Appendices
B1 Rationale for Choice of Peers
B2 Unit Governance and Committee Structure
B3 Bi-Laws of Unit
B4 Current Faculty Roster
B5 Center Reports
C1 Unit Strategic Plan
D1 Learning Outcome Statements/Assessment Plans
D2 Course Syllabi for WAC Courses
D3 Degree Requirements
D4 Course Offerings
D5 Summary Survey Results
D6 Advisement Procedures
F1 Definition/Criteria for Graduate Faculty Status
F2 List of Graduate Faculty Members
F3 Current CVs of Full-time Faculty
F4 Faculty Approval of Self-Study
F5 Evidence for Rationale or Criteria
G1 Summary Data on Student/Faculty Ratios and Credit Hour Generation
G2 University Library Report
H Goals and Objectives
I Original OIR Data
B1 Rationale for Choice of Peers

In its proposal development for a doctoral program, the IPH compiled and reviewed all of the accredited PhD programs in Schools of Public Health and Graduate Programs as listed on the Council on Education for Public Health Web site and developed a chart to analyze characteristics of existing programs. The chart included demographic characteristics and information about degree requirements, core courses, joint degree programs, and program objectives. This chart served as the framework for the GSU PhD degree program and as a benchmark for our APR self-study.

Among the institutions included, the APR committee selected peer programs that were in urban settings and mostly included public universities. Not all peers had had doctoral-level (PhD or DrPH) programs. Those selected as aspirational institutions were Schools of Public Health—a designation indicating that there are at least five specialty track areas.
Unit Governance and Committee Structure

- College of Health and Human Service Sciences
  - Dean
  - Center for Healthy Development
    - Director
    - National Safe Care Training and Research Center
    - Center for Leadership in Disability
  - Institute for Public Health
    - Director
    - Affiliates
  - Partnership for Urban Health Research
    - Director
    - Affiliates

- Faculty
- Research Staff
- Administrative Staff
- Affiliates
III.1.Description of administrative, governance and committee structure and processes

III.1.a. General Program Policy Development

General program policy development occurs via direction, leadership and day-to-day operations of the Institute, overseen by its Director, Dr. Michael Eriksen. In addition, Dr. Valerie Hepburn, Associate Director and Assistant Professor, assures the integrity and quality of the instructional and supervised practice experiences associated with the MPH degree program. The Institute’s business manager has day-to-day responsibility for administrative and financial issues.

The Faculty Advisory Board, and the External Board of Advisors contribute to program policy development through their distinct and complementary roles that assure success of the Institute of Public Health and the quality of the MPH training program. The Faculty Advisory Board provides valuable assistance in developing a contemporary and quality instructional program, fully tapping into the strength and capacity of the various colleges. The External Board of Advisors provides valuable insight into the practice needs of the public health community, which in turn is reflected in curricular changes, practicum and internship experiences.

III.1.b. Planning

Planning occurs through a variety of mechanisms, formal and informal, because of the relatively small size of the Institute. The Institute Director meets regularly (how often?) with the Provost and the Dean of the School of Health and Human Sciences. The Institute’s Administration (Director, Associate Director and Business Manager) meet how often? to address short- and long-term planning activities. Faculty and staff meetings, during which planning issues are discussed, are held monthly. The Institute holds regular meetings (quarterly—External Board of Advisors) with the advisory boards described above and uses these meetings to seek advice and guidance on planning initiatives. Finally, in 2007 the Institute will conduct an academic program review to evaluate its academic program to ensure effectiveness and continuing improvement in support of unit, college, and university missions and strategic plans. Such reviews are linked directly to strategic planning and budget allocation.

III.1.c. Budget and Resource Allocation

As described earlier, the Institute obtains advice on budgetary and administrative matters from the Dean’s Advisory Board. Advice on resource matters is also sought from the External Board of Advisors. Budget and resource allocation issues are discussed at faculty meetings.

III.1.d. Student Recruitment, Admission and Award of Degrees
The Institute has decision-making authority on admissions and graduation. All Institute faculty actively participate in student recruitment, admission, and award of degrees. The College of Health and Human Sciences provides support in the management of student admissions and graduation procedures.

III.1.e. Faculty Recruitment, Retention, Promotion and Tenure

The Institute is responsible for faculty selection and retention and all current faculty participate in recruitment and selection efforts. Promotion and tenure are conducted in concert with the governance structure of the College of Health and Human Sciences.

III.1.f. Academic Standards and Policies

The Institute has specific degree-conferring grade point average requirements and also uses the College of Health and Human Science’s academic standing policy.

III.1.g. Research and Service Expectations and Policies

The Institute adheres to research and service expectations and policies established by the College of Health and Human Sciences.

III.2. Standing and Ad Hoc Committees

The Faculty Advisory Board, consists of faculty representing each college participating in the MPH program, provides valuable assistance in assuring a contemporary and quality instructional program. Fully tapping into the strength and capacity of various colleges, members of this committee provide important guidance in areas such as curriculum development and faculty appointments.

An External Board of Advisors formed in August, 2004, provides input to the Institute and includes representatives from key external constituents such as the Centers for Disease Control and Prevention, the Georgia Division of Public Health, local county health departments, the Georgia Cancer Coalition, health-related foundations and voluntary health agencies. In addition, the Board includes an MPH student who is also an officer in the Public Health Institute Student Association.

The Public Health Institute Student Association is a student-lead, student-focused organization that seeks to develop well-rounded public health professionals. Its primary mission, therefore, is to supplement classroom experience by developing a thorough awareness of the issues facing communities and to acquire the social and professional aptitudes necessary to develop effective methods of combating these issues.
III.3. Faculty Participation in Institute, College and University Committees

Institute faculty actively participate in Institute, College and University Committees.

III.4. Assessment of the Extent to Which this Criterion is Met.

Strengths

The Institute has the requisite authorities -- responsibilities for student admissions, award of degrees, faculty recruitment and retention and budget and resource allocation-- to assure integrity and accomplishment of mission, goals and objectives.

Faculty have ample formal and informal opportunities to participate in decision-making.

Weaknesses

Recommendations

As the numbers of faculty and students increase, informal mechanisms that provide opportunities for input in decision-making will become less effective. The Institute will then need to rely on formal mechanisms. The Institute needs to be particularly attentive to this shift so that when it occurs, robust formal mechanisms that permit input are in place.
# Current Faculty Roster

