Schools and Families universal program. *American Journal of Preventive Medicine, 26*(1S), 20-28.

Miller-Johnson, S., Sullivan, T. N., Simon, T. R., & **Multisite Violence Prevention Project**. (2004). Evaluating the impact of interventions in the multisite violence prevention study: Samples, procedures, and measures. *American Journal of Preventive Medicine, 26*(1S), 48-61.

Smith, E. P., Gorman-Smith, D., Quinn, W. H., Rabiner, D., Tolan, P., Winn, D. M., **Multisite Violence Prevention Project**. (2004). Community-based multiple family groups to prevent and reduce violent and aggressive behavior: The GREAT Families Program. *American Journal of Preventive Medicine, 26*(1S), 39-47.

Kelder, S. H., Prokhorov, A., Barroso, C. S., Murray, N., **Orpinas, P.**, & McCormick, L. (2003). Smoking differences among African American, Hispanic, and White middle school students in an urban setting. *Addictive Behaviors, 28,* 513-522.

Gong, D., **Orpinas, P.** (2003). Promoting safety behaviors among Korean-American students: Evaluation of the *Risk Watch*® curriculum. *Journal of Korean Society for Health Education and Promotion, 20*(4), 79-93.

Orpinas, P., Horne, A.M., Staniszewski, D. (2003). School Bullying: Changing the Problem by Changing the School. *School Psychology Review, 32*(3), 431-444.

Escobar-Chaves, S.L., Kelder, K., **Orpinas, P.** (2002). The relationship between violent video games, acculturation, and aggression among Latino adolescents. *Biomédica, 22*, 398-406.

Kelder, S.H., Murray, N., **Orpinas, P.**, Prokhorov, A., McReynolds, L., Zhang, Q., Roberts, R. (2001). Depression and substance use in minority middle-school students. *American Journal of Public Health, 91*(5), 761-766.

Orpinas, P., & Frankowski, R. (2001). The aggression scale: A self-report measure of aggressive behavior for young adolescents. *Journal of Early Adolescence, 21*(1), 51-68.

Orpinas, P., Kelder, S., Frankowski, R., Murray, N., Zhang, Q., & McAlister, A. (2000). Outcome evaluation of a multi-component violence-prevention program for middle school students: The Students for Peace project. *Health Education Research, 15*(1), 45-58.

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_meeting/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)

U.S. Department of Education and Research Triangle Institute (2004-2005). Grant reviewer and consultant for program evaluation on large clinical trial on school violence prevention.

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.

National Institutes of Health. (February 2003). Consultant for the development and evaluation of a violence prevention program.

California Department of Education. (2002). Consultant for the development of a training manual for teachers for preventing violence. Attended a 1-day meeting in Oakland and wrote four short book chapters (See electronic publications).

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

External reviewer for Promotion and Tenure – University of Florida, Dept. of Health Education and Behavior (2005).

Grant Reviewer (Past 5 years)

Centers for Disease Control and Prevention, Prevention Research Centers Program. External Reviewer for the Special Emphasis Panel on Violent Deaths Reporting System (2003).

Centers for Disease Control and Prevention, Prevention Research Centers Program. External Reviewer for the Special Emphasis Panel (2001, 2002).

Centers for Disease Control and Prevention, Injury Research Grant Review Committee (review of violence prevention grants) (1995, 1996). Also invited in 1997, 1999, 2004 and 2005 but could not participate due to conflict of interests.

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).

Society for Public Health Education (SOPHE) (2001).

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:

Full Name: ..... Mark Wilson

Present Rank: ..... Associate Professor

Department: ..... Health Promotion & Behavior

Email Address: ..... mwilson@uga.edu

Years Employed at UGA: 18

B. SCHOLARLY COMPETENCE *(listed in chronological order)*

1. DEGREES

Degree	Institution	Major Field	Year
HSD	Indiana University	Health Ed.	1987
MS	Indiana State University	Health & Safety Ed.	1981
BS	Eastern Illinois University	Health Ed.	1978

2. ACADEMIC & PROFESSIONAL POSITIONS

Title Employer Year

Department Head, Department of Health Promotion and Behavior, University of Georgia, 2003 to present.

Co-Director, Workplace Health Group, Department of Health Promotion and Behavior, University of Georgia, 2000 to present.

Coordinator of Graduate Programs in the Department of Health Promotion and Behavior, University of Georgia, 1997 to 2004.

Associate Professor in the Department of Health Promotion and Behavior, University of Georgia, 1993 to present.

Visiting Scientist in Office of the Associate Director for HIV/AIDS, Centers for Disease Control and Prevention, 1992-95.

Assistant Professor in Department of Health Promotion and Behavior, University of Georgia, 1987 to 1993.

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

40 % Instruction 25 % Research
___ % Service 35 % Administration

Course #	Course Name	Term(s) Taught	Average Enrollment
HPRB 7370	Social Marketing of Health	every spring	18
HPRB 9630	Critique of the Literature	every fall	6

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

Wilson, M.G. and DeJoy, D.M. (2005). Workplace Health Group Research Support. The Home Depot Corporation, $15,000.

Dishman, R.K., DeJoy, D.M., Wilson, M.G., Vandenberg, R.J. (2004-2007). WAGES: Worksite activity for employee goal setting. Centers for Disease Control and Prevention, U.S. Public Health Service, $1,303,565.

DeJoy, D.M. and Wilson, M.G. (2004-2008). Environmental approaches to obesity management at Dow. Subcontract on project, Ron Goetzel, PI. National Heart, Lung, and Blood Institute, National Institutes of Health, $1,131,357 ($4,534,340 total project).

Wilson, M.G. and DeJoy, D.M. (2004). Workplace Health Group Research Support. The Home Depot Corporation, $18,000.

Wilson, M.G. and DeJoy, D.M. (2003). Workplace Health Group Research Support. The Home Depot Corporation, $27,000.

Dishman, R.K., DeJoy, D.M., Wilson, M.G., Bernhardt, J. (2001). A worksite intervention to increase physical activity and physical fitness. College of Education, University of Georgia, $15,000.

DeJoy, D.M. (P.I.), Wilson, M.G., & Vandenberg, R. (2000). Healthy work organization: Intervention effectiveness. National Institutes of Health and National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention, U.S. Public Health Service, funding supplement, $41,000.

DeJoy, D.M. (P.I.), Wilson, M.G., & Vandenberg, R. (1999-2002). Healthy work organization: Intervention effectiveness. National Institutes of Health and National Institute for Occupational Safety and Health, Centers for Disease Control and Prevention, U.S. Public Health Service, $848,948.

Refereed Journal Articles

Ng, T.W.H., Butts, M.M., Vandenberg, R.J., DeJoy, D.M. & Wilson, M.G. (In press). Effects of management communication, opportunity for learning, and work schedule flexibility on organizational commitment. Journal of Vocational Behavior.

Wilson, M.G., DeJoy, D.M., Vandenberg, R.J., Richardson, H., & McGrath, A. (2004). Work characteristics and employee health and well-being: Test of a model of healthy work organization. Journal of Occupational and Organizational Psychology, 77, 1-24.

Park, K.O., Wilson, M.G., & Lee, M. (2004). Effects of social support at work on depression and organizational productivity. American Journal of Health Behavior, 28, 444-455.

Park, K.O., Schaffer, B.S., Griffin-Blake, C.S., DeJoy, D.M., Wilson, M.G. & Vandenberg, R.J. (2004). Effectiveness of a Healthy Work Organization Intervention: Ethnic Group Differences. Journal of Occupational and Environmental Medicine, 46, 623-634.

DeJoy, D.M., Schaffer, B.S., Wilson, M.G., Vandenberg, R.J., Butts, M.M. (2004). Creating safer workplaces: Assessing the role and determinants of safety climate. Journal of Safety Research, 35, 81-90.

Park, K.O. & Wilson, M.G. (2003). Psychosocial work environments and psychological strain among Korean factory workers. Stress and Health, 19, 173-179.

DeJoy, D.M. & Wilson, M.G. (2003). Organizational health promotion: Broadening the horizon of workplace health promotion. American Journal of Health Promotion, 17, 337-341.

Book Chapters

Vandenberg, R.J., Park, K., DeJoy, D.M., Wilson, M.G., & Griffin-Blake, S. (2002). The healthy work organization model: Expanding the view of individual health and well being in the workplace. In Perrewe, P and Ganster, D. (Eds.) Historical & Current Perspectives on Stress and Health, (Vol. 2). Elsevier: New York.

Wilson, M.G., Griffin-Blake, C.S., & DeJoy, D.M. (2002). Physical activity in the workplace. In O'Donnell, M. (Ed.). Health Promotion in the Workplace, (3rd Ed.). Albany, NY: Delmar.

Wilson, M.G., DeJoy, D.M., & McGrath, A. (2001). Making health care organizations healthy. In Jonge, J. de, Vlerick, P., Bussing, A., and Schaufeli, W.B. (Eds.). Organizational Psychology and Health Care at the Start of the New Millennium. Mering: Rainer Hampp Verlag.

DeJoy, D.M., Wilson, M.G., & Griffin-Blake, C.S. (2000). Healthy work organizations. In Karwowski, W. (Ed.). International Encyclopedia of Ergonomics and Human Factors. London: Taylor & Francis.

Schmidt, W.C., Welch, L., & Wilson, M.G. (2000). Individual and organizational activities to build better health. In Murphy, L. and Cooper, C. (Eds.) Healthy and Productive Work: An International Perspective. Cambridge: Taylor and Francis.

E. PROFESSIONAL SOCIETY ACTIVITIES

Member, Governing Council, Public Health Education and Health Promotion Section, American Public Health Association, 2005-2007
Member, Membership Committee, American Academy of Health Behavior, 1998 to 2004.
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

FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

_____

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

Degree	Institution	Major Field	Year
AB	Converse College	Comprehensive Sci	1975
PhD	University of Tennessee	Ecology	1989

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Post Doc Researcher	Univ. of Joensuu (Finland)	1989-1990
Assistant Professor	Oklahoma State University	1990-1995
Assistant Professor	University of Georgia	1995-2000
Associate Professor	University of GA	2000-present

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

50* % Instruction 50 % Research
___ % Service ___ % Administration
*includes 20% time for Undergraduate Coordinator Administrative duties

Course #	Course Name	Term(s) Taught	Average Enrollment
EHSC 4610	Water Pollution and Human Health	every Fall	25-30
EHSC 6610	Water Pollution and Human Health (grad)	every Fall	2
EHSC 8610	Aquatic Toxicology	alternate SP	7
EHSC 4400	Environmental Issues in the Dev World	Maymest.	(new)
EHSC 6400	Environmental Issues in the Dev World	Maymest.	(new)

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

Belin, J.I., T.A. McCaskey, and M.C. Black. 2000. Evaluating the efficiency of toxicity abatement in a constructed wetland with *Ceriodaphnia dubia*. *Journal of Toxicology and Environmental Health* Part A, 60:101-115.

Barfield, M.L., J.L. Farris, and M.C. Black. 2001. Biomarker and bioaccumulation responses of Asian clams exposed to aqueous cadmium. *Journal of Toxicology and Environmental Health* Part A 63:495-510.