<table>
<thead>
<tr>
<th>FY</th>
<th>DEPT</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MIDDLE NAME</th>
<th>WK STAT</th>
<th>SEX</th>
<th>RACE</th>
<th>RANK</th>
<th>TENST AT</th>
<th>GRAD FAC</th>
<th>TABLE B1 FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Beltrami</td>
<td>John</td>
<td>Francis</td>
<td>PT</td>
<td>M</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td>PART TIME</td>
</tr>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Eriksen</td>
<td>Michael</td>
<td>P.</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>TENTRK</td>
<td>Y</td>
<td>TENTRK PROF</td>
</tr>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Gieseker</td>
<td>Karen</td>
<td>E.</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>TENTRK</td>
<td>Y</td>
<td>TENTRK ASTP</td>
</tr>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Hepburn</td>
<td>Valerie</td>
<td>Ann</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>NTT</td>
<td>Y</td>
<td>PERM FT</td>
</tr>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Kreuter</td>
<td>Marshall</td>
<td>Winston</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>NTT</td>
<td>Y</td>
<td>PERM FT</td>
</tr>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Okosun</td>
<td>Solomon</td>
<td>I</td>
<td>FT</td>
<td>M</td>
<td>B</td>
<td>ASOP</td>
<td>TENTRK</td>
<td>Y</td>
<td>TENTRK ASOP</td>
</tr>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Shendell</td>
<td>Derek</td>
<td>Garth</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>ASTP</td>
<td>TENTRK</td>
<td>Y</td>
<td>TENTRK ASTP</td>
</tr>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Steward</td>
<td>John</td>
<td>A.</td>
<td>AP</td>
<td>M</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td>OTHER</td>
</tr>
<tr>
<td>FY 2007</td>
<td>IPH</td>
<td>Toal</td>
<td>Russell</td>
<td>B</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>ASOP</td>
<td>NTT</td>
<td>Y</td>
<td>VISITING</td>
</tr>
<tr>
<td>FY 2008</td>
<td>IPH</td>
<td>Beltrami</td>
<td>John</td>
<td>Francis</td>
<td>PT</td>
<td>M</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td>PART TIME</td>
</tr>
<tr>
<td>FY 2008</td>
<td>IPH</td>
<td>Eriksen</td>
<td>Michael</td>
<td>P.</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>TENTRK</td>
<td>Y</td>
<td>TENTRK PROF</td>
</tr>
<tr>
<td>FY 2008</td>
<td>IPH</td>
<td>Gieseker</td>
<td>Karen</td>
<td>E.</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>TENTRK</td>
<td>Y</td>
<td>TENTRK ASTP</td>
</tr>
<tr>
<td>FY 2008</td>
<td>IPH</td>
<td>Hepburn</td>
<td>Valerie</td>
<td>Ann</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>NTT</td>
<td>Y</td>
<td>PERM FT</td>
</tr>
<tr>
<td>Year</td>
<td>FY</td>
<td>Department</td>
<td>Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Status</td>
<td>Hours</td>
<td>TENTRK</td>
<td>ASTP</td>
<td>VISITING</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>-----------</td>
<td>-------</td>
<td>--------</td>
<td>-------</td>
<td>--------</td>
<td>------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>IPH</td>
<td>Kreuter</td>
<td>Marshall</td>
<td>Winston</td>
<td>PC</td>
<td>M</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td>Lyn</td>
<td>Rodney</td>
<td>Shawn</td>
<td>AP</td>
<td>M</td>
<td>B</td>
<td></td>
<td></td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2008</td>
<td>McCarty</td>
<td>Francis</td>
<td>Anne</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>TENTRK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2008</td>
<td>Okosun</td>
<td>Solomon</td>
<td></td>
<td>FT</td>
<td>M</td>
<td>B</td>
<td>ASOP</td>
<td>TEN</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2008</td>
<td>Rothenberg</td>
<td>Richard</td>
<td>Bernard</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>TEN</td>
<td>PROF</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2008</td>
<td>Shendell</td>
<td>Derek</td>
<td>Garth</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>ASTP</td>
<td>TENTRK</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2008</td>
<td>Steward</td>
<td>John</td>
<td>A.</td>
<td>AP</td>
<td>M</td>
<td>W</td>
<td></td>
<td></td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2008</td>
<td>Swahn</td>
<td>Monica</td>
<td>Havisto</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASOP</td>
<td>TENTRK</td>
<td>ASOP</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2008</td>
<td>Toal</td>
<td>Russell</td>
<td>B.</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>ASOP</td>
<td>NTT</td>
<td>VISITING</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2009</td>
<td>Adekoya</td>
<td>Nelson</td>
<td></td>
<td>PT</td>
<td>M</td>
<td>U</td>
<td></td>
<td></td>
<td>PART TIME</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2009</td>
<td>Beltrami</td>
<td>John</td>
<td>Francis</td>
<td>PT</td>
<td>M</td>
<td>W</td>
<td></td>
<td></td>
<td>PART TIME</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2009</td>
<td>Burton</td>
<td>Courtney</td>
<td>Marisha</td>
<td>AP</td>
<td>F</td>
<td>B</td>
<td></td>
<td></td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2009</td>
<td>Crimmins</td>
<td>D</td>
<td>B</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>NTT</td>
<td>VISITING</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2009</td>
<td>Eriksen</td>
<td>Michael</td>
<td>P.</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>TEN</td>
<td>PROF</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2009</td>
<td>Gieseker</td>
<td>Karen</td>
<td>E.</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>TEN</td>
<td>ASTP</td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2009</td>
<td>Lutzker</td>
<td>John</td>
<td>Robert</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>NTT</td>
<td>VISITING</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>IPH</td>
<td>Lyn</td>
<td>Rodney</td>
<td>Shawn</td>
<td>AP</td>
<td>M</td>
<td>B</td>
<td></td>
<td></td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>McCarty</td>
<td>Francis</td>
<td>Anne</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>TENTRK</td>
<td>TEN TRK</td>
<td>ASOP</td>
</tr>
<tr>
<td>---------</td>
<td>-----</td>
<td>---------</td>
<td>---------</td>
<td>------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>------</td>
<td>--------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Okosun</td>
<td>Solomon</td>
<td>I</td>
<td>FT</td>
<td>M</td>
<td>B</td>
<td>ASOP</td>
<td>TENT</td>
<td>Y</td>
<td>TEN ASOP</td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Rothenberg</td>
<td>Richard</td>
<td>Bernard</td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>TEN</td>
<td></td>
<td>TEN PROF</td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Self</td>
<td>S</td>
<td>R</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>NTT</td>
<td>VISITING</td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Stauber</td>
<td>Christine</td>
<td>Elizabeth</td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>TENTRK</td>
<td>TENTRK</td>
<td>ASOP</td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Sterling</td>
<td>Kymberle</td>
<td>Landrum</td>
<td>FT</td>
<td>F</td>
<td>B</td>
<td>ASTP</td>
<td>TENTRK</td>
<td>TENTRK</td>
<td>ASOP</td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Steward</td>
<td>John A.</td>
<td></td>
<td>AP</td>
<td>M</td>
<td>W</td>
<td></td>
<td></td>
<td>OTHER</td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Strasser</td>
<td>Sheryl M.</td>
<td></td>
<td>FT</td>
<td>F</td>
<td>W</td>
<td>ASTP</td>
<td>TENTRK</td>
<td>TENTRK</td>
<td>ASOP</td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Swahn</td>
<td>Monica</td>
<td>Havisto AAD</td>
<td>F</td>
<td>W</td>
<td></td>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Toal</td>
<td>Russell B.</td>
<td></td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>ASOP</td>
<td>NTT</td>
<td>Y</td>
<td>VISITING</td>
</tr>
<tr>
<td>FY 2009</td>
<td>IPH</td>
<td>Whitaker</td>
<td>D J</td>
<td></td>
<td>FT</td>
<td>M</td>
<td>W</td>
<td>PROF</td>
<td>NTT</td>
<td>VISITING</td>
<td></td>
</tr>
</tbody>
</table>
B5  Center Reports

Not Applicable.
College of Health and Human Sciences Strategic Plan 2005-2010

Introduction
Georgia State University's Strategic Plan sets forth many of the features that help define the character, strength, complexity, interdependencies and distinctiveness of the University, and it defines Georgia State’s goals and priorities. This document has resulted from conversations among the broad campus community about strengths, aspirations, concerns, and values for Georgia State University. The University is committed to pursuing initiatives that will propel it towards our vision for 2013, our Centennial Vision. A focus on quality is imperative – to improve our national reputation by retaining our designation as a Carnegie Research-Extensive university, by earning a position in the top 100 American Research Universities in The Center [http://thecenter.ufl.edu], and to be recognized as a Tier 2 university in US News & World Report. While our vision should not be solely defined by national reputation, nevertheless US News and The Center are influential annual publications. The Center report advocates that the primary focus in a research university should be on internal quality to support success of Academic guilds. This focus should lead to assisting the state and the nation through quality graduates, economic development, and serving the public interest.

I. INSTITUTIONAL IDENTITY
Mission
The overarching aspiration of Georgia State University is to become one of the nation's premiere research universities in focused areas that maximize our unique strengths. We recognize that perhaps our greatest comparative advantage is our location in Atlanta, a cosmopolitan city with a diverse population, and with close proximity to corporations and centers of state and city government as well as easy access to an international airport. The University will achieve this goal through the continual pursuit of excellence in its instructional and strategic research programs. Georgia State will strive to fulfill the expectations of the citizens of Georgia by providing undergraduate and graduate programs of the highest quality in the arts and sciences, business, education, health and human sciences, law, and policy studies for traditional and non-traditional students.

Georgia State’s mission as a research university in an urban setting is multi-faceted:
• The University, which has one of the most diverse undergraduate student populations nationally and the most diverse in the University System of Georgia, is dedicated to undergraduate programs based on a core curriculum that promotes interdisciplinary, intercultural, and international perspectives and that provide options that emphasize an urban focus.
• The University, which has one of the most diverse graduate and professional student populations nationally and the most diverse in the University System of Georgia, is dedicated to provide premier graduate and professional programs in a significant number of areas.
• The University is committed to graduate students who are proficient in their discipline as trained and talented professionals and have interpersonal skills and competence to lead in a global society.
• The University is committed to the enhancement of scholarship of its disciplinary and interdisciplinary research programs, centers and institutes that have achieved, or demonstrated promise to achieve, national and international recognition.
• The University is committed to have its undergraduate, graduate, and professional programs contribute to the economic, educational, social, professional, and cultural vitality of the city, the state, and the region.
• The University recognizes, nevertheless, that it must select some programs on which to focus special resources in order to achieve the national and international distinction it must achieve to serve Georgia best.

**The strategic planning process**
The provost convened three groups during fall 2004 to discuss a series of questions that probe the current and projected environmental scan and test the current high priority areas in light of probable conditions to see if we should add or delete from our current priorities. The three groups were 1) academic group of 22 faculty; 2) collegial group of 22 chairs and associate deans; and 3) administrative group of 20 members – the Deans Group supplemented with representatives from the vice-presidential areas. Each draft version of the plan was circulated so that the community could comment as the plan was being developed. The Strategic Planning Subcommittee of the Senate Planning & Development (P&D) Committee subsequently discussed the plan in winter 2005. The subcommittee had representation from various other senate committees and the colleges so that the community had significant opportunity for input and comment. A draft document was approved by P&D and sent to the University Senate for approval. The approved strategic plan for 2005-2010 outlines a program for fulfilling Georgia State’s mission. It will be used to guide a series of annual action plans, which will be drafted by the Strategic Planning Committee, adopted by the Planning and Development Committee, and used to inform budget decisions for upcoming fiscal years. Significant progress has been made on the 2000 Strategic Plan with updates on progress posted in the Annual Action Plans. A summary of progress over five years follows.