Black, M.C. and P.L. Williams. 2001. Preliminary assessment of metal toxicity in the Middle Tisza River (Hungary) Flood Plain. *Journal of Soils and Sediments* 1: 203-206.

Fischer, J.G., H.P. Glauert, T. Yin, M.L. Sweeney-Reeves, N. Larmonier and M.C. Black. 2002. Moderate iron overload enhances lipid peroxidation in livers of rats, but does not affect NF-kappa N activation induced by the peroxisome proliferator, Wy-14,643. *Journal of Nutrition* 132: 2525-2531.

Konwick, B., Xia, K. and M. Black. 2003. Toxicity of biosolid elutriates from different wastewater treatment processes to *Ceriodaphnia dubia*, pp. 814-817. In K.J.

Hatcher (ed), *Proceedings of the 2003 Georgia Water Resources Conference*, University of Georgia, Athens, GA.

Augspurger, T., A.E. Keller, M.C. Black, W.G. Cope, and F.J. Dwyer. 2003. Water quality guidance for protection of freshwater mussels (Unionidae) from ammonia exposure. *Environmental Toxicology and Chemistry* 22:2569-2575.

Conners, D.E. and M.C. Black. 2004. Evaluation of lethality and genotoxicity in the freshwater mussel Utterbackia imbecillis (Bivalvia: Uniondae) exposed singly and in combination to chemicals used in lawn care. *Archives of Environmental Contamination and Toxicology* 46:362-371

Henry, T.B., J-W Kwon, K.L. Armbrust, and M.C. Black. 2004. Acute and chronic toxicity of five selective serotonin reuptake inhibitors in *Ceriodaphnia dubia*. *Environmental Toxicology and Chemistry* 23:2229-2233.

Konwick, B.J, A.T. Fisk, A.W. Garrison, J.K. Avants and M.C. Black. 2005. Acute enantioselective toxicity of fipronil and its desulfinyl photoproduct to *Ceriodaphnia dubia. Environmental Toxicology and Chemistry* 24:2350-2355.

Books/Book chapters

Henshel, D.S., M.C. Black and M.C. Harrass, 1999. *Environmental Toxicology and Risk Assessment: Eighth Volume, ASTM STP 1364*, American Society of Testing and Materials, W. Conshohocken, PA

Black, M.C. 2000. Chapter 30, Collection of Body Fluids, pp.513-527, In: G.K. Ostrander, ed., *Handbook of Experimental Animals: The Laboratory Fish*, Academic Press, London.

Black, M.C. 2000. Chapter 31, Routes of Administration for Chemical Agents, pp. 529-542, In: G.K. Ostrander, ed., *Handbook of Experimental Animals: The Laboratory Fish*, Academic Press, London.

Ankley, G.T., M.C.Black, J. Garric, T.H. 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.

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

FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

_____

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

Degree	Institution	Major Field	Year
B.S.	U of Nebraska (Kearney)	Biology	1973
M.S.	Wright State University	Biology/Ecology	1979
Ph.D.	Miami University	Zoology/Toxicology	1987

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Research Scientist	USAF (Toxicology)	1987-1990
Senior Scientist	USAF (Toxicology)	1990- 2000
Professor and Dept Head	University of Georgia	2000- 2006
Professor and Director of Interdisciplinary Toxicology Program	University of Georgia	2006-present

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

_20_ % Instruction _50__ % Research
___ % Service _30__ % Administration

Course #	Course Name	Term(s) Taught	Average Enrollment
EHSC 8220/8220L	PBPK Modeling	every other yr	10
PBHL 7800	Capstone	spring	5

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.
UGA PI: J. Fisher (2004-2007) ($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)
UGA PI: J. Fisher (2004-2005) ($147,890)

"Trichloroethylene Risk Assessment"
Source: DOE, subcontract with Medical University of South Carolina
Goal: Develop new risk assessment for TCE
UGA PI: J. Fisher (2003-2008) 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
UGA PI: J. Fisher (2003-2006) 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
UGA PI: J. Fisher (2003-2007) 10% effort ($470 K)

"Metabolism of Solvent Mixtures"
Source: ATSDR
Goal: Develop predictive model for toxicity of solvent mixtures.
UGA PI: J. Fisher (2001-2003) 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

Ahmad Mirfazaelian, Kyu-Bong Kim, Sookwang Lee, Hyo J. Kim, James V. Bruckner and **Jeffrey W. Fisher**. 2006. Organ growth functions in maturing Sprague-Dawley rats. J. Toxicol. Environ. Health, in press

Anand, S.S., J.V. Bruckner, W.T. Haines, S. Muralidhara, **J.W. Fisher** and S. Padilla. 2006. Characterization of deltamethrin metabolism by rat plasma and liver microsomes. Toxicology and Applied Pharmacology, in press.

Fisher, JW., J Campbell, S Muralidhara, JV Bruckner, D Ferguson, M Mumtaz, B Harmon, J M Hedge, K M Crofton, H Kim and TL Almekinder. 2006. Effect of PCB 126 on Hepatic Metabolism of Thyroxine and Perturbations in the Hypothalamic-Pituitary-Thyroid Axis in the Rat. Toxicol. Sci., 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

Fisher, Jeff and Richard J. Bull. 2006. Development of a Rat Dosimetry Model for Bromate. Toxicology, in press.

Quinones, O, Snyder,S. Cotruvo, **J. Fisher**, J. Bull, R. 2006. Analysis of Bromate and Bromide in Blood. Toxicology, in press.

Journal Articles

Dietzel, K.D., J.L. Campbell, M.G. Bartlett, M.L. Witten, and **J.W. Fisher**. 2005. Validation of a gas chromatography/mass spectrometry method for the quantification of aerosolized Jet Propellant 8. Journal of Chromatography A, 1083, 11-20.

Anand, S.S., J.V. Bruckner, W.T. Haines, S. Muralidhara, **J.W. Fisher** and S. Padilla. 2005. Characterization of deltamethrin metabolism by rat plasma and liver microsomes. Toxicology and Applied Pharmacology, in press.

Delinsky, A.D., D.C. Delinsky, S. Muralidhara, **J.W. Fisher**, J.V. Bruckner, and M.G. Bartlett. 2005. Analysis of dichloroacetic acid in rat blood and tissues by hydrophilic interaction liquid chromatography by hydrophilic interaction liquid chromatography with tandem mass spectrometry. Rapid Communications in Mass Spectrometry, 19, 1075-1083.

Smith, A.Q., J.L. Campbell, D.A. Keys, and **J.W. Fisher.** 2005. Rat tissue and blood partition coefficients for n-alkanes (C_8-C_{12}). International Journal of Toxicology, 24, 31-41.

Merrill, E.A., R.A. Clewell, P.J. Robinson, A.M. Jarabek, J.M. Gearhart, T.A. Sterner, and **J.W. Fisher**. 2005. PBPK model for radioactive iodide and perchlorate kinetics and perchlorate-induced inhibition of iodide uptake in humans. Toxicological Sciences, 83, 25-43.

Fisher JW and Keys DA. 2004. Applications of PBPK Modeling to TCE Risk Assessment, pp 118-126. In "Trichloroethylene: The Scientific Basis of Risk Assessment." Editors: Lawrence C. Mohr, M.D., David G. Hoel, Ph.D. and David Jollow, Ph.D. Medical University of South Carolina Press.

Dixon, A.M., D.C. Delinsky, **J.W. Fisher**, J.V. Bruckner and M.G. Bartlett. 2004. HILIC-Ion Exchange MS/MS Determination of DCA in Drinking Water. Journal of Liquid Chromatography and Related Techniques, 27, 2343-2355.

Campbell, J.L., M.A. Smith, **J.W. Fisher**, and D.A. Warren. 2004. Dose-response of retinoic acid-induced forelimb malformations and cleft palate: A comparison of computerized image analysis and visual inspection. Birth Defects Research (Part B), 71, 289-295.

Keys, D.A, I.R. Schultz, D.A. Mahle, and **J.W. Fisher**. 2004. A quantitative description of suicide inhibition of dichloroacetic acid in rats and mice. Toxicological Sciences, 82, 381-393.

Perleberg, U.R., D.A. Keys and **J.W. Fisher**. 2004. Development of a physiologically based pharmacokinetic model for decane, a constituent of jet propellant-8. Inhalation Toxicology, 16, 771-783.

Fisher, J. M. Lumpkin, J. Boyd, D. Mahle, J.V. Bruckner, H.A. El-Masri. 2004. PBPK modeling of the metabolic interactions of carbon tetrachloride and tetrachloroethylene in B6C3F1 mice. Environmental Toxicology and Pharmacology 16, 93–105.

Bruckner, J.V., D. A. Keys, and **J. W. Fisher**. 2004. The Acute Exposure Guideline Level (AEGL) Program: Applications of Physiologically Based Pharmacokinetic Modeling. Journal of Toxicology and Environmental Health, Part A, 67, 621-634.

Keys, D. A., James V. Bruckner, Srinivasa Muralidhara and **Jeffrey W. Fisher**. 2003. Tissue Dosimetry Expansion and Cross-Validation of Rat and Mouse Physiologically Based Pharmacokinetic Models for Trichloroethylene. Toxicological Sciences, 76, 35-50.

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.

Clewell, Rebecca A., Elaine A. Merrill, Kyung O. Yu, Deirdre A. Mahle, Teresa R. Sterner, **Jeffery W. Fisher**, and Jeffery M. Gearhart. 2003. Predicting Neonatal Perchlorate Dose and Inhibition of Iodide Uptake in the Rat during Lactation using Physiologically Based Pharmacokinetic Modeling. Toxicological Sciences, 109, 416-436.

Merrill, Elaine A., Rebecca A. Clewell, Jeffery M. Gearhart, Peter J. Robinson, Teresa R. Sterner, Kyung O. Yu, David R. Mattie and **Jeffrey W. Fisher**. 2003. PBPK Predictions of Perchlorate Distribution and Its Effect on Thyroid Uptake of Radioiodide in the Male Rat. Toxicological Sciences, 73, 256-269.

Clewell, Rebecca A., Elaine A. Merrill, Kyung O. Yu, Deirdre A. Mahle, Teresa R. Sterner, David R. Mattie, Peter J. Robinson, **Jeffery W. Fisher**, and Jeffery M. Gearhart. 2003. Predicting Fetal Perchlorate Dose and Inhibition of Iodide Kinetics during Gestation: A Physiologically-Based Pharmacokinetic Analysis of Perchlorate and Iodide Kinetics in the Rat. Toxicological Sciences, 73, 235-255.

Sundberg, S. E., J. Jackson Ellington, John J. Evans, Deborah A. Keys and **Jeffrey W. Fisher**. 2003. Accumulation of perchlorate in tobacco plants: development of a plant kinetic model. Journal of Environmental Monitoring, 5, 505-512.

Fisher, Jeffrey W. 2003. PBPK Modeling Advances Understanding of D_4 Pharmacokinetics. *Toxicological Highlight*, Toxicological Sciences 72, 1-2.

Narayanan, L., G. W. Buttler G. W. , K. O. Yu, D. R. Mattie, and **J. W. Fisher**. 2003. Sensitive High- Performance Liquid Chromatography Method for the Determination of Low Levels of Perchlorate in Biological Samples. Journal of Chromatography B, 788, 393-399.

Mahle, Deirdre. A., Kyung O. Yu, Latha Narayanan, David R. Mattie and **Jeffrey W. Fisher**. 2003. Changes in Cross-Fostered Sprague-Dawley Rat Litters Exposed to Perchlorate. International Journal of Toxicology 22, 87-94.

Kyung O. Yu, Latha Narayanan, David R. Mattie, Richard J. Godfrey, Paula N. Todd, Teresa R. Sterner, Deirdre A. Mahle, Michael H. Lumpkin and **Jeffrey W. Fisher**. 2002. The Pharmacokinetics of Perchlorate and Its Effect on the Hypothalamus/Pituitary-Thyroid Axis in the Male Rat. Toxicol. Appl. Pharmacol.,182, 146-159.

Fisher, J. W., S. R. Channel, J. S. Eggers, P. D. Johnson, K. L. MacMahon, C. D. Goodyear, G. L. Sudberry, D. A. Warren, J. R. Latendresse, and L. J. Graeter. 2001. Trichloroethylene, Trichloroacetic Acid, and Dichloroacetic Acid: Do they Affect Fetal Rat Heart Development? International Journal of Toxicology 20, 1-11.

Dorman, D. C., S. L. Allen, J. Z. Byczkowski, L. Claudio, J. E. Fisher, **J. W. Fisher**, G. J. Harry, A. A. Li, S. L. Makris , S. Padilla, L. G. Sultatos, and B. E. Mileson. 2001. Methods to Indentify and Characterize Developmental Neurotoxicity for Human Health Risk Assessment. III. Pharmacokinetic and Pharmacodynamic Considerations. Environmental Health Perspectives 109 (1), 101-111.

Book Chapter

Fisher, J.W., E. Merrill and R. Clewell, 2005. The Use of Physiological Models to Evaluate the Blocking Effects of Perchlorate on Thyroidal Uptake of Iodide. In: Mathematical Modeling in Nutrition and Toxicology, J.L. Hargrove and C.D. Berdanier Editors, Mathematical Biology Press, Athens, GA, Chapter 8, 92-103.

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

Fisher, J. (*Invited speaker*). International Conference on Mathematical Modeling in Nutrition and Health. The Use of Physiological Models to Evaluate the Blocking Effects of Perchlorate on Thyroidal Uptake of Iodide. Sept. 25-30, 2003, Athens GA

F. EXPECTED RESPONSIBILITIES IN THIS PROGRAM

-Assist MPH students in EHS with capstone projects

FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

_____

DATE:

A. PERSONAL DATA:

Full Name ..... Luke P. Naeher

Present Rank ..... Assistant Professor

Department Environmental Health Science

Email Address ..... lnaeher@uga.edu

Years Employed at UGA 5

B. SCHOLARLY COMPETENCE *(listed in chronological order)*

1. DEGREES

Degree	Institution	Major Field	Year
PhD	Yale University	Epidemiology/Public Health	1998
MS	Harvard University	Env Health Science	1994
MS	SUNY Stony Brook	Marine Env Science	1998
BS	Cornell University	Biology	1989

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Health Scientist	Centers for Disease Control and Prevention	1998-2001

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

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

Course #	Course Name	Term(s) Taught	Average Enrollment
EHSC 4080/6080	Air Quality	spring	30
EHSC 4070	Air Pollution	fall	25

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, Smith KR, Leaderer BP, Mage D, Grajeda R. 2000. Indoor and outdoor $PM_{2.5}$ and CO in high and low density Guatemalan villages. *Journal of Exposure Analysis and Environmental Epidemiology.* 10:544-551.

Naeher LP, Leaderer BP, Smith KR. 2000. Particulate matter and carbon monoxide in highland Guatemala: indoor and outdoor levels from traditional and improved wood stoves and gas stoves. *Indoor Air*. 10:200-205.

Backer L, Niskar AS, Rubin C, Blindauer K, Christianson D, **Naeher L**, Rogers HS. 2001. Environmental public health surveillance: Possible estuary-associated syndrome. *Environmental Health Perspectives*. 109: 797-801 (Suppl. 5).

Rubin C, McGeehin M, Holmes AK, Backer L, Burreson G, Earley MC, Griffith D, Levine R, Litaker W, Mei J, **Naeher L**, Needham L, Noga E, Poli M, Rogers HS. 2001. Emerging areas of research reported during the CDC National Conference on Pfiesteria: From biology to public health. 109: 633-637 (Suppl. 5).

Naeher LP, Smith KR, Leaderer BP, Neufeld L, Mage D. 2001. Carbon monoxide as a tracer for assessing exposures to particulate matter in wood and gas cookstove households of highland Guatemala. *Environmental Science &* Technology. 35:575-581.

Kieszak S, **Naeher LP**, Rubin C, Needham LL, Backer L, Barr D, McGeehin M. 2002. Investigation of the relation between self-reported food consumption and household chemical exposures with urinary levels of selected nonpersistent pesticides. *Journal of Exposure Analysis and Environmental Epidemiology.* 12(6):404-408.

Shendell DG, **Naeher LP**. 2002. A pilot study to assess ground-level ambient air concentrations of fine particles and carbon monoxide in urban Guatemala. *Environment International.* 28 (5):375-382.

Naeher LP, Rubin C, Hernandez-Avila M, Noonan GP, Paschal D, Narciso J, Espinoza Lain R, Gastanaga C, Almeyda R, Jarrett J, Caldwell KL, McGeehin M. 2003. Use of isotope ratios to identify sources contributing to pediatric lead poisoning in Peru. *Archives of Environmental Health*. 58(9):579-589.

Neufeld LM, Haas JD, Ruel MT, Grajeda R, **Naeher LP**. 2004. Indoor cooking fire use is associated with hemoglobin concentration in iron deficient women. *Pam American Journal of Public Health*. 15:110-118.

Naeher LP, Miller T, Aguilar-Villalobos M. 2004. Blood lead survey of children, pregnant women, professional drivers, street workers, and office workers in Trujillo, Peru. *Archives of Environmental Health.* 59(7):359-362.

Xianglu H, Aguilar-Villalobos M, Allen A, Carlton CS, Robinson R, Bayer C, **Naeher LP**. 2005. Traffic-related occupational exposures to PM2.5, CO, and VOCs in Trujillo, Peru. *International Journal of Occupational and Environmental Health*. 11:276-288.

Needham LL, Whyatt RM, Barr DB, Wang RY, Akland G, **Naeher LP**, Bahadori T, Bradman A, Fortmann R, Liu L-J S, Morandi M, O'Rourke MK, Thomas K, Quackenboss J, Ryan PB, Zartarian V, Özkaynak H. 2005. Exposure assessment in the National Children's Study – introduction. *Environmental Health Perspectives*. 113:1076-1082.

Lee S, Baumann K, Schauer JJ, Sheesley R, **Naeher LP**, Meinardi S, Blake DR, Edgerton ES, Russell A, Clements M. 2005. Gaseous and Particulate Emissions from Prescribed Burning in Georgia. *Environmental Science & Technology*. 39(23):9049-9056.

Xianglu H, **Naeher LP**. 2006. A review of traffic-related air pollution exposure assessment studies in the developing world. *Environment International*. 32(1):106-120.

Calafat AM, Needham LL, Kuklenyik Z, Reidy JA, Tully JS, Aguilar-Villalobos M, **Naeher LP**. 2006. Human exposure to perfluorinated chemicals in the American continent. *Chemosphere.* (in press).

Nichani V, Li Wan-I, Smith MA, Noonan G, Kulkarni M, Kodavor M, **Naeher LP**. 2006. Blood lead levels in children after the introduction of unleaded gasoline in Bombay, India. *Science of the Total Environment.* (in press – online version available).

Achtemeier GL, Glitzenstein JS, **Naeher LP**. Measurements of smoke from chipped and unchipped plots. *Southern Journal of Applied Forestry*. (accepted for publication).

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).

Triche EW, Gent JF, Holford TR, Belanger K, Bracken MB, Beckett WS, McSharry JE, **Naeher LP**, Leaderer BP. Low-level ozone exposure and respiratory symptoms in infants. *Environmental Health Perspectives.* (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

FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

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

Degree	Institution	Major Field	Year
PhD	University of South Florida	Marine Science	1999
BA	New College of FL	Biology	1994

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Assistant Professor	University of Georgia	2002 – present
Research Associate	Center of Marine Biotechnology	2000 – 2000
Post-Doctoral Fellow	University of South Florida	1999 – 2000
Lecturer	St. Pete Junior College	1999

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

_50 % Instruction 50 % Research
___ % Service ___ % Administration

Course #	Course Name	Term(s) Taught	Average Enrollment
EHSC 3060	Intro to Environmental Health Science	Fall 2002	55
		Fall 2003	80
EHSC 4310(L)	Environmental Microbiology	Spring 2003	10

		Spring 2004	9
		Spring 2005	4
		Spring 2006	6
EHSC 3800	Proseminar in Environmental Health	Spring 2006	25
EHSC 3700	Special Problems in Env. Hlth. Mult.	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. Georgia Sea Grant (Program Development Award). *Enteric viruses in coastal reaches of the Altamaha River: molecular detection of human, bovine and porcine enteroviruses*. July 1, 2002 – Sept. 30, 2003. Award: $5,000.

Lipp, E.K., PI/PD. UGA Research Foundation Faculty Research Grant. *The role of enteric microbiota in coral reefs as human sewage indicators and potential coral pathogens*. January 1, 2003 – December 31, 2003. Award: $6,032.

Lipp, E.K., P.I./P.D. with D.W. Griffin (USGS) and J.B. Rose (MSU). EPA Region 4/NOAA (Joint Announcement for Special Studies in the Florida Keys National Marine Sanctuary). *Human fecal indicator bacteria and pathogenic viruses in offshore reefs and human recreational risk in nearshore waters of the Florida Keys*. 10/01/03-9/30/05. Award: $99,923.

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.

Lipp, E.K., PI/PD, with D. Cole (UGA) and S. Lance-Parker (GA Div. of Public Health). NOAA – OGP (Oceans and Human Health Initiative). *Human pathogens in shellfish harvesting waters: Relating climate, water quality and disease outcomes*. 10/01/04 – 9/30/07. Award: $639,608.

Referred journal articles published

Fong, T.T. and **E. K. Lipp**. **2005**. Enteric viruses of humans and animals in aquatic environments: health risks, detection and potential water quality assessment tools. Microbiology and Molecular Biology Reviews 69 (2): 357-371.

Fong, T.T., D.W. Griffin and **E.K. Lipp**. **2005**. Molecular assays for targeting human and bovine enteric viruses in coastal waters and application for library-independent source tracking. Applied and Environmental Microbiology 70 (4): 2070-2078.

Lipp, E.K. and D.W. Griffin. **2004**. Analysis of coral mucus as an improved medium for detection of enteric microbes and for determining patterns of sewage contamination in reef environments. EcoHealth 1: 317-323.