**Progress since fall 1999**
Significant progress towards the goals of the 2000 Strategic Plan has been made in most areas of the University in spite of the difficult fiscal climate that characterized the five-year period. In the following paragraphs, comparisons are made between fall 1999 and fall 2004, or FY 2000 and FY 2005, as appropriate.

We exceeded our enrollment target with an increase of 3,775 students to 27,267 [fall 2004], with less than 200 of the increase being graduate students. A significant accomplishment was a continuing increase in the fall freshman class by 500 students while significantly raising entrance requirements. Our goal to increase the quality of the freshman class was met with an increase in the average SAT score from 1047 to 1094, with the percentage of freshmen with Freshman Index above 2600 increasing from 43 to 75 percent. For the first time, we attracted National Merit Scholars with four students being currently enrolled. Diversity of undergraduate students remained stable with approximately one-half white and 32 percent African-American. Asian student enrollment increased by 36% to over 2,100 and Hispanic student enrollment increased by 47% to over 650. Part-time undergraduate enrollment decreased from 41 to 31 percent, from 6,770 to 6,230. Six-year graduation rates for full-time freshman cohort increased from 27 [for class of fall 1993] to 40 percent [for class of fall 1998], with African-American rates increasing from 24 to 47 percent and white students from 27 to 36 percent. Nationally, Georgia State graduates more African-American students with bachelor degrees than any other non-HBCU [Historically Black Colleges & Universities], and was third nationally in FY 2004 among all
colleges and universities. In line with our goal for increased retention, first-year retention rates improved from 76 to 83 percent, with increases occurring for all ethnicities. Contributing to the increase in first-year retention rates was the Freshman Learning Community (FLC) program that was piloted in fall 1999 with about 300 students in 11 FLCs. By fall 2004, this program has expanded to 950 students in 39 FLCs. A goal to provide an urban experience for FLC students was met through the Campus Atlanta program. In addition, we met our goal of all freshman students attending Incept (Freshman Orientation), although not all transfer students attend Incept. A Freshman Convocation, designed to serve as an official welcome and formal induction for new students into the University community, was inaugurated in fall 2002. We met our goal of increased student involvement in organizations and recreational services activities as well as increased participation in service activities.

Our goal to move to an athletics conference that includes some of the university’s peers will be met in fall 2005 with a move to the Colonial Athletic Association. While the number of graduate students only increased slightly, the percentage of full-time increased from 47 to 56 percent. Diversity of the graduate student body shifted somewhat with African-American and Asian student percentages increasing from 13 to 17 percent and 9 to 12 percent, respectively. There was a modest increase of 120 in the number of master’s degrees awarded, but doctoral degree recipients declined from 150 to 113, a number that is expected to increase throughout the next five years.

Nationally, Georgia State is among the top 20 institutions in terms of the number of master’s and doctoral degrees awarded to African-American students. We exceeded our goal of an increase by 50 international students per year with a growth of 500 students to 1,660 in spite of the more difficult visa situation post-9/11. However, there was a decline by 100 students last year, primarily at the graduate level. Similarly, growth in the number of students participating in study abroad programs slowed with a modest five-year increase of 40 students to 420, whereas our goal was 480 students. The introduction of a mandatory international education fee (IEF) in fall 2003 will help to mitigate the effects of 9/11. The IEF supports international students and scholars and study abroad. Resources generated from the fee are used to help defray costs related to instituting SEVIS and complying with its mandatory and other reporting requirements. IEF resources also are used for study abroad scholarships and program development and administration. Particularly notable is the IEF’s support and endorsement by the Georgia State student body and the mandatory fee committee at a time when the state was enduring a severe budget crisis. Approval of the IEF demonstrates the importance students, faculty, and administrative staff attach to gaining international perspectives as a part of the academic experience.

Most noteworthy are significant contributions of faculty to the continual pursuit of excellence in our instructional and strategic research programs. The value of external research grants received increased from $25 to $42 million even as the average number of credit hours generated by tenure-track (TT) faculty increased by five percent. Federal research expenditures increased from $15 to $25 million. Overall, total grants and contracts received, including instruction and service, increased by $20 million to $59 million. The number of tenure-track faculty was steady until fall 2004 when there was an increase of over 30 to 741. We continue to meet our goal of increasing faculty diversity. In 1999, task forces on Advancement for Women and on Recruitment and Retention of Underrepresented Faculty made a number of recommendations to aid the University in its diversity efforts. These recommendations continue to be systematically implemented with the aid of two faculty members who are working part-time as Senior Faculty Associates in the
Provost’s office. For TT faculty, the number of African-Americans increased from 44 to 65 and the number of Asians increased from 42 to 65; the percentage of female faculty increased from 36.3 to 40.5 percent. The percentage of minority and female senior administrators increased from 9.3% to 11.6% for minorities and from 33% to 46% for females. Senior administrators include assistant and associate deans, provosts, and vice presidents.

Significant increases in credit hours accompanied the large increase in numbers of students and the shift of more students to full-time status. Undergraduate credit hours for fall semester increased by 54,500 to 236,500 and graduate credit hours increased by 10,750 to 67,250. Part of the increased teaching load was absorbed by an increase in the numbers of full-time non-tenure track (NTT) faculty by 48 to 286. For undergraduate credit hours, there was also a shift to more instruction by graduate teaching assistants (GTAs). The percentage of undergraduate credit hours taught by GTAs increased from 13 to 19 percent.

Concomitantly, there was a significant increase in training and mentoring provided to GTAs before they were allowed responsibility for courses. After careful analysis of available models of faculty performance, University standards, clarified by unit guidelines, have been established for promotion and tenure, graduate faculty status, and faculty workload. Pre-tenure review and post-tenure review processes, established in 1995, have met a goal in the last five years of helping to optimize the ways in which faculty contribute to the aligned missions of their department, college and the university. Pre-tenure review helps to nurture faculty early in their career. The post-tenure review process is being employed as a means of identifying the optimal utilization of faculty skills and achievement of equitable faculty workloads. Colleges have also developed promotion policies for non-tenure track faculty.

Support of faculty from the Office of Research is in three broad categories: grants and contracts management and sponsored programs (pre- and post-award processes); support for research and creative activities of faculty; and research integrity and compliance activities. Significant progress has been made in the category of research integrity and compliance activities that is overseen by a newly created position of Associate Vice President for Research Integrity. Recommendations from a Blue Ribbon Committee on protection of human subjects are being implemented to ensure that Georgia State has a strong research integrity infrastructure. Additional personnel were hired to support Institutional Animal Care and Use Committee (IACUC) and Institutional Biosafety Committee (IBC) as well as Institutional Review Board (IRB) activities. We met the goal of continuing to strengthen and focus departmental programs through academic program review. This critical academic process is continually refined and strengthened and has achieved robustness in the past several years. Learning outcomes and their assessment for General Education and disciplinary majors are now required for all programs. A parallel review process for administrative & support units continues to mature from its inception in 1998. The goal of continuing to develop new academic programs based on strategic strengths of the university was met through initiation of doctoral programs in applied linguistics, communication, and computer science, a master of public health (MPH), MA in gerontology and in religious studies, and a BA in women’s studies. The school of social work received accreditation for its MSW program, the first class of which was admitted in fall 1998. The college of law developed a joint degree program with the college of architecture at the Georgia Institute of Technology that leads to the awarding of both a Master of City and Regional Planning degree and a JD degree in Law. We established a collaborative Biotechnology master’s degree program with Cairo University.
As a partial consequence of successful competition in the Georgia Research Alliance and in the Georgia Cancer Coalition, a broad area of academic excellence has emerged and was strengthened in the past five years in the areas of biotechnology and drug design and brain research through the neuroscience initiative. The Center for Behavioral Neuroscience, an NSF-funded consortium with Emory University and other Atlanta partners, was established and successfully obtained its second five-year funding. Five faculty have been designated as Cancer scholars by the Georgia Cancer Coalition. Drug design successes include promising clinical trials of drugs for African sleeping sickness. An economic development dimension to the biotechnology initiatives is being strengthened through the CollabTech and VentureLab programs, and through the infusion of students studying entrepreneurship helping with business plans for fledgling biotechnology start-up companies in our incubator facilities. A related dimension of excellence in graduate training is ongoing commitment to the “Pipeline Program”, which has been supported by funds from the University System and the National Institute of Health (NIH), and which has proved successful in increasing the numbers of women and minorities seeking careers in the sciences.

Significant progress was made in sustained collaborative efforts in the policy arena. A broad area of academic excellence exists in public finance – national, state, and local government finance, both U.S. and worldwide, including all of the policy design, evaluation and financial and management dimensions. Georgia State has emerged not only as a community, state, and regional resource for consultation and training in policy issues, but also as a significant contributor in the international arena especially in tax, dispute resolution, and disability initiatives. Substantial contributions have also been made in the past five years in policy arenas ranging from child policy and health policy to education policy and water policy.

The significant scholarly and teaching contributions in this area have moved the Andrew Young School of Policy Studies (AYSPS) to a high national ranking in U.S. News and World Report. In the 1998 Ranking of America’s Best Graduate Schools, AYSPS was ranked 36th out of 125 Public Affairs Program. In the most recent 2005 edition, based on a survey of deans, directors, and department chairs representing 253 master's programs, AYSPS was ranked 26th for Public Affairs Programs. The School also was ranked in the following subspecialties: Public Management and Administration (16th), City Management/Urban Policy (12th), Public Finance and Budgeting (5th), and Public Policy Analysis (21st).