Gil, A.I., V. Louis, I.N.G. Rivera, **E.K. Lipp**, A. Huq, C.F. Lanata, D.N. Taylor, E. Russek-Cohen, N. Choopun, R. Bradley Sack and R.R. Colwell. **2004**. Occurrence and distribution of *Vibrio cholerae* in the coastal environment of Peru. Environmental Microbiology 6: 699-706.

Espeland, E.M., **E.K. Lipp**, A. Huq and R.R. Colwell. **2004**. Polylysogeny and prophage induction by secondary infection in *Vibrio cholerae.* Environmental Microbiology 6: 760-763.

Jarrell-Wetz, J., **E.K. Lipp**, D.W. Griffin, J. Lukasik, D. Wait, M.D. Sobsey, T.M. Scott and J.B. Rose. **2004**. Presence, infectivity and stability of enteric viruses in seawater: relationship to marine water quality in the Florida Keys. Marine Pollution Bulletin 48: 700-706.

Rivera, I.N.G., **E.K. Lipp**, N. Choopun, A. Huq, and R. R. Colwell. **2003**. Method for DNA extraction and application of multiplex PCR to detect toxigenic *V. cholerae* O1 and O139 from aquatic ecosystems. Environmental Microbiology 5: 599-606.

Lipp, E.K., I.N.G. Rivera, A.I. Gil, E.M. Espeland, N. Choopun, V. Louis, E. Russek-Cohen, A. Huq, and R.R. Colwell. **2003**. Direct detection of *Vibrio cholerae* and *ctxA* in Peruvian coastal waters and plankton by PCR. Applied and Environmental Microbiology 69: 3676-3680.

Talledo, M., I.N.G. Rivera, **E.K. Lipp**, A. Neale, D.K.R. Karaolis, A. Huq and R.R. Colwell. **2003**. Characterization of a *Vibrio cholerae* phage isolated from the coastal water of Peru. Environmental Microbiology 5: 350-354.

Lipp, E.K., A. Huq and R.R. Colwell. **2002**. Effects of global climate on infectious disease: the cholera model. Clinical Microbiology Reviews. 15: 757 -770.

Lipp, E.K., J.L. Jarrell, D.W. Griffin, J. Jacukiewicz, J. Lukasik and J.B. Rose. **2002**. Preliminary evidence for human fecal contamination in corals of the Florida Keys, U.S.A. Marine Pollution Bulletin 44: 666-670.

Lipp, E.K., C. Rodriguez-Palacios and J.B. Rose. **2001**. Occurrence and distribution of the human pathogen *Vibrio vulnificus* in a subtropical Gulf of Mexico estuary. Hydrobiologia 460: 165-173.

Griffin, D.W., **E.K. Lipp**, M.R. McLaughlin and J.B. Rose. **2001**. Marine recreation and public health microbiology: Quest for the ideal indicator. BioScience 51: 817-825.

Lipp, E.K., S.R. Farrah and J.B. Rose. **2001**. Assessment and impact of microbial fecal contamination and human enteric pathogens in a coastal community. Marine Pollution Bulletin 42: 286-293.

Lipp, E.K., N. Schmidt, M. Luther and J.B. Rose. **2001**. Determining the effects of El Niño-Southern Oscillation events on coastal water quality. Estuaries 24: 491-497.

Rose, J.B., P.R. Epstein, **E.K. Lipp**, B.H. Sherman, S.M. Bernard and J.A. Patz. **2001**. Climate variability and change in the United States: Potential impacts on water- and food-borne disease caused by microbiological agents. Environmental Health Perspectives 109 (Supl. 2): 211-221.

Lipp, E.K., R. Kurz, R. Vincent and C. Rodriguez-Palacios, S.R. Farrah and J.B. Rose. **2001**. The effects of seasonal variability and weather on microbial fecal pollution and enteric pathogens in a subtropical estuary. Estuaries 24: 266-276.

Schmidt, N., **E.K. Lipp**, J.B. Rose and M. Luther. **2001**. Analysis of ENSO related trends in Florida precipitation and streamflow. Journal of Climate 14: 615-628.

Refereed journal articles in press

None

Books/book chapters

Porter, J.W., **E.K. Lipp**, K.P. Sutherland, and E. Mueller. **2006**. The ecology of an infectious disease in the Florida Keys: From pathogen to politics." *In* The Ecology of Infectious Disease. R.S. Ostfeld and V. Eviner, eds. Princeton University Press; Princeton, NJ. *In Press*.

Scott, T.E., **E.K. Lipp**, and J.B. Rose. **2004**. The effect of climate change on waterborne disease outbreaks. Chapter 6 *In* Waterborne Microbial Pathogens: Their Detection and Control. T.E. Cloete, ed. IWA Publishing, London.

Huq, A., **E.K. Lipp**, and R.R. Colwell. **2001**. *Vibrio cholerae*. *In* Encyclopedia of Environmental Health. Bitton, G., ed.

Lipp, E.K., J. Lukasik and J.B. Rose. **2001**. Human enteric viruses and parasites in the marine environment. *In* Methods in Microbiology, Vol. 30, J.H. Paul, ed. Academic Press, London.

Proceeding chapter

None

Other publications

Rose, J.B., A. Huq and **E.K. Lipp**. **2001**. Health, Climate and Infectious Disease: A Global Perspective. American Academy of Microbiology. Washington, DC.

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

Degree	Institution	Major Field	Year
B.S.	Auburn Univerisity	Biology Education	1971
M.A.T.	Emory University	Science Education	1976
M.S.	Emory University	Dev Biology	1980
PhD	Univ of Arkansas for Med Sciences	Toxicology	1990

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Postdoctoral Fellow	Emory University	1990
Senior Scientist	Law Environmental, Inc	1992
Temporary Assist Professor	Emory University	1993
Assistant Professor	University of Georgia	1994
Associate Professor	University of Georgia	1999

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

_50_ % Instruction _50__ % Research
___ % Service ___ % Administration

Course #	Course Name	Term(s) Taught	Average Enrollment
EHSC 4490/6490	Environmental Toxicology	every Fall	~30
EHSC 8510	Env Risk Assessment & Commun	alt Spring	~12
EHSC 3800	Environmental Health Seminar	~1/2 yrs	12
EHSC 8150	Environmental Health Proseminar	~1/2 yrs	8

EHSC 8910 Organ Systems Toxicology (13%) ~20

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:

American Meat Institute Foundation. "Refinement of *Listeria monocytogenes (L. monocytogenes)* low dose data from pregnant guinea pigs for human risk assessment", $150,000, 2006-2008, Principal Investigator. (awarded).

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

International Life Sciences Institute. "Mouse strains for assessing *Enterobacter sakazakii* infections", $144,267, 2005-2007, Principal Investigator.

Center for Food Safety. "Supplement for dose response of *Listeria monocytogenes* in pregnant guinea pigs", $30,000, 2004-2005, Principal Investigator.

US Department of Agriculture. "Dose response of *Listeria monocytogenes* in pregnant guinea pigs for use in risk assessment", $124,000, 2003-2005, Principal Investigator.

US Department of Agriculture. "Alliance for Food Protection", $136,921, 2003-2005, MP Doyle, Principal Investigator; MA Smith, Co-Principal Investigator for "Determine the effect of fat content on virulence of Listeria monocytogenes", $40,000, 2003-2005.

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

US Department of Agriculture. "Comparison of *Listeria monocytogenes* virulence in a mouse model for use in risk assessment", $150,000, 2001-2003, Principal Investigator.

U.S. Food and Drug Administration. "Development of a Risk Assessment Dose-Response Model for Food Borne *Listeria monocytogenes,*" $983,047, 1998-2004. Principal Investigator.

Refereed journal articles published

Nachani, V., W.I. Li, M.A. Smith, G. Noonan, M. Kulkarni, M. Kodavor, and L.P. Naeher. (2005) Blood lead levels in children after phase-out of leaded gasoline in Bombay, India. *Sci Total Environ*. 2005 Sep 19; [Epub ahead of print]

Yeo, A., M.A. Smith, D. Lin, E.L. Riche, A. Moore, J. Elter, and S. Offenbacher. (2005) Campylobacter rectus mediates growth restriction in pregnant mice. *J. Periodontol* 76(4):551-557.

Mytle, N., Anderson, G.L., Doyle M.P. and Smith, M.A. Efficacy of Clove (*Syzgium aromaticum*) oil in inhibiting Listeria monocytogenes during refrigerated storage of RTE chicken. *Food Control* (In Press, available online Nov 26, 2004).

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

Image Analysis and Visual Inspection. *Births Defects Research* (Part B) 71:289-295. 2004.

Takeuchi, K, MA Smith, and MP Doyle. Pathogenicity of food and clinical *Listeria monocytogenes* isolates in a mouse bioassay. *J Food Protection* . 66(12): 2362-2366. 2003.

Smith, MA, K Takeuchi, RE Brackett, HM McClure, R Raybourne, K Williams, US Babu, GO Ware, JR Broderson, and MP Doyle. A nonhuman primate model for *Listeria monocytogenes*-induced stillbirths. *Infection and Immunity* 71(3):1574-1579. 2003.

Lin, DM, MA Smith, C Champagne, J Elter, J Beck, and S Offenbacher. *Porphyromonas gingivalis* infection during pregnancy increases maternal Tumor Necrosis Factor-alpha, suppresses maternal Interleukin-10 and enhances fetal growth restriction and resorption in mouse. *Infection and Immunity* 71: 5156-5162. 2003.

Lin, DM, MA Smith, J Elter, C Champagne, CL Downey, J Beck, and S Offenbacher. *Porphyromonas gingivalis* infection in pregnant mice is associated with placental dissemination, an increase in placental Th1/Th2 cytokine ratio and fetal growth restriction. *Infection and Immunity* , 71:5163-5168. 2003.

Williams, LD, CW Bacon, FI Meredith, AJ Franzluebbers, RD Wyatt, MA Smith, and RT Riley. Leaching and binding of fumonisins in soil microcosms. J Agric Food Chem 51:685-690. 2003.

Anderson, GL., AB Funk, ES Hanson, JL Hill and MA Smith. Alternative methods for assessing chondrogenesis in micromass culture. *Toxicology Methods* 11:89-105, 2001.

Refereed journal articles in press

Mytle, N., G.L. Anderson, S. Lambert, M.P. Doyle and M.A. Smith. (2005, in press) Effect of fat content on infection of *Listeria monocytogenes* in a mouse model. *J Food Protection*.

Takeuchi, K. N. Mytle, S. Lambert, M. Coleman, M.P. Doyle and M.A. Smith (2005, in press) Comparison of *Listeria monocytogenes* virulence in a mouse model. *J Food Protection*.

E. PROFESSIONAL SOCIETY ACTIVITIES

Session Co-chair and organizer, "Emerging Infections: Mechanisms of inflammation during pregnancy", Teratology Society, Annual meeting, June 24-29, 2006.

Memberships:

1991-present	Teratology Society, (Chair, Nominations and Elections Committee, 2002-2003)
1990-present	Society of Toxicology (full member 1996-present)
1992-present (1995-	Southeastern Regional Chapter of the Society of Toxicology, Councilor; 1999-president)

2006-2010 Member of Editorial Board, *Reproductive Toxicolog.*

Invited co-author for issue paper on “Microbial Risk Analysis in Food Safety” published by the Council on Agricultural Science and Technology, 2005-2006.

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:

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

Degree	Institution	Major Field	Year
Ph.D.	Georgia Institute of Technology	Toxicology	1988
B.S.	Georgia State University	Biological Sciences	1975

2. ACADEMIC & PROFESSIONAL POSITIONS

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

	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 of Environmental Health	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

_50__ % Instruction _50__ % Research
___ % Service ___ % Administration

Course #	Course Name	Term(s) Taught	Average Enrollment
EHSC 4100/6100	Industrial Hygiene	Fall	15
EHSC 8930	Chemical Toxicology	Spring	20

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:

$11,000 "Use of *Caenorhabditis elegans* for Toxicity Testing at the City of Fitzgerald, GA Waste Water Treatment Facility", obtained from Carter & Sloop, Macon, GA. January 2000 - June 2000. Principal Investigator.

$25,000 "Use of *Caenorhabditis elegans* for Performing a Toxicity Investigation and Evaluation (TIE) of a Waste Water Treatment Facility at the City of Fitzgerald, GA", obtained from Carter & Sloop, Macon, GA. July 2000 - June 2002. Principal Investigator.

$102,000 U.S. Environmental Protection Agency, "STAR Fellowship" for Windy Boyd (Ph.D. Student), July 2000 through June 2003.

$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.

$22,100 "Development and Use of Transgenic *Caenorhabditis elegans* to Measure Bioavailability of Metals and Mutagenicity in Contaminated Media" obtained from Bechtell/USDOE, Idaho National Environmental Laboratory, March 2004 – September 2004. Co-Principal Investigator

$25,000 "Determination of Effect of Percent Moisture on Soil Toxicity Tests Using Nematodes" obtained from State of Washington, Department of Ecology, May 2004 through July 2004. 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.

$300,000 "Bioavailability of Metals in Two Former Ash Settling Basins from Coal-fired Power Plants: Capping vs. Natural Attenuation" obtained from The Georgia Power Company. January 2005 - December 2007. Principal Investigator.

$363,680 "The Bioavailability, Toxicity, and Trophic Transfer of Manufactured ZnO Nanoparticles" obtained from USEPA, STAR Grant. October 2005 – September 2008. Co-Principal Investigator.

$35,000 "Employee Exposure to Heat Stress in Coal-Fired Electric Utility Facilities" obtained from Georgia Power Company. January 2006 – December 2008. Principal Investigator.

Books:

Williams, P.; James, R; and Roberts, S. (Eds.) 2000. Principles of Toxicology: Environmental and Industrial Applications, Second Edition. New York: John Wiley & Sons, 603 pages.

Book Chapters:

Peredney, C. and Williams, P. 2000. Comparison of the Toxicological Effects of Nitrate versus Chloride Metallic Salts on *Caenorhabditis elegans* in Soil. Price, F.; Brix, V.; and Lane, K. (Ed.).: Environmental Toxicology and Risk Assessment: Recent Achievements in Environmental Fate and Transport, 9th Volume, ASTM STP 1381, American Society for Testing and Materials, pp. 256-268.

Boyd, W.; Anderson, G; Dusenbery, D. and Williams, P. 2000. Computer Tracking Method for Assessing Behavioral Changes in the Nematode *Caenorhabditis elegans*. Price, F.; Brix, V.; and Lane, K. (Ed.).: Environmental Toxicology and Risk Assessment: Recent Achievements in Environmental Fate and Transport, 9th Volume, ASTM STP 1381, American Society for Testing and Materials, pp. 225-238.

James, R.; Roberts, S.; and Williams, P. 2000. General Principles of Toxicology. In: Williams, P; James, R.; and Roberts, S. (Eds.) Principles of Toxicology: Environmental and Industrial Applications, Second Edition. New York: John Wiley & Sons, pp. 3-34.

Middendorf, P. and Williams, P. 2000. Nephrotoxicity: Toxic Responses in the Kidney. In: Williams, P; James, R.; and Roberts, S. (Eds.). Principles of Toxicology: Environmental and Industrial Applications, Second Edition. New York: John Wiley & Sons, pp. 129-143.

Donkin, S. and Williams, P. 2000. Neurotoxicity: Toxic Responses in the Nervous System. In: Williams, P; James, R.; and Roberts, S. (Eds.). Principles of Toxicology: Environmental and Industrial Applications, Second Edition. New York: John Wiley & Sons, pp. 145-155.

Boyd, W.; Stringer, V.; and Williams, P. 2001. Metal LC50 Values of Soil Nematode Compared to Earthworm Data. Greenbery, B.; Hull, R.; Roberts, M.; and Gensemer, R. (Eds.).: Environmental Toxicology and Risk Assessment: Science, Policy, and Standardization - Implications for Environmental Decisions, 10th Volume, ASTM STP 1403, American Society for Testing and Materials, 223-235.

Boyd, W.; Brewer, S. and Williams, P. 2002. Altered Behaviour of Invertebrates Living in Polluted Environments. In: Dell'Omo, G. (Ed.). Behavioural Ecotoxicology. London: John Wiley & Sons Ltd., pp. 293-336.

Denslow, N.; Colbourne, J.; Dix, D.; Freedman, J.; Helbing, C.; Kennedy, S.; and Williams, P. Selection of Surrogate Species for Comparative Toxicogenomics. In: Emerging and Molecular Approaches: Cross-Species Extrapolations. Society of Environmental Toxicology and Chemistry (SETAC), pp. in press.

Refereed Journal Articles:

Campbell, J.; Smith, M.A.; Eiteman, M.; Williams, P.; Boeniger, M. 2000. Wipe Recovery of Selected Pesticides Using an *In Vitro* Porcine Skin Model. *American Industrial Hygiene Association Journal* 61(1):82-88.

Peredney, C. and Williams, P. 2000. Utility of *Caenorhabditis elegans* for Assessing Heavy Metal Contamination in Artificial Soil. *Archives of Environmental Contamination and Toxicology* 39(1):113-118.

MacIntosh, D.; Zimmer-Dauphinee, S.; Manning, R.; and Williams, P. 2000. Aldehyde Concentrations in Ambient Air of Coastal Georgia, USA. *Environmental Monitoring and Assessment* 63(3):409-429.

Dhawan, R.; Dusenbery, D.; and Williams, P. 2000. A Comparison of Metal-inducted Lethality and Behavioral Responses in the Nematode *Caenorhabditis elegans. Environmental Toxicology and Chemistry*, 19(12):3061-3067.

Williams, P.; [P]Anderson, G.; Johnstone, J.; Nunn, A.; Tweedle, M.; and Wedeking, P. 2000. *Caenorhabditis elegans* As An Alternative Animal Species. *Journal of Toxicology and Environmental Health*, Part A, 61(12):641-647.

Frumkin, H.; Letz, R.; Williams, P.; Gerr, F.; Pierce, M.; Sanders, A.; Elon, L.; Manning, C.; Woods, J.; Hertzberg, V.; Mueller, P.; and Taylor, B. 2001. Health Effects of Long-term Mercury Exposure Among Workers in a Chloralkali Plant. *American Journal of Industrial Medicine*, 39(1):1-18.

Williams, P.; Frumkin, H.; Pierce, M.; Elon, L.; Sanders, A.; and Manning, C. 2001. Reconstruction of Occupational Mercury Exposures at a Chloralkali Plant. *Occupational and Environmental Medicine*, 58(2):81-86.

Frumkin, H.; Manning, C.; Williams, P.; Mueller, P.; Letz, R.; Gerr, F.; Sanders, A.; Taylor, B;. Pierce, M.; Elon, L.; Hertzberg, V. 2001. Diagnostic Chelation Challenge with DMSA: A Biomarker of Long-term Mercury Exposure? *Environmental Health Perspectives*, 109:167-171.

Collins, M.; Williams, P.; and MacIntosh, D. 2001. Ambient Air Quality at the Site of a Former Manufactured Gas Plant. *Environmental Monitoring and Assessment*, 68(2):137-152.

Anderson, G.; Boyd, W.; and Williams, P. 2001. Assessment of Sublethal Endpoints for Toxicity Testing with the Nematode *Caenorhabditis elegans. Environmental Toxicology and Chemistry*, 20(4):833-838.

Middendorf, P.; MacIntosh, D.; Tow, L.; and Williams, P. 2001. Performance of Electronic Flow Rate Meters Used for Calibration of Air Sampling Pumps. *American Industrial Hygiene Association Journal*, 62(4):472-476.

Dallas, C. and Williams, P. 2001. Barium: Rationale for a New Oral Reference Dose (RfD). *Journal of Toxicology and Environmental Health*, Part B, 4:101-136.

Black, M. and Williams, P. 2001. Preliminary Assessment of Metal Toxicity in the Middle Tizsa River (Hungary) Flood Plain. *Journal of Soils and Sediments*, 1(4):203-206.

Yanosky, J.; Williams, P.; and MacIntosh, D. 2002. A Comparison of Two Direct-Reading Aerosol Monitors with the Federal Reference Method for $PM_{2.5}$. *Atmospheric Environment*, 36(1):107-113.

Boyd, W.; and Williams, P. 2003. The Availability of Metals to the Nematode *Caenorhabditis elegans*: LC50 Values Based on Total Concentration in Soil and Extracted Fractions. *Environmental Toxicology and Chemistry*, 22(5):1100-1106.

Caldwell, K.; Adler, B.; Anderson, G.; Williams, P.; and Beuchat, L. 2003. Ingestion of *Salmonella enterica* Serotype Poona by a Free-living Nematode, *Caenorhabditis elgans*, and Protection Against Inactivation by Produce Sanitizers. *Applied and Environmental Microbiology*, 69(7):4103-4110.

Anderson, G.; Caldwell, K.; Beuchat, L.; and Williams, P. 2003. Interactions of the Free-living Soil Nematode, *Caenorhabditis elegans,* with Surrogates of Foodborne Pathogenic Bacteria. *Journal of Food Protection*. 66(9):1543-1549.

Boyd, W. and Williams, P. 2003. Comparison of the Sensitivity of Three Nematode Species to Copper and Their Utility in Aquatic and Soil Toxicity Tests. *Environmental Toxicology and Chemistry*, 22(11):2768-2774.

Caldwell, K.; Anderson, G.; Williams, P.; and Beuchat, L. 2003. Attraction of a Free-Living Nematode, *Caenorhabditis elegans*, to Foodborne Pathogenic Bacteria, and Its Potential as a Vector of *Salmonella* Poona for Preharvast Comtamination of Cantaloupe. *Journal of Food Protection*. 66(11):1964-1971.

Boyd, W.; Cole, R.; Anderson, G.; and Williams, P. 2003. Effects of Metals and Food Availability on the Behavior of *Caenorhabditis elegans*. *Environmental Toxicology and Chemistry*, 22(12):3049-3055.