The Robinson College of Business continued to be recognized for the excellence of a number of its programs. Computer Information Systems program ranked fifth among public institutions and eighth overall. The Real Estate program ranked eighth among public institutions and tenth overall. The FLEX (part-time) MBA program ranked third among public universities and seventh overall – the ninth consecutive year for this program to be ranked in the top ten nationally.

Due in large part to generous funding from the Georgia Research Alliance, Georgia State has developed into an emerging leader of digital content origination, particularly in the areas of film & video, art & design and computer science. Faculty and graduate students working in The Digital Arts and Entertainment Laboratory (a unique facility that allows for digital production and post production, audience response analysis, and multi-format image conversion) have produced alumni that have received Emmys for Atlanta’s premiere telecommunication industries, and have been showcased at the premiere international film festivals (Cannes and Sundance). The doctoral program in Communication Studies was ranked 16th nationwide in
rhetorical studies in the National Communication Association's Doctoral Reputation Survey. Faculty in the Communication Department won the top two national awards for books in the field of journalism.

Along with these new innovations in communication and creation, Georgia State’s humanities faculty have continued to excel in well-established scholarly pursuits. The Jean Beer Blumenfeld Center for Ethics, established in 1999, has regularly brought some of the world’s most prominent ethicists to campus for professional conferences and symposia on such topics as homelessness, terrorism, gay marriage, and hate crimes, while also sponsoring many events that engage students and faculty in discussions of the ethical implications of current events. In recognition of its accomplishments, the center won the 2003 Prize for Excellence and Innovation in Philosophy Programs from the American Philosophical Association and the Philosophy Documentation Center. In addition, the center’s home department, Philosophy, has continued to rank in the top six for programs offering terminal master’s degrees, and its joint M.A. /J.D. program with the College of Law was ranked as the second best of its kind in the country in 2004. The Department of English continued to be the hub of scholarly publishing for the university, regularly producing six scholarly and literary publications (Five Points, Studies in the Literary Imagination, South Atlantic Review, Eudora Welty Newsletter, the online Journal of Advanced Composition, and the student-run Georgia State Review). Five Points has consistently attracted prominent contributors and has received national acclaim. Faculty and students in the fine arts have made notable contributions to Georgia State’s cultural development over the past five years. The School of Music produces well over a hundred concerts, recitals, and other musical events each year in the Kopleff Recital Hall and Rialto Center for the Performing Arts, most of which are open to the general public. The school has also fostered the artistic and social development of young people throughout the Atlanta community with its Neighborhood Music Schools, Center for Educational Partnerships in Music, and workshops and master classes. The School is also contributing to the region’s growing music business with its degree programs in music industry and through the development of cutting-edge recording facilities in the Standard Building. The programs of the University’s School of Art and Design were greatly enhanced as a result of a major gift from one of its most senior students, Ernest G. Welch of Atlanta, and the School was named in his honor in 2003. The Art Gallery, whether hosting nationally touring exhibits or developing shows for visiting artists, faculty, and students, continued to serve as a major point of connection between the university and the larger community.

The College of Law is the only provider of high quality ABA accredited part-time and full-time legal education in the state of Georgia and the only public provider of legal education in the Atlanta metropolitan area. Its national reputation continues to increase. In 2004, the college was the youngest law school listed in the top 100 national law schools. Progress has been made in the past five years in development of interdisciplinary programs, most notably in health and ethics and in metropolitan growth.

Two new centers were established - The Center for Health, Law and Society and The Center for the Comparative Study of Metropolitan Growth. An Areas of Focus initiative was established in 2003-04 to concentrate reallocated resources and new resources, as available, in partnership-driven programs of strategic importance to Georgia State and with leveraging potential by virtue of location in Atlanta. The call for pre-proposals produced 14 potential areas of focus: acquisition of language and literacy, brains and behavior, collaborative arts and research, entrepreneurship, global Atlanta/transnational processes-local context, global commerce, law and
ethics in health, international excellence in public finance, metropolitan growth and the physical environment, molecular basis of disease, risk and its management, urban education research, urban health research, and the urban South. Funding was only available for three of the recommended areas of focus: urban health research, brains and behaviors, and molecular basis of disease. Beyond the funded areas, there were benefits derived from inter-disciplinary discussions among faculty in different departments and colleges, which could lead to productive collaborations with potential for significant funding from external sources.

While the following was not a goal envisioned when the previous strategic plan was written, it resulted from a general goal of encouraging interdisciplinary interaction that was stimulated by the Areas of Focus initiative. A new initiative in public health intervention combines more closely our health science interest with our urban focus. Health science, social science, humanities, education and law faculty are combining to tackle four priority urban health areas - chronic disease and aging, HIV/AIDS and infectious disease, injury and violence, and substance abuse and mental health. Faculty from Georgia State are partnering with the Georgia Cancer Coalition, the Center for Disease Control & Prevention (CDC), and many state and local agencies to begin to understand and ameliorate the impact of these critical health problems.

A Teaching and Learning with Technology Center within the Center for Teaching and Learning was established in fall 1999 to coordinate on-campus services for faculty to provide training and support so that faculty may take advantage of the opportunities that information technology offers for improving student learning. Over the past five years, most classrooms have been equipped to provide instructor access to the Internet. A long-term goal of enhancing student access to information technology resources was improved through major expansions to the campus wireless network system. Faculty and students can look forward to nearly ubiquitous wireless access - the ability to roam on wireless connections across the entire downtown campus.

GSUNet2, a multi-year project to modernize the physical network structure for the entire downtown campus, concluded in 2003. This project installed over 1,200 miles of fiber optic cable to connect 60 buildings with the latest broadband networking capabilities. Upgrades to the core network switches has set the stage for increased bandwidth across the campus that will take advantage of the dedicated fiber backbone ring and the potential for connection to the new national fiber network for research, the National Light Rail (NLR). These upgrades also provided the necessary architecture for a long-examined opportunity to move to IP-based telephone services.

The first year of the five-year plan opened with a successful implementation of the PeopleSoft financial information system. Next, we replaced our legacy student records system with the Banner Student Information System, including financial aid, registration, catalog, scheduling, location management, “Web for Student,” “Web for Faculty,” and student accounts in 2002. The Touchnet payment gateway was implemented to allow students to pay tuition and fees with credit cards through an Internet interface. The last major administrative system on the mainframe, Human Resources, will be replaced by a PeopleSoft product by the end of February 2005, after which the mainframe will be decommissioned. We will have met our goal of replacing all our legacy administrative systems with Oracle-based systems. Our first comprehensive ‘Results’ campaign was successfully completed in November 2004, exceeding the goal of $125 million with over $127.1 million raised. Private support has become necessary to secure state funding for buildings to support the academic mission of the University - $21.5 million was raised in the Results campaign for facilities and equipment. Private support is also
crucial for scholarships and fellowships to attract and retain excellent undergraduate and graduate students - $18.5 million was given for merit- and need-based scholarship programs for students. Similarly, to recruit and retain high quality faculty, it is increasingly important to have endowed professorships and chairs - $18.9 million was secured to establish 27 professorships and endowed chairs. An additional $43.2 million was raised to fund academic programs and centers. The Georgia State University Foundation assets grew by $22 million to $162 million while the endowment increased from $44 to $61 million. During the past five years, humanities and social sciences departments and centers have made great contributions to Georgia State’s international efforts. A variety of international centers were created or have continued to grow since 2000, including the Asian Studies Center, the Hellenic Studies Center, the Center for International Media Education, the Latin American and Latino Studies Center, and the Middle East Center for Peace, Culture, and Development. Each of these centers has facilitated faculty and student efforts abroad and has initiated events, course offerings, and other resources on campus that have greatly expanded students’ global awareness. The Middle East Center, in partnership with Emory University, received Title VI National Resource Center grant by the United States Department of Education that is being used to expand Middle East language and teacher education programs. The Department of History has developed a world history program that has expanded curricular offerings, sponsored an annual community lecture, and hosted the World History Association annual conference on campus in the summer of 2003. Modern and Classical Languages has more majors than any university in the state and many institutions in the southeast, and it has added Hebrew, Modern Greek, Persian, and Swahili to its curriculum during the past five years. In addition, increasing numbers of faculty from throughout the University have been awarded Fulbright Fellowships to teach and conduct research abroad. The number of international cooperative agreements increased from 31 to 89. While most of the earlier ones were with European countries, more recently there has been a diversification of relationships to other parts of the world including Asia and Africa. While some agreements are more active than others, they cover a broad spectrum of cooperation in numerous disciplines. We have been successful in following strategies where emphasis is placed on initiatives that are either countrywide or thematic in focus.