Anderson, G.; Cole, R.; and Williams, P. 2004. Assessing Behavioral Toxicity Using *Caenorhabditis elegans*. *Environmental Toxicology and Chemistry*. 23(5):1235-1240.

Cole, R.; Anderson, G.; and Williams, P. 2004. The Nematode *Caernorhabditis elegans* as a Model for Organophosphate Induced Mammalian Neurotoxicity. *Toxicology and Applied Pharmacology*. 194:248-256.

Bird, M.; MacIntosh, D.; and Williams, P.2004. Occupational Exposures During Routine Activities in Coal-Fueled Power Plants. *Journal of Occupational and Environmental Hygiene.* 1(6): 403-413.

Kenney, S.J., Anderson, G.; Williams, P., Millner, P. and Beuchat, L. 2004. Effectiveness of Cleaners and Sanitizers in Killing *Samonella* Newport in the Gut of a Free-living Nematode, *Caenorhabditis elegans*. *Journal of Food Protection*. 67:2151-2157.

Graves, A.L., Boyd, W.A., and Williams P.L. 2005. Using Transgenic *Caernorhabditis elegans* in Soil Toxicity Testing. *Archives of Environmental Contamination and Toxicology*. 48(4):490-494.

Kenney, S.J., Anderson, G.; Williams, P., Millner, P. and Beuchat, L. 2005. Persistence of *Escherichia coli* O157:H7, *Samonella* Newport, and *Salmonella* Poona in the Gut of a Free-living Nemaotde, *Caenorhabditis elegans*, and Transmission to Progeny and Uninfected Nematodes. *International Journal of Food Microbiology*. 101(2):227-236.

Gibbs, D., Anderson, G., Beuchat, L., Carta, L. and Williams, P. L. 2005. Potential Role of *Diploscapter*, a Bacterivorous Nematode From Soil, as a Vector of Foodborne Pathogenic Bacteria to Pre-harvest Fruits and Vegetables. *Applied and Environmental Microbiology*. 71(5):2433-2437.

Jackson, B., Williams, P., Lanzirotti, A. and Bertsch, P. 2005. Evidence for biogenic pyromorphite formation by the nematode *Caenorhabditis elegans. Environmental Science and Technology.* 39:5620-5625.

Kenney, S.J., [P]Anderson, G.; Williams, P., Millner, P. and Beuchat, L. 2006. Migration of *Caenorhabditis elegans* to Manure and Manure Compost and Potential for Transport of *Samonella* Newport to Fruits and Vegetables. *International Journal of Food Microbiology*. 106(1):61-68.

Anderson, G., Kenney, S., Beuchat, L., and Williams, P. L. 2006. Shedding of Foodborne Pathogens by *Caenorhabditis elegans* in Compost-amended and Unamended Soil. *Food Microbiology*. 23:146-153.

Banks, M., Schwab, A., Cofield, N., Alleman, J., Switzenbaum, M., Shalabi, J., and Williams, P. Biosolids Amended Soils:Part I. Effect of Biosolids Application on Soil Quality and Ecotoxicity. Accepted for publication in *Water Environment Research*.

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 “Mercury Epidemiology Study: Exposure Assessment” presented to Edison Electric Institute’s 2000 National Occupational Safety & Health Conference, Savannah, GA, May 3, 2000.

Invited presentation entitled “Development of Methods for Using the Soil Nematode, *Caenorhabditis elegans*, for Contaminated Site Assessments” presented to the Fifth International Symposium and Exhibition on Environmental Contamination in Central and Eastern Europe, Prague, Czech Republic, September 12, 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 “Toxicity of Tisza River Floodplain Soils to the Nematode *Caenorhabditis elegans*” presented to the 4th Tisza Conference, Nemzetközi Tisza Program, Szent István University, Gödöllö, Hungary, May 21, 2001.

Invited presentation entitled “Soil Metal Content and Bioavailability Data from Tisza River Floodplain Contaminated Sites” presented to Tisza River Workshop held at the

Research Institute for Soil Science and Agricultural Chemistry of the Hungarian Academy of Sciences (RISSAC), Budapest, Hungary, September 16, 2002.

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 *Caernorhabditis elegans* as a Toxicological Model" presented to the Clemson Institute of Environmental Toxicology, Clemson University, Clemson, SC, October 31, 2003.

Invited presentation entitled "Uses of the Free-living Nematode *Caenorhabditis elegans* in Environmental Toxicological Studies" presented to the First VN-US Workshop on Ecosystem Assessment, Management and Restoration, Hanoi, Vietnam, March 16, 2004.

Invited presentation entitled "Soil Toxicity Testing Using Nematodes" presented to the First VN-US Workshop on Ecosystem Assessment, Management and Restoration, Hanoi, Vietnam, March 18, 2004.

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

FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

_____

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

Degree	Institution	Major Field	Year
BA	Stanford University	International Relations	1995
MA	Stanford University	International Development Policy	1995
MA	Brown University	Economics	1997
PhD	Brown University	Economics	2001

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Postdoctoral Fellow	Princeton University	2001-2004
Assistant Professor	Indiana University	2004-2005
Assistant Professor	University of Georgia	2005-
Public Service Assistant	UGA	2005-

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

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

Course #	Course Name	Term(s) Taught	Average Enrollment
HADM 7600	Introduction to Health Policy	Sem II 2006	35

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

"Trends in Intergenerational Earnings Mobility in the U.S.," *Journal of Income Distribution*, 12 (Fall-Winter 2003-2004) 108-130.

"The Lasting Impact of Childhood Health and Circumstance," with Anne Case and Christina Paxson, *Journal of Health Economics*, 24 (2005) 365-389.

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

FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

_____

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

Degree	Institution	Major Field	Year
B.S.	The University of Nebraska	Pharmacy	1975
Ph.D.	The University of Minnesota	Social & Administrative Pharmacy	1983

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Assistant Professor	University of Georgia College of Pharmacy	1983-86
Asst/Associate Professor	University of Mississippi School of Pharmacy	1986-89
Associate Dean/Professor	Samford University School of Pharmacy	1989-91
Associate Dean/Professor	Creighton University School of Pharmacy	1991-94
Dean and Professor	The University of Kansas School of Pharmacy	1994-2004
Professor of Pharmacy and & Public Health	The University of Georgia	2004-present

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

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

Course #	Course Name	Term(s) Taught	Average Enrollment
HADM 7600	Health Policy	Spring Semesters	30-36
HADM 8310	Discrete Choice Experiments	Elective	10-15

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.

Howard, P.A., Shireman,T.I., Dhingra, A., Ellerbeck, E.F., Fincham, J.E. "ACE Inhibitor Patterns of Use in Elderly Medicaid Patients with Heart Failure", [Published Abstract] American Journal of Geriatric Cardiology, Vol. 10, No. 2, 118, (2001).

Fincham, J.E. "Smoking Cessation Products," Chapter 44 in Handbook of Nonprescription Drugs, 13th Edition, Washington, D. C.: American Pharmaceutical Association, 1997-1014 (2002).

Howard, P.A., Shireman, T.I., Dhingra, A., Ellerbeck, E.F., Fincham , J.E. "Patterns of ACE Inhibitor Use in Elderly Medicaid Patients with Heart Failure," American Journal of Geriatric Cardiology, 11:287-294 (2002).

Fincham, J.E. "Basic Bibliographies: Pharmacoepidemiology," Hospital Pharmacy, 37(5): 684-689, 696 (2002).

Fincham, J.E. "Basic Management Principles" Chapter 2 in Effective Pharmacy Management, Ninth Edition, Alexandria, VA: National Community Pharmacists Association (2003).

Fincham, J.E. "The Drug Use Process" Chapter 15 in Pharmacy and the U.S. Health Care System, Third Edition M. I. Smith, A.I. Wertheimer, and J.E. Fincham, Editors, Binghamton, NY: Haworth Press, In Press, (2003).

Fincham, J.E. "The 2003 Kenneth L. Waters Memorial Lecture, the University of Georgia" International Journal of Pharmaceutical Education, Fall 2003, Issue 2, http://www.samford.edu/schools/pharmacy/ijpe/203.htm#fincham (2004).

Fincham, J.E., "Book Review: Forced Exit, Wesley J. Smith," The Annals of Pharmacotherapy, 38: 907-a - 908 (2004).

Fincham, J.E., "The Structure of the U.S. Health Care Delivery System" Chapter 1 in Grauer DW, Lee J, Odom TD, et al, eds. Pharmacoeconomics and Outcomes: Applications for Patient Care, Case Studies. Kansas City: American College of Clinical Pharmacy, 1-17 (2003).

Fincham, J.E., Harris, C.E., Fawcet, W.E., Richards, W. "Issues and controversy surrounding the over-the-counter availability of Plan B® emergency contraception: further discussion and commentary," The Annals of Pharmacotherapy, 39(2): 346-351, Published online 4 Jan 2005, www.theannals.com, DOI 10.1345/aph.1E649 (2005).

Setter S.M., Iltz J.L., Fincham, J.E., Campbell R.K., Baker D.E. "Phosphodiesterase 5 Inhibitors for Erectile Dysfunction" Published Online, 7 Jun 2005, www.theannals.com DOI 10.1345/aph.1E487.

Fincham, Jack E. "Pharmacy Curricula and Bellwether Changes in Payment for Pharmacy Practice Services.", The American Journal of Pharmaceutical Education, 69(3): 392-393 (2005).

Fincham, Jack E. “Tradeoffs of Safety, Country of Origin, and Cost Savings When Considering Purchase of Imported Drugs: A Discreet Choice Experiment,” Journal of Pharmaceutical Finance, Economics and Policy, In print, (2005).

Fincham JE. “Book Review: Bioethics: A Primer for Christians, 2nd Edition. The Annals of Pharmacotherapy. Published Online, 15 November 2005, www.theannals.com, DOI 10.1345/aph.1G364.(2005)

Chen H, Reeves J, Dorfman J, Fincham J, Kennedy K, Martin B. “Prevalence and Factors Associated with the Offlabel Use of Antidepressant, Anticonvulsant and Antipsychotic Medications Among Georgia Medicaid Eligibles in 2001.” In Press, Journal of Clinical Psychiatry.(2005)

Fincham, Jack E. “Global Public Health and the Academia,” American Journal of Pharmaceutical Education, In press, 2006.