Thematic initiatives include tax and fiscal policy with proposals being funded for work in a number of countries, including Russia and some former Soviet states, Guatemala, India, Jamaica, and Uganda. Country initiatives include Egypt, Mexico, and South Africa, and have been broadened to other countries in Europe, the Middle East, Latin America, and southern Africa. Under the auspices of the Institute of International Business, the Robinson College joined an elite group of business schools that offer a Master’s of International Business degree. In collaboration with the department of Modern and Classical Languages, MIB degrees are available with concentrations in Spanish, French, and German. The MIB is the first program of its kind in Georgia. It draws upon the historical strengths of the Georgia State learning environment: flexibility in program design, talented and experienced international faculty scholars, and direct access to the Atlanta-based global business community.

A goal to add varied types of student housing near campus to accommodate 2,000 students beyond the 2,000 beds available in the Village was partially met. An additional 450 beds, the Lofts, were opened in fall 2002 and ground will be broken in spring 2005 for 1,500-2,000 beds on the Piedmont-Ellis site. With the combination of the Student Center, the Student Recreational
Center, and a renovated University Center, the campus is much more hospitable for students to socialize and relax. A goal to increase the quantity and quality of office, classroom, and teaching and research laboratory space to accommodate additional growth in student enrollment and faculty and student research was partially met. The opening of the Helen M. Aderhold Learning Center in fall 2002 was critical to meeting the need for medium and large size classrooms equipped with essential instructional technology and was one of the reasons Georgia State was able to accommodate the increase in students. The opening of the Andrew Young School of Policy Studies building at Five Points in summer 2004 offered some relief as space on campus is vacated by the policy studies school, but even so there is need for additional faculty, staff and graduate student offices. Additional office space relief was obtained through renting space in 10 Park Place and 34 Peachtree Street buildings. Classrooms in the General Classroom Building and in the Arts & Humanities building were upgraded to provide internet access.

Environmental changes: 2000-2010
Georgia State University is continuing a major change in the composition of its undergraduate student body. A significant accomplishment since 1995 is the doubling of the fall freshman class from 1,200 to 2,400 students while raising significantly the entrance requirements. Only 500 of the fall 1995 class would be eligible for admission in fall 2004. Simultaneously, diversity of the entering class increased. The transformation of the undergraduate student body was driven by a University System of Georgia (USG) articulation of entrance requirements that are highest at the four research universities, a designation that Georgia State achieved in 1995. In addition, availability of residence halls for the first time in fall 1996 changed the university from a commuter-only one. Diversity of the new students continues to be a distinctive feature of the university. We have continued to recruit a highly ethnically diverse student body while significantly increasing our admission requirements. For fall 2004, we have enrolled 2,270 first-time freshmen, most of who are supported with the HOPE scholarship, half of whom live in residence halls, and whose average SAT is 1094. By 2010, we anticipate that the freshman class will be 3,200 students and an additional 1,500 – 2,000 beds will be available through the residence halls at Piedmont-Ellis that are due to open in August 2007. Georgia State University continues to be a major transfer institution. With an undergraduate student body of 20,000, over half of these students have started college at other institutions. Approximately one half of transfer students come from other USG institutions, with Georgia Perimeter College being the largest provider – approximately 20 percent of total transfer students. The remaining transfer students come from in-state private institutions or from out-of-state. There continues to be increased competition for Master’s level students, especially in business and education, as more providers enter the Atlanta market both physically and through the electronic media. One of the great challenges of the next five years will be the appropriateness of and extent to which we are willing and able to provide any-time, any-place quality education with an increasingly greater emphasis on reliable support services for students and faculty.

Attracting quality doctoral students will require competitive packages that include health care coverage, reasonable stipends, and realistic teaching loads. In a survey in summer 2004, the Council of Graduate Schools (CGS) found that 74 percent of institutions offered health care insurance for at least the graduate student. Many potential graduate students are international, especially in the sciences and business and economics. Additional restrictions and delays on
visas after 9/11 have decreased the number of international student applications and registrants. For the first time in many years, there were fewer international students studying in the U.S. in 2003 than in previous years. With projected growth of the University System from 250,000 students in fall 2004 to 450,000 students by fall 2015, a major environmental condition is continuing pressure to provide access to quality programs for qualified students. Further, the 35th USG institution is planned to open in 2008 with the transition of the Gwinnett Center to Gwinnett State College. For Georgia State University to maintain its proportionate share of students, we would have to serve 50,000 to 55,000 students by 2015 or approximately 40,000 by 2010. At our downtown location, the next major complex of buildings that might be available by the end of this decade is the Science Park at Decatur and Piedmont. Plans are underway for a Science Teaching Laboratory building, a Science Research Laboratory building, and potentially a Southern Laboratory for Infectious Diseases to be built simultaneously. A request to the Regents for a humanities building to replace Sparks Hall will be made in June 2005. However, this building would not be ready for occupancy until the next five year plan. Space in current buildings will be examined for feasibility of converting offices to classrooms with the possibility of subsequently renting additional office space.

Given the facilities limitations downtown, expansion of offerings at the Alpharetta Center is being considered. Full degree programs in business and education might be offered at the Alpharetta Center. Potential expansion of degree programs to sites east and south of Atlanta will also be explored, perhaps in collaboration with a two-year college. This strategy is consistent with a recommended action step in the 2004 USG Strategic Plan to “Develop additional programs in which four-year universities offer four-year degree programs at two-year colleges”. Further, another potential mechanism is to use distance learning technologies to develop and deliver certificate and degree programs. Funding trends have been very negative over the past five years, with a significant shift from state support to student tuition. Together, state appropriations and tuition represent about 95 percent of the Education & General (E&G) Operations revenue. The amount of E&G revenue per student has decreased by over 20 percent since fall 2001. While student tuition is relatively low compared with other state-assisted national and southern regional (SREB) institutions, students now provide approximately 37 percent of E&G revenue in contrast to 25 percent prior to fall 2000. Competition for state appropriations to higher education from health care, K-12 education, and prisons will continue to be intense. Further, many of our sister institutions in USG are growing more rapidly than we are, so we will probably participate minimally in additional state workload appropriations. However, in spite of an adverse fiscal climate, Georgia State continues to grow in quality through self examination and redirection of resources in a continuous effort in institutional effectiveness.

Private giving is increasingly important for publicly-assisted universities. A new comprehensive campaign will be launched in the next five years to build on the recently successfully completed ‘Results’ campaign. Shifts in the faculty composition will continue. With a rapid increase in the number of freshmen students in the latter half of the 1990s, the use of part-time instructors (PTIs) in core courses increased initially. This trend was reversed for core courses in FY 2000 when a large number of PTI positions were converted to full-time non-tenure track (NTT) positions - visiting instructors and lecturers. The University System has recently approved an NTT ladder for lecturers and senior lecturers. In some colleges, there are still an unacceptably
high percentage of courses taught by PTIs. As we achieve stable enrollments and funding is available, we will reduce the number of PTIs and convert some NTT positions to tenure-track ones.

Higher education is facing a number of major trends including an emerging global economy that will give rise to a global community characterized by increased communications across national borders in education as well as in business, law, government, sciences, the arts, and entertainment. There has been an enormous increase in foreign investment in Georgia. One in seven jobs in the U.S. involve international trade and business. Another major trend is in research being conducted by teams from various related disciplines. Many important issues and advances occur at the borders between different disciplines. The National Academy of Sciences advised in November 2004 that institutions should develop new policies or strengthen existing ones that remove barriers to interdisciplinary research, and they should develop joint programs with outside organizations. Technology will penetrate even deeper into our daily lives. Information increasingly is becoming the capital of economic activity. The ability to locate, receive, analyze, and transmit information in oral, written, visual, and numeric form will be crucial. The rate of change will accelerate. Those who have learned how to learn are best equipped to capitalize on such an environment. The Internet is unlike other technology advances, and is even more important than the introduction of personal computers. The Net Generation, who takes the Internet for granted, is coming to campus. These students never have known a world without computers. This situation offers both a great competitive threat and a great potential asset. Higher education is undergoing change through using information technology to focus on learners and successful learning.

Another major trend is increasing demand for accountability on higher education. This is manifested nationally, with many states moving to performance-based budgeting. Allocation of part of the state appropriation from USG is based on improvement in freshman retention rates, improvement in six-year graduation rates, and increases in extramural grants and contracts. Regional accreditation agencies and major disciplinary accreditation organizations such as AACSB and NCATE are placing significant emphasis on student learning outcomes and use of data gathered to improve processes and outcomes. There is increasing emphasis on understanding learners and ensuring successful learning.

II. GOALS AND PRIORITIES
Some of the goals of the 2000 Strategic Plan have been achieved; some remain as priorities of the institution. Our thinking has progressed with a recognition that we have to be a more focused institution that is continually evolving but not necessarily growing in numbers of programs offered. In the section that follows, unfinished work of the 2000 plan is incorporated into the goals and priorities for the next five years.

The vision is to provide an academic environment conducive to effective and inspired teaching, learning, and scholarship and to be recognized as one of the leading national state-assisted research universities. This entails having significant state, national, and international roles as well as serving the residents of the metropolitan Atlanta region. It requires capitalizing on the comparative advantage of Georgia State’s location in Atlanta.
In the twenty-first century, Georgia State University's curricular and co-curricular activities must prepare students to be critical thinkers, creative problem solvers, and responsible citizens who make ethical choices. Students must be able to present their thoughts cogently both orally and in writing, develop leadership skills, and work well in teams. They should be literate in science, technology, culture, and information. Georgia State must also ensure that students are able to analyze and evaluate important trends in disciplines, comprehend their place in the world and how the world is changing, understand the interconnectedness of knowledge, recognize that there is a blurring of boundaries among disciplines and among nations, and cope with the dynamics of change. A vision for students includes exposure to multiple viewpoints and the free exchange of ideas, an appreciation for diversity among peoples of the nation and around the globe, an understanding of their urban environment, preparation to utilize information technology, an ability to judge the quality of information, and experience with collaborative learning on campus and in the community. A diverse environment such as that encountered at Georgia State produces a balanced, better educated, responsible, contributing and productive global citizen. In striving to reach goals in the area of instruction, progress must also be continued in establishing and maintaining outstanding research programs and activities. Selected undergraduate, graduate, and professional program research efforts - those that are already competitive nationally and internationally or that demonstrate promise of becoming so - will be targeted and supported so that they can maintain their success and reach even higher levels of excellence. Undergraduate education is enhanced when students have research experiences. The necessity of promoting research derives from the fact that a university becomes great only when it contributes significantly to the advancement of knowledge and when it becomes a recognized source of advanced knowledge that can be used widely for the betterment of life. Georgia State University's impressive array of professional programs will continue to provide high quality education in the Atlanta area and the region. Furthermore, in appropriate instances, advanced educational programs will draw students from all parts of the nation and abroad. In all cases the programs will assemble faculty members that are capable of providing advanced expertise to outside constituencies, thereby directly promoting the advancement of society. We must strive to enhance our strong graduate programs while enhancing our undergraduate programs and services. In order to accomplish the University’s visions, goals and priorities, the faculty must remain mindful that being a responsible community member extends beyond disciplinary interests to the (unranked) interconnected aims of:
• Targeted programs of distinctiveness that are nationally and internationally recognized and that capture the unique strengths of the University
• Applied focus based upon a strong foundation of excellence in the liberal arts and sciences and quality professional programs
• Graduate and research programs with national and global recognition that benefit the interests of the state and region
• Interdisciplinary research and educational programs that address emerging needs for new knowledge and its dissemination
• Learning opportunities and a learning-centered environment that support individual styles and life circumstances of students
• Global cultural perspectives infused throughout programs
• Participation in partnerships that have a positive impact on community evidenced through teaching, research, and service activities
• Use of our location in an urban area, a center of international commerce, a media center and a
center of governance, to offer a distinctive education to our students
• Dynamic, intellectual environment that stimulates scholarly activity for all faculty and students and fosters creativity, innovation, and humanity
• Service as a resource to local, state, and federal entities
• Fiscal accountability that connects performance and priorities to resources
Achievement of these interconnected aims will contribute significantly to student learning and an engaged university. A dynamic balance is sought among teaching and learning, research and scholarship, university and community service, and undergraduate and graduate and professional programs. A great university requires great students, great faculty, great programs, great staff and facilities, and great financial support. Strong academic and co-curricular programs attract students. Supportive staff and administrative services with reliable physical and technological infrastructures help retain students and faculty. Strong external development efforts provide the margin of excellence to supplement core state appropriations and student tuition. Strong external communications inform alumni, potential students, and other constituents of our accomplishments.

A. Students

1. Recruitment
A major comparative advantage for Georgia State University is its location in Atlanta, a cosmopolitan city. As a result, Georgia State enrolls students from all 159 counties, fifty states and over one hundred and forty countries around the world. These include high school graduates, transfer students from two and four-year programs, working and "returning" students, and graduate and professional students. While the university attracts students worldwide, the downtown campus and the Alpharetta Center provide access to quality education in particular for residents of the entire metropolitan area. With the opening of the Aderhold Learning Center and the Student Recreation Center in the past five years, students have modern facilities in which to meet and study. A Science Teaching Laboratory building should be completed before 2010. Further, with the opening in fall 2007 of an additional 2,000 beds in residence halls to be constructed on the Piedmont-Ellis site, there will be affordable housing available close to campus for over 4,000 students. Availability of student residence halls has increasingly made Georgia State an institution of first choice for freshman students.

A student body of 32,000 by fall 2009, with approximately 8,000 being in graduate and professional programs, is a recruitment goal, with an increase in quality while maintaining the diversity of all incoming students. This goal includes a continued increase to 1,500 in the number of doctoral students in departments that have nationally competitive doctoral programs and/or advance interdisciplinary, urban, and international foci of other parts of this strategic plan. In fall 2004, there were 27,100 students (including 1,600 international students with visas). Georgia State will continue to serve both traditional and non-traditional students. A ‘best class’ strategy will be used to recruit 3,200 freshmen for the downtown campus and possibly 400 freshmen at the Alpharetta Center. The Alpharetta Center will be explored for its potential to serve more undergraduate students while preserving an urban experience, an essential characteristic of Georgia State, through required semesters at the downtown campus. The university is a major transfer institution with approximately half of the undergraduates entering as transfer students. The minimum transfer GPA was raised to 2.5 in spring 2004. In the future, it might be necessary
to limit transfer into certain majors. We will seek to raise the minimum transfer GPA so as to achieve an optimum balance between freshmen and transfer students, probably at an approximate 2:1 ratio. Applications for professional students in law are highly competitive as are graduate assistantships in many of the disciplines. A goal is to attract more higher-qualified graduate students, especially in doctoral programs. Strategies include improving support packages to include health care insurance, more nationally-competitive stipends, and realistic teaching loads. Part of a strong recruitment effort to attract and retain excellent students involves availability of scholarships and fellowships. A new goal is to increase the number of National Merit Scholars to at least 10 from the current four students. The recently completed comprehensive campaign increased scholarship endowments by $18.5 million. In addition, many faculty include support for students on their external grants and contracts. A continuing goal is to increase financial support from various sources for undergraduate and graduate students.

2. Undergraduate experience
A more welcoming environment is being provided through programs such as the Freshman Learning Communities, Emerging Leaders Program, Campus Atlanta and the Honors Program. As one of the strategies to increase retention rates for freshmen, a goal is to increase participation in Freshman Learning Communities (FLCs) to serve more than half of the entering class. In fall 2004, over 940 out of 2,270 freshmen students participated in FLCs. In addition, a similar strategy, or at least a transition course, might be tried for transfer students in order to afford them an opportunity to connect more closely with the campus. The Emerging Leaders Program provides students ways to reflect systematically on the exercise of leadership. Campus Atlanta provides students a continuum of engagement opportunities to learn about Atlanta settings, to learn from Atlanta systems, and to learn through Atlanta community service and Atlanta service learning. Improving retention rates is a significant continuing goal for the university. Retention from freshman to sophomore year for the fall 2003 cohort increased over that of the previous year to 83 percent. A goal is to increase first-year retention rates to 86 percent for the fall 2009 freshman class. Nationally, attrition rates are 20 percent for the first year, ten percent for second year, and a cumulative nine percent for the next four years. For Georgia State, over twice as many students leave during years two through six than leave after the first year. Thus, there is potential for significant improvement in second and subsequent year’s retention rates.

A new goal is to decrease attrition rates to less than ten percent for the second year and less than five percent for the third year. While students enter with higher SAT scores than previously, many are poorly prepared for the rigor of coursework in college and lack the study strategies to meet course demands. Programs that attracted students to the university should also play a role in retention especially those that provide a vibrant learning community. Strategies to increase retention rates include new students being aided in their transition to Georgia State through a centralized Student Advisement Center that assists all freshmen, transfer, and undecided students. This centralized facility is available to all students until they have completed areas A - F of the University System Core curriculum. Additional assistance for students is available through the Counseling Center's academic skills programs, African American Student Services & Programs, Writing Center, Language Acquisition & Resource Center, Cooperative Learning Center, and many of the core departments provide tutorial support - the Counseling Center produces a brochure that lists the various tutoring services available. There needs to be better
coordination and awareness of the overall services that are available to increase student success. A place to study individually and in groups, and to conduct research and write, is important for students. The Library transformation project will result in an attractive Learning Commons that will significantly enhance students’ opportunity for collaborative learning and instruction coupled with technology resources. National studies show that academic advising is one of the keys to student success. Another key is involvement of students in departmental extracurricular activities. Increased emphasis will be placed on departmental responsibility for retention of their majors, within available resources.

National studies indicate that student involvement in the university community is a good indicator of potential success in college. The Student Life division is involved in the development of good citizenship via community service and volunteer work, and generally serves as a dynamic laboratory in which students can apply or complement talents they also develop in classrooms. Student Life has developed learning outcomes for its programs. Student development and leadership enhancement occurs through participation in the 300 organizations and recreational services activities. A goal is to increase student engagement in the university through strategies such as to continue to increase student involvement in student organizations and recreational services activities and to measure student learning through such involvement.

Successful intercollegiate athletics programs, especially men and women's basketball, will help develop a sense of community and college spirit among students, staff and faculty. Recognition of the university can also be enhanced nationally through having successful sports teams. Participation in a new conference, the Colonial Athletic Association, starting fall 2005 will provide exposure to Georgia State in the large media markets of Boston, New York, Philadelphia, and Washington, DC. The academic enterprise will be further strengthened by efforts of both Student Life division and academic departments in building on the rich opportunities for community service by providing students with more occasions to reflect critically on their experiences in service.