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

FACULTY WORKSHEET FOR
DOCTOR OF PUBLIC HEALTH (DrPH) DEGREE PROGRAM

DATE: 02-10-06

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

Degree	Institution	Major Field	Year
M.P.H.	Columbia University	Epidemiology	1972
M.D.	Boston University	Medicine	1970
B.A.	Boston University	Pre-Med	1970

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Intern	Columbia Presbyterian Medical Center	1970-1971
Resident	Columbia Presbyterian Medical Center	1971-1974
Asst. Professor	Columbia University College of Physicians and Surgeons, Department of Pathology	1974-1981
Assoc. Professor	Columbia University College of Physicians and Surgeons, Department of Pathology	1981-1982
Adjunct Associate	Case Western Reserve University, Department of Epidemiology and Biostatistics	1982-1988
Chairman	Cleveland Clinic Foundation, Department of Biochemistry	1982-1987

Associate Professor	Case Western Reserve University, Department of Epidemiology and Biostatistics	1988- 1993
Chairman	Abaxis, Inc.	1992- 1995
Medical Director	LXN Corporation	1994-2001
Medical Director	Health Sentry, Inc	1999-2002
Professor	University of Georgia, College of Pharmacy, Dept. of Clinical and Administrative Pharmacy	2002- 2005
Adjunct Professor	University of Georgia, College of Family and Consumer Sciences, Dept. of Foods and Nutrition	2002-present
Professor	University of Georgia, College of Public Health Dept. of Health Administration, Biostatistics and Epidemiology.	2005-present
Interim Head	University of Georgia, College of Public Health Dept. of Health Administration, Biostatistics and Epidemiology	2005-present

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

33 % Instruction 33 % Research
0 % Service 34 % Administration

Course #	Course Name	Taught	Enrollment
PBHL 3100, PBHL 8100	International Health	Maymester	15
HADM 7700	Public Health Ethics	Spring	20
HADM 7600	Introduction to Health Policy	alter. Fall	30
PBHL 3100	Introduction to Public Health	alter. Fall	40

D. SCHOLARSHIPS AND PUBLICATION RECORD *(last 5 years)*

Refereed Journal Articles

Vigersky, R.A., Hanson, E., McDonough, E., Rapp, T., Pajak, J. and Galen, R.S., A wireless diabetes management and communication system. Diabetes Technol Ther. 2003; 5(4):695-702.

Baudhuin, L.M., Hartman, S.J., O'Brien, J.F., Meissner, I. and Galen, R.S., et al. Electrophoretic measurement of lipoprotein(a) cholesterol in plasma with and without ultracentrifugation: comparison with an immunoturbidimetric lipoprotein(a) method. *Clinical Biochemistry* 2004;37(6):481-8.

Shaffer, K.E., Pearman, D.T., Galen, R.S. and Carville, D.G., A rapid platelet function assay used to regulate platelet transfusion prophylaxis following cardiopulmonary bypass surgery. JECT 2004 36: 145-148.

Published Abstracts

Ober, S.K., Naito, H., Low, M.E. and Galen, R.S., A web-based internet system of diabetes management. *Diabetes* 2000;49:A119.

McConnell, J.P., Hartman, S.J. and Galen, R.S. et al., Measurement of lipoprotein (a) cholesterol by electrophoresis of plasma with and without ultracentrifugation and comparison to an immunoturbidimetric lipoprotein (a) assay. *Clinical Chemistry* 2002;48(6):A105-A106.

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

DEGREE	INSTITUTION	MAJOR FIELD	YEAR(s)
B.S.	Virginia Polytechnic Institute & State University (Virginia Tech)	Management, Housing, & Family Development	1975
M.S.	University of Georgia	Housing Certificate in Gerontology	1979
Ph.D.	Virginia Tech	Health Policy/Gerontology	1989

2. ACADEMIC & PROFESSIONAL POSITIONS

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

Medical Assistance Program
(now Virginia Department of Medical Assistance Services)

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

Glass, A.P. (Principal Investigator), *Attitudes of Elders and Baby Boomers About End-of-Life Care.* Georgia Gerontology Consortium Seed Grant, February 2006 – December 2006 ($1,988).
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

Brossoie, N., Roberto, K. A., Teaster, P. B., & Glass, A. P. (2005). Assuring quality care: Exploring strategies of Medicaid Elderly and Disabled Waiver providers. *Home Health Care Services Quarterly, 24,* 81-100.
Glass, A. P., Teaster, P. B., Roberto, K. A., & Brossoie, N. (2005). Elderly and Disabled Waiver services: Important dimensions of personal care from the client's perspective. *Home Health Care Services Quarterly*, *24,* 59-77.
Glass, A.P. & Scariati, P. (2004). Having the talk – and it's not about sex! *Journal of the American Medical Women's Association, 59,* 278-285.

Selected Professional Publications – Research Reports and Training Modules

Glass, A.P. (2005). *End-of-Life Care Experiences for Individuals With Alzheimer's Disease and the Their Family Caregivers.* Final Report for ARDRAF Grant (Grant awarded through Virginia Tech, Center for Gerontology).

Roberto, K.A., Teaster, P.B., Glass, A., & Brossoie, N. (2005). *Real Choices Systems Change Grant Final Report: Goal 4 Quality Assessment.* (Final Report 03-05). Blacksburg, Virginia: Virginia Tech, Center for Gerontology.

Glass, A.P. (2005). Public *Health and Older Georgians: A Road Map for Research, Training, and Outreach.* (Technical Report #UGAIG-05-001). Athens, Georgia: University of Georgia, Institute of Gerontology, College of Public Health.

Brossoie, N., Roberto, K.A., Teaster, P.B., & Glass, A. (2005). *Elderly & Disabled Waiver Services: Development of the Client Satisfaction Survey – Short Forms.* (Research Report No. 1-05). Blacksburg, Virginia: Virginia Tech, Center for Gerontology.

Glass, A., Roberto, K.A., Teaster, P.B., & Brossoie, N. (2004). *Elderly & Disabled Waiver Services: Results of a Statewide Client Satisfaction Survey.* (Research Report No. 2-04). Blacksburg, Virginia: Virginia Tech, Center for Gerontology.

Glass, A.P. (2004). *Continuous Quality Improvement*. Training module for the Virginia Department of Social Services, by contract through the Virginia Tech Center for Gerontology.

Glass, A.P. (2004). *Recognizing Adverse Drug Events*. Training module for the Virginia Department of Social Services, by contract through the Virginia Tech Center for Gerontology.

Glass, A., Roberto, K. A., Teaster, P. B., & Brossoie, N. (2004). *Utilization Review for the Elderly & Disabled Waiver program: Summary Report.* (Research Report No. 1-04). Blacksburg, Virginia: Virginia Tech, Center for Gerontology.

Glass, A., Roberto, K. A., Teaster, P. B., & Brossoie, N. (2003). *Elderly & Disabled Waiver Services: Important Dimensions from the Client's Perspective.* (Research Report No. 2-03). Blacksburg, Virginia: Virginia Tech, Center for Gerontology.

Glass, A., Roberto, K. A., Teaster, P. B., & Brossoie, N. (2003). *Elderly & Disabled Waiver Services: Provider Survey.* (Research Report No. 1-03). Blacksburg, Virginia: Virginia Tech, Center for Gerontology.

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 .... Gerontology	Health Administration, Biostatistics and Epidemiology, Institute of
Email Address	lpoon@geron.uga.edu
Years Employed at UGA	21

B. SCHOLARLY COMPETENCE *(listed in chronological order)*

1. DEGREES

Degree	Institution	Major Field	Year
BS	San Jose State University	Engineering	1966
MA	University of Denver	Experimental Psychology	1971
Ph.D.	University of Denver	Psychology	1972
Post Doc	Duke University Medical Center	Gerontology Psychophysiology	1974

2. ACADEMIC & PROFESSIONAL POSITIONS

YEAR	TITLE	EMPLOYER
2005	Professor of Public Health	University of Georgia
1985	Professor of Psychology; Chair, Faculty of Gerontology; Director, Institute of Gerontology	University of Georgia
1974-85	Assoc. Director to Director	Mental Performance and Aging Laboratory, Geriatric Research, Educational and Clinical Center, VA Outpatient Clinic, Boston, MA.
1978-85	Assistant Professor, Dept. of Psychiatry	Harvard Medical School
1978-85	Clinical Associate in Psychiatry	Massachusetts General Hospital, Boston, MA.

1972-74	NICHD 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

_10__ % Instruction _43__ % Research
___ % Service _47__ % Administration

Course #	Course Name	Term(s) Taught	Average Enrollment
GRNT6700	Psychology of Aging	20	5-15
PSYC6700	(Dual listing of the same course)		
GRNT6000	Survey of Gerontology	10	10-20

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.

2001-2007 Principal Investigator NIA Program Project Grant Proposal, "A Population-based Multidisciplinary Study of Centenarians," 1P01-17553, $8,007,253.

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)

Hagberg, B., Bauer Alfredson, B., Poon, L. W., & Homma, A. (2001). Cognitive functioning in centenarians: a coordinated analysis of results from three countries. *J Gerontol B Psychol Sci Soc Sci, 56*(3), P141-151.

Horvat, M., Croce, R., Poon, L. W., McCarthy, E., & Keeney, R. (2001). Changes in peak torque and median frequency of the EMG subsequent to a progressive resistance exercise program in older women. *Clinical Kinesiology, 55*(2), 37-43.

Martin, P., Rott, C., Poon, L. W., Courtenay, B., & Lehr, U. (2001). A molecular view of coping behavior in older adults. *J Aging Health, 13*(1), 72-91.

Poon, L. W. (2001). Distance learning in gerontology: Experience shared and lessons learned. *Contemporary Gerontologist, 7*(4), 115-119.

Reisberg, B., Finkel, S., Overall, J., Schmidt-Gollas, N., Kanowski, S., Lehfeld, H., Hulla, F., F. Sclan, S. G., Wilms, H. U., Heininger, K., Hindmarch, I., Stemmler, M., Poon, L., Kluger, A., Cooler, C., Bergener, M., Hugonot-Diener, L., Robert, P., & Erzigkeit, H. (2001). The Alzheimer's Disease Activities of Daily Living International Scale (ADL-IS). *International Psychogeriatrics*, 13(2), 163-181.

Meyer, B. J. F. & Poon, L. W. (2001). Effects of Structure Strategy Training and Signaling on Recall of Text. *Journal of Educational Psychology, 93,* 141-159.

Martin, P., Long, M. V., & Poon, L. W. (2002). Age changes and differences in personality traits and states of the old and very old. *Journal of Gerontology: Psychological Sciences*, 57B, 144-152.

Holtsberg, P.A., Poon, L.W., Noble, C.A., Mapstone-Johnson, M. (2002) Everyday problem-solving in community dwelling cognitively intact centenarians. *Hallym International Journal of Aging,* 4, 2, 83 – 97.

Loeb, S.J, Penrod, J., Falkenstern, S., Gueldner, S.H., & Poon, L.W. (2003) Supporting older adults living with multiple chronic conditions. *Western Journal of Nursing Research*, 25(1), 8-29.

Jang, Y., Poon, L.W., & Martin, P. (2004) Individual Differences in the Effects of Disease and Disability on Depressive Symptoms: The Role of Age and Subjective Health. *International Journal of Aging and Human Development*, 59, 125-137.

Falkenstern, S., Loeb, S., Gueldner, S., Penrod, J., & Poon, L. (2005). Health Care Providers' perspectives: Estimating the Impact of Chronicity, *Journal of the American Academy of Nurse Practitioners,* 17, 5, 194-199.

Jang, Y., Poon, L.W., Kim, S., & Shin, B. (in press). Self-perception of aging and health among older adults in Korea. *Journal of Aging Studies*.