A goal is to increase student engagement in the university through strategies such as continuing to increase student participation in service activities and to measure their learning from participation. Moreover, opportunities for service learning programs that engage students in service that meets unmet community needs while enhancing their academic study, civic skills, and sense of social responsibility will be developed and supported by the university. There are a number of voluntary community service opportunities at Georgia State that are coordinated through the Office of Community Services. Location in downtown Atlanta, near the state capitol, gives students many possibilities for internships, cooperative education assignments, and other collaborative arrangements with business, law, fine and performing arts, industry, government, and service agencies. A strategy is to expand and better coordinate internship opportunities. The University participates in a number of outreach and enrichment programs, including several to increase minority participation in the sciences. Career service units provide career counseling and career development, teach job search skills and provide occupational information and work experience to students.

The growth of a more traditional undergraduate student body provides an opportunity for the university to increase study-abroad programs. Further, advent of the student international fee
provides a fund to support students studying abroad and to provide services for international students. A goal is to increase students’ opportunities to gain international perspectives through increased participation in study abroad to at least two percent per year. FY 2004, 420 students participated in study abroad programs. If we reach our goal of 32,000 students by FY 2010, the goal for study abroad participation will be 640 students. These programs can be developed in traditional and non-traditional ways. For students who do not need to work, the traditional semester- or year-abroad program opportunities can be expanded. For working students, two- to three-week programs can be developed to link an experience abroad with continued coursework in Atlanta. Faculty and student exchange programs that provide for learning experiences on our home campus with faculty and students from institutions abroad can further enhance undergraduate, graduate, and professional programs. A goal is to increase student’s opportunities to gain international perspectives by continuing to have four percent of the undergraduate student body come to Georgia State with a high-school degree from outside the U.S. in an environment where the number of international students nationally is currently decreasing.

3. Graduate experience

The graduate student composition of the student body is approximately 660 professional students, 940 doctoral students, 5,300 master’s students, and 400 non-degree-seeking students. A goal is to increase the number of graduate and professional students to at least 8,000 by fall 2009. Further, a goal is to graduate an increasing number of full-time doctoral students in amount of times that are comparable to median disciplinary ones. The largest numbers of graduate degrees conferred at the University are at the master’s level, including the MA, MBA, M.Ed., MFA, and MS, all of which enroll a significant number of students. Master’s degree programs fill unique niches in the University. Some serve as a progression into an available doctoral program, or as preparation for entry into doctoral programs elsewhere. In other areas, the knowledge base necessary to master a subject has expanded beyond that obtainable during the traditional four-year bachelor's degree program. In these areas, the master’s degree is now considered the entry-level degree or the mark of a well-educated student of that discipline. In other areas, highly regarded professional programs at the master’s degree level play an important role in educating professionals. An ongoing strategy is to continue to build library collections, primarily electronic, to support the university’s strategic initiatives with a goal of joining the Association of Research Libraries. Libraries will partner with faculty, departments, and interdisciplinary programs to develop a collection in all formats that support graduate programs of excellence and distinction, and to provide information services both virtually and in multiple physical locations, including the University Library, Law Library, and the Alpharetta Center, for all graduate programs. Libraries will partner with a variety of campus constituencies to provide institutional repositories that will provide a vehicle to showcase the university’s research accomplishments.

Graduate faculty members serve as mentors directing the research of graduate students and supervising their maturation as teacher-scholars. An ongoing goal is to improve the preparation of doctoral students through strategies such as placing more emphasis on pedagogical preparation for those students who hope to become future teaching faculty. Strategies include students enrolling in college teaching courses and becoming involved with programs sponsored by the Center for Teaching and Learning and other departments.
A goal of Strategic Plan 2000 to be more competitive for strong graduate students by increasing the number, value, and benefits of graduate assistantships and fellowships was unrealized. Efforts to achieve this **goal** will be redoubled through strategies that include ensuring that all graduate assistants have at least partial health insurance and that all graduate teaching assistants have realistic teaching loads. In particular, doctoral students should be supported through a strategic balance of teaching and research assistantships. The intellectual vitality and active scholarly engagement of faculty and students enhances the overall quality of the institution. A large proportion of extramural funding goes directly to support learning opportunities for graduate as well as undergraduate students. Selected research projects in which graduate students are involved also contribute to improving the quality of life of the city and the region. Graduate programs are also a strong magnet for international students.

**B. Faculty**

High quality faculty are imperative to maintaining high quality programs and attracting high quality students. Georgia State University's full-time instructional faculty number more than 1,000 for fall 2004, with approximately three-quarters being on the tenure track. One major element of internal quality is tenure-track (TT) faculty and increasing their number is a significant feature of any tactical strategy used to invest redirected or new resources, while recognizing that specialized non-tenure track (NTT) faculty can play important roles. A **goal** is to increase the number of tenure-track faculty to at least 800 through strategies such as: 1) reduce the number of PTIs and visiting faculty in departments where there is an unacceptably high percentage by converting to NTT and/or TT faculty; and 2) increase the number of tenure-track faculty by converting non-clinical NTT positions into TT appointments and/or adding new TT positions in targeted departments where there are robust undergraduate majors and graduate programs. Strong, nationally-recognized faculty are essential to attract increasing external grants and contracts to support students, faculty, and programs. In FY 2004, faculty were successful in securing $60 million in extramural support.

A new **goal** is to increase grant and contract support to $100 million by FY 2010, with faculty writing proposals in excess of $175 million. Specific goals will be set for each college with incentives for accomplishments to include additional tenure-track positions. In addition, a **goal** is to increase internal funding for the Office of Research at least at the rate of growth of extramural funding. Analyses of internal grants programs indicate that these programs provide a significant stimulus to research growth in the university. Attention should also be given to develop programs for underserved groups, especially those groups that do not traditionally attract significant external funds.

A **goal** is to continue to increase faculty and administrator diversity through strategies led by the senior faculty associates for Advancement of Women and for Recruitment & Retention of Underrepresented Faculty. Strategies include mentor programs and leadership programs. A **goal** is to continue to attract and retain high quality faculty by providing competitive salaries and removing salary compression among faculty. Any adjustments must be based on market and merit evaluations. The past three years of deceasing state revenue has exacerbated the situation. The Results campaign provided an opportunity to fund endowed chairs and Eminent Scholars in areas of strategic importance to the University. A continuing **goal** to build high quality academic programs will be pursued through strategies such as clustering current or new faculty in areas...
closely related to those of existing or newly-added endowed professorships and/or endowed chairs. Continuing development support will be sought to recruit and retain high quality faculty.
C. Programs

Georgia State University will continue to strengthen its academic programs and administrative and student support services in concert with accepted recommendations of its program review process and of accrediting agencies for its professional programs. This process includes the University Senate in a review of academic and administrative departments, schools, Centers, Institutes and student support programs. Academic programs are at the heart of a university and are the attractant for faculty and students. An ongoing goal is to continue to provide academic programs that have high quality and are central to an increasingly sharpened mission of the university. One strategy is to build on programs that have demonstrated quality and are nationally recognized or have shown potential for national recognition. A clear and coherent vision of the future includes continued support to enhance development of programs of distinction, both disciplinary and multi-disciplinary.

The effort to improve the quality of support service to faculty and students has been a critical focus within the university. An ongoing strategy is to utilize the Administrative & Support Unit Review process and outcomes assessment to continue to improve the quality of support offered by various offices. An ongoing goal is to ensure that support activities are effective and efficient and regularly collect and use data to improve their services.

1. New academic programs (and modes of delivery)
An ongoing goal to provide high quality, central academic programs is assisted through continuing to develop a limited number of new academic programs based on strategic strengths of the university and to develop more joint degree programs including those with national and international universities that will enhance the University’s programs and reputation. It is recognized that as new programs are developed, some current programs may be scaled back through the Academic Program Review or other academic program evaluation processes. There is a strong commitment to development of writing, communication, and information literacy across the curriculum. A new strategy is to implement computer-based writing practices in first-year composition classes that will require availability of small classrooms.

A continuing goal is to produce literate graduates through strategies such as fully implementing a writing-across-the curriculum program and initiating a support program for oral communication similar to that supporting Writing Across the Curriculum. Development of learning outcomes and their assessment will aid in quality control of courses and programs independent of the delivery mode that leads to a diploma or certificate. A movement to more course components and programs available on-line is accompanied by a demand for flexible, fast, high quality programs. Such programs will not be confined to on-line but may include hands-on experience, research lab, or community based experience.

A goal is to increase flexibility of curricular offerings for students through use of on-line as a delivery mode for courses and programs when justified pedagogically. A national trend is towards more non-degree granting programs or to certificate programs as part of degree granting programs. We need to consider these possibilities in order to leverage our considerable capabilities and to think in terms of sets of modular courses as part of certificate programs. A
goal is to increase flexibility of curricular offerings for students through development of high quality diploma or certificate programs in areas that match our faculty strengths and market niches.

2. Interdisciplinary programs
A clear and coherent vision of the future includes continued support to enhance development of programs of distinction that demonstrate quality and are nationally recognized or show potential for national recognition. A successful strategy was introduced in 2003-04 through the Areas of Focus initiative described in section on progress since 1999. In particular, programs should leverage comparative advantages of being in Atlanta and should connect with partners and collaborators in the Atlanta region and beyond Georgia, or with economic development in the region and state. An ongoing goal to provide high quality, central academic programs is assisted through continuing to enhance the following areas that cut across some traditional organizational lines within the university and advance a multidisciplinary approach to future complex problems and needs:

• Continue to strengthen the Molecular Basis of Disease program, including bioinformatics/biocomputing, structural biology, cancer, and infectious disease; the Brains & Behavior Program, including brain research through the neuroscience initiative; and environmental science. Utilization of the University's scientific talent and resources towards meeting economic and scientific development goals remains a matter of continuing interest. An economic development dimension to the biotechnology initiatives will continue to be strengthened through the CollabTech and VentureLab programs. Sustaining excellence in the interdisciplinary sciences will require the acquisition of new research facilities. A Science Research Park is anticipated being completed within the next five years [see Facilities section].

In addition to encompassing a broad area of interdisciplinary activity, there is considerable ongoing collaboration with other state institutions, some regional universities and several Middle Eastern countries.

• Continue to strengthen the urban health areas. Contemporary society, especially in urban areas, is plagued by a number of health problems that are disproportionately affecting minorities. Health science, social science, humanities, education and law faculty are combining to tackle four priority urban health areas - chronic disease and aging, HIV/AIDS and infectious disease, injury and violence, and substance abuse and mental health. In addition, the Georgia Health Policy Center provides evidence-based research, program development and policy guidance on local, state and national levels to improve health status at the community level. The center distills its qualitative and quantitative research findings to connect decision makers with the objective research and guidance needed to make informed decisions about health policy and programming. The center's projects focus on some of the most complex policy issues facing healthcare in rural and urban settings today, including public and private health insurance coverage, long-term care, children's health and community health system development.

• Achieve recognition for Georgia State as a national leader in urban education. While seeking to work with many school districts, Georgia State recognizes that the local urban school systems offer opportunities for addressing some of the more significant challenges that must be met throughout this nation. Georgia State will continue its progress in increasing the quality and quantity of educators – teachers, school leaders, and school counselors. In order to assist in producing more, highly qualified teachers for Georgia, a five-year goal is to more than double the numbers of certified teachers from 350 to 800 per year while also doubling the percentage of
certified minority teachers. Faculty are responsible for piloting successful new models for advancing the achievement and well-being of all pupils in the schools in partnership with their communities and in producing future educators who can work collaboratively to ensure that all students learn.

• Continue to develop and deliver educational programs with curricula imbued with global perspectives that earn the J. Mack Robinson College of Business continuing recognition as a world-class business school and as the dominant provider of high quality, practice-relevant graduate business programs in the metropolitan Atlanta market. The college will build on its reputation of delivering a national top-ten part-time MBA program through further development of the Center for Enterprise Risk Management and Assurance Services (CERMAS), the Herman J. Russell, Sr. International Center for Entrepreneurship, and a Center in Computer Information Systems. A goal is to be a major resource for Georgia in attracting and retaining “industries of the mind”. One theme to be developed is risk and its management from three perspectives: societal, corporate, and individual/family. Multidisciplinary teams from risk management & insurance, accountancy, finance, CIS, law, and policy studies will evaluate risks holistically, from terrorism to public health and from public policy to risk-economics and law. Another theme is in information systems and technology among medical informatics, privacy and security, and digital supply chain management.

• Continue to strengthen the areas of focus in policy analysis and management for which the Andrew Young School has developed a strong national and international reputation. These include public finance and budgeting, social service delivery, environment and public/not for profit management. Strengthening includes facilitating a reaching out to allied programs outside AYSPS and developing closer relationships with the private sector and government. Continuing goals are to bring scholarship to the practice, and to bring the practice to the university.

• Upgrade the depth and breadth of Georgia State University’s currently nationally recognized work in order to create a world-class interdisciplinary program of basic and applied research on the acquisition of language and literacy. Language and literacy are the oral and written (reading & writing) dimensions of language acquisition. Interdisciplinary teams will collaborate to advance our understanding of the processes required and the role that acquiring language and literacy skills play in an individual’s ability to function in society, particularly in individuals with disabilities or those who have different language backgrounds from the majority population.

• Continue further development of digital content origination, particularly in the areas of film & video, art & design and computer science, in the Digital Arts and Entertainment Laboratory. By strategies such as enhancing on-campus space available for incubating entertainment production and research companies, securing a director of audience research to facilitate collaborative projects, and continued investment in state-of-the-art content creation tools, Georgia State will be positioned to further strengthen its contribution to Georgia’s economy in the telecommunications sector and to enhance its ability to attract external support from public and private sources.

• Continue to develop programs and curricula that bridge legal theory and practice, and that possess interdisciplinary dimensions. The Center for the Comparative Study of Metropolitan Growth joins social scientists, scientists, business and policy professionals and analysts, and law faculty in research on the environmental impact of metropolitan growth and on regulatory and legal mechanisms for dealing with it. The Center for Health, Law and Society joins lawyers, doctors, and social scientists in an effort to deal more effectively with the nexus of health, economic and legal issues that interfere with the effective and efficient delivery of health care.

• Continue further development of sustained collaborative efforts in the policy arena, particularly
as it relates to economics, the environment, education, health, crime, poverty, transportation, and law. By being broad-based in academic disciplines, Georgia State University will be recognized as a premier resource for analyses of problems facing the citizens of Georgia and will become the pre-eminent think-tank in the South on policy issues. One purpose is to contribute to the base of knowledge about policy and thus produce information that is useful for making policy decisions, not just locally but also nationally and internationally.

• Enhance collaboration between artists of different disciplines and between artists and scholars of arts-related disciplines within the University community in areas of practice, theory, history, philosophy, education, and criticism. Georgia State University has many creative writers, visual artists, composers, musicians, actors, playwrights, filmmakers, and scholars engaged in arts-related research. Equally important is the enhancement of collaboration between members of the University artistic community and local, regional, and national communities.

• Consolidate already-established excellence and promote interdisciplinary initiatives through strategies that increase collaborations between humanities scholars and that enhance professional leave opportunities for faculty and graduate fellowships to strengthen research. Three of Georgia State's programs in the humanities have been recognized nationally for the quality of their scholarship and graduate education. A focus of efforts should be the development of mechanisms to give faculty the time that is the most valuable resource when it comes to research and excellence in the humanities. To maintain and enhance Georgia State's position nationwide in the humanities, the University plans to host visible public outreach for scholarly and community groups in areas such as world history, ethics, communication, religion, and historical preservation.

• Continue to develop an urban initiative that brings together the relevant strengths existing across departments, schools and colleges through the Center for Neighborhood and Metropolitan Studies. Georgia State University's schools and colleges contain the necessary faculty expertise to fully implement a multidisciplinary approach to problems of the cities. These strengths include emphases on urban sociology, anthropology, geography, economics, legal issues, politics, public policy, urban policy studies, urban education, historic preservation, real estate, community and clinical psychology, African American and ethnic studies, immigration, nursing, criminal justice, social work, and labor and public history. Together these areas house a critical mass of faculty with strong reputations and extensive experience both in basic research, which produces clearer understandings of urban structures and dynamics, and applied research, that lends itself to policy and programmatic analysis and reform. Their foci are both domestic and international.

3. International initiatives
Georgia State University has developed a strong international reputation through its two-pronged strategy of thematic initiatives and regional initiatives. A continuing goal is to be recognized (in Atlanta, nationally and internationally) as an institution with a strong global perspective and a center of international excellence in a number of areas in which we are engaged with other countries. These areas include biotechnology training and development, election monitoring, entrepreneurship development and business training, environmental economics, instructional technology, international and comparative law programs, professional media training, tax and fiscal policy, teacher education, tourism, and programs for peoples with disabilities.

A ongoing goal is to have Georgia State constantly sought out by international development agencies and international higher education institutions for expert advice and consultation on
matters related to the above. Parallel to these research and technical assistance programs are graduate degree programs tailored to the needs of leaders of tomorrow from the developing countries. Countries, corporations, and international agencies will provide principal funds for the university’s international initiatives and programs. A goal is to increase student and faculty opportunities to gain international perspectives through continuing to internationalize the curricula, and to leverage the potential of international linkages through strategic alliances that facilitate faculty research on global issues. While there are multiple international cooperation partnerships that facilitate academic and other exchanges, thereby strengthening international education at Georgia State, a goal is to have at least fifteen active international cooperation partnerships and that delegation visits yield at least one new cooperation agreement, extension, exchange program, or collaborative research initiative each year.

D. Staff and Facilities

1. Staff
Georgia State University's staff is a diverse and multi-cultural body of approximately 2,000. Full-time staff members fulfill a critical role in support of the academic environment, administration and facilities. They afford the University a high-quality foundation upon which scholarly agendas of the academic community may be built. There is a strong sense