Martin, P., Bishop, A, Poon, L., & Johnson, M.A. (in press) The influence of personality and health behaviors on fatigue in late and very late life. *Journal of Gerontology: Psychological Sciences.*

Bishop, A.J., Martin, P, & Poon, L.W. (in press) Happiness and Congruence in Older Adulthood: A Structural Model of Life Satisfaction. *Aging and Mental Health*.

3. Chapters

Martin, P., Rott, C., & Poon, L. W. (2000). Predictors of depressive symptoms in centenarians, *Autonomy versus dependence in the oldest old*. Auzeville-Tolosane, France: SERDI.

Poon, L. W., Johnson, M. A., Davey, A., Martin, P., Siegler, I. C., & Dawson, D. V. (2000). Adding life to years: The Georgia Centenarian Study. In S. J. Choi (Ed.), *Memorial Symposium Monograph, 6th Asia/Oceanic Regional Conference of Gerontology*. Seoul: Federation of Korean Gerontological Societies.

Poon, L. W., Johnson, M. A., Davey, A., Dawson, D. V., Siegler, I. C., & Martin, P. (2000). Psycho-social predictors of survival among centenarians, *Autonomy versus dependence in the oldest old*. Auzeville-Tolosane, France: SERDI.

Meyer, B. J. F., Talbot, A. P., Poon, L. W., & Johnson, M. M. (2001). Effects of structure strategy instruction on text recall in older African American adults. In J. L. Harris,A. G. Kamhi & et al. (Eds.), *Literacy in African American communities. See p.233-263* (xxvii, 310pp., Print ed., pp. 233-263). Mahwah: Lawrence Erlbaum Associates Inc. Publishers.

Poon, L. W. (2001). Centenarians. In G. L. Maddox, et al. (Ed.), *The Encyclopedia of Aging - Third Edition*. New York: Springer.

Poon, L. W. (2001). Clinical memory assessment. In G. L. Maddox, et al. (Ed.), *The Encyclopedia of Aging - Third Edition*. New York: Springer.

Martin, P., Rott, C., Poon, L.W. (2001) Nur durch Aktivitat gesund und zufrieden bis ins hochste Alter? Ergebnisse der Langlebigkeitsforschung. [Healthy and satisfying aging into very old age only through activity? Results of longitudinal research]. In R. Daugs, E. Emrich, C. Igel, & W. Kindermann (eds) *Aktivitat Und Altern [Activity And Aging].* Schondorf: Hofmann.

Siegler, I. C., Bosworth, H. B., & Poon, L. W. (2003). Disease, health, and aging. In R. M. Lerner,M. A. Easterbrooks & J. Mistri (Eds.), *Comprehensive Handbook of Psychology* (Vol. 6). New York: Wiley.

Siegler, I.C., Poon, L.W., Madden, D.J., & Dilworth-Anderson, P. (in press). Psychological aspects of normal aging. In E. W. Busse,D. G. Blazer & et al. (Eds.), *The American Psychiatric Press textbook of geriatric psychiatry* Washington: American Psychiatric Press Inc.

Poon, L.W., Jang, Y., Reynolds, S., McCarthy, E. (in press). Profiles of the oldest-old. In M. Johnson, V. Bengston, P. Coleman, and T. Kirkwood (Eds.), *The Cambridge Handbook of Age and Ageing.* Cambridge University Press.
Poon, L.W., Basford, L., Dowzer, C., & Booth, A. (2003). Coping with comorbidity. In L. W. Poon, S. H. Gueldner, & B. M. Sprouse (Eds.) *Successful Aging and Adaptation with Chronic Diseases*. NY: Springer Publishing Co.
Basford, L., Poon, L.W., Dowzer, C., & Booth, A. (2003). Coping with specific chronic health conditions. In L. W. Poon, S. H. Gueldner, & B. M. Sprouse (Eds.) *Successful Aging and Adaptation with Chronic Diseases*. NY: Springer Publishing Co.
Penrod, J., Gueldner, S.H., & Poon, L.W. (2003). Managing multiple chronic health conditions in everyday life. In L. W. Poon, S. H. Gueldner, & B. M. Sprouse (Eds.) *Successful Aging and Adaptation with Chronic Diseases*. NY: Springer Publishing Co.
Meyer, B.J.F. & Poon, L.W. (2004) Effects of Structure Strategy Training and Signaling on Recall of Text. In R. B. Ruddell and N. J. Unrau (Eds.) *Theoretical Models and Processes of Reading,* Fifth Edition, Chapter 30. Newark, Delaware: International Reading Association, 810-851.
Poon, L.W. & Harrington, C. (in press). Commonalities in aging- and fitness-related impact on cognition. In L.W. Poon, W. Chozko-Zajko (Eds) *Active Living, Cognitive Functioning, And Aging, Volume I: Cognitive, Neurobiological, and Measurement Issues.* Champagne. IL: Human Kinetics.
Spirduson, W., Poon, L.W., & Chodzo-Zaiko, W. (in press). Using resources and reserves in an exercise-cognition model. In W. Spirduso, L. Poon, W. Chodzo-Zajko (eds) *Active Living, Cognitive Functioning, And Aging, Volume II: Exercise effects on mediators of cognition in older adults*. Champagne, IL: Human Kinetics
Poon, L.W., Jazwinski, S.M., Green, R.C., Woodard, J.L., Martin, P., Rodgers, W.L., Johnson, M.A., Hausman, D., Arnold, J., Davey, A., Batzer, M.A., Markesbery, W.R., Gearing, M., Siegler, I.C., Tenover, J.S., Cress, E., Miller, L.S., MacDonald, M., Rott, C., Reynolds, S., Dai, J. (in press). Contributions of longevity and adaptation: Findings and new directions from the Georgia Centenarian Studies. In T.T. Perls (Ed) Exceptional Longevity. Baltimore: Johns Hopkins University Press.
4. Edited Books
Maddox, G. L., Atchley, R., Evans, J., Finch, C., Kane, R., Mezey, M., Poon, L. W., & Siegler, I. (Eds.). (2001). *The Encyclopedia of Aging (Third Edition)*. New York: Springer Publishing Company.
Poon, L.W., Gueldner, S.H., & Sprouse, B. (Eds.) (2003) *Successful Aging and Adaptation With Chronic Diseases in Older Adults.* New York: Springer Publishing Company.
Poon, L.W., Chojko-Zajko, W., & Tomporowski, P. (Eds) (2006). Active Living, Cognitive Functioning, And Aging, Volume I: Cognitive, Neurobiological, and Measurement Issues. Champagne. IL: Human Kinetics.
Spirduso, W., Poon, L.W., Chojko-Zajko (Eds) (in press). Active Living, Cognitive Functioning, And Aging, Volume II: Biological Systems. Champagne: IL. Human Kinetics.

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.

[The following information will be needed from unit heads only]

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

Degree	Institution	Major Field	Year
B.S.	Florida State University	Biology	1976
M.S.	Florida State University	Biology	1980
M.S.	Iowa State University	Statistics	1987
Ph.D.	Iowa State University	Statistics	1990

2. ACADEMIC & PROFESSIONAL POSITIONS

Title	Employer	Year
Assistant Professor	University of Georgia	1990-1996
Associate Professor	University of Georgia	1996-2001
Associate Professor	Pennsylvania State University	2001-2005
Associate Professor	University of Georgia	2005-present

C. CURRENT WORKLOAD FOR TYPICAL SEMESTER

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

Course #	Course Name	Term(s) Taught	Average Enrollment
BIOS 7020	Introductory Biostatistics II	Spring 06	22

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

Pennsylvania Game Commission - State Wildlife Grants. 2003-2004
"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

Singleton, D.R., Furlong, M.A., Rathbun, S., and Whitman, W.B. 2001. Quantitative comparisons of 16S rDNA sequence libraries from environmental samples. *Applied and Environmental Microbiology* 67, 4374-4376.

Bacchus, S.T., Archibald, D.D., Brook, G.A., Britton, K.O., Haines, B.L., Rathbun, S.L., and Madden, M. 2003. Near-infrared spectroscopy of a hydroecological indicator: new tool for determining sustainable yield for Floridan aquifer system. *Hydrological Processes* 17, 1785-1809.

Refereed Journal Articles in Press

Rathbun, S.L., and Fei, S. 2006. A Spatial Zero-Inflated Poisson Regression Model for Oak Regeneration. *Environmental and Ecological Statistics*.

Rathbun, S.L., and Black, B. 2006. Modeling and Spatial Prediction of Pre-Settlement Patterns of Forest Distribution using Witness Tree Data. *Environmental and Ecological Statistics*.

Rathbun, S.L. 2006. Spatial Prediction with Left-Censored Observations. *Journal of Agricultural, Biological, and Environmental Statistics*.

Book Chapters

Rathbun, S.L., and Gerritsen, J. 2001. Statistical issues and sampling in wetlands. In R.B. Rader, D.P. Batzer, and S.A. Wissinger (eds.), *Biomonitoring and Management of North American Freshwater Wetlands*, pp. 45-58, Wiley: New York.

Rathbun, S.L. 2002. Environmental resource modeling. In A.H. El-Shaarawi and W.W. Piegorsch (eds.), *Encyclopedia of Environmetrics*, Vol. 3, pp. 1362-1370, Wiley, New York.

Rathbun, S.L. 2002. Seismological modeling. In A.H. El-Shaarawi and W.W. Piegorsch (eds.), *Encyclopedia of Environmetrics*, Vol. 4, pp. 1961-1968. Wiley, New York.

Lin, H., and Rathbun, S.L. 2003. Hierarchical frameworks for multiscale bridging in hydropedology. In Y. Pachepsky, D. Radcliffe and H.M. Selim (eds.). *Scaling Methods in Soil Physics*, pp. 347-371. CRC Press, Baton Rouge, FL.

Singleton, D.R., Rathbun, S.L., Dyszynski, G.E., and Whitman, W.B. 2004. LIBSHUFF comparisons of 16S rRNA gene clone libraries. In Kowalchuk, G.G.; de Bruijn, F.J.; Head, I.M.; Akkermans, A.D.; van Elsas, J.D. (Eds.), *Molecular Microbial Ecology Manual*, 2nd. Edition, pp. 1361-1372. Springer-Verlag, New York

Rathbun, S.L., Shiffman, S., and Gwaltney, C. 2006. Point process models in the social sciences. In T.A. Walls and J.S. Schafer (eds.), *Models for Intensive Longitudinal Data*. pp. 219-253. Oxford University Press.

Other Publications

Rathbun, S.L. 2002. Discussion of "What shall we teach in environmental statistics?" *Journal of Ecological and Environmental Statistics* 9, 140-141.

Rathbun, S.L. 2003. Discussion of "CUSUM environmental monitoring in time and space." *Journal of Ecological and Environmental Statistics* 10, 249-251.

E. PROFESSIONAL SOCIETY ACTIVITIES

Professional Association Memberships

International Biometric Society
American Statistical Association
International Environmentric 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.

Regional Advisory Board, Eastern North American Region, Biometric Society, 1996-1999.

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. 3hours.
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 is Education (prereq: ERSH 8410)
ERSH 8520 Interviewing Research (prereq: ERSH 8410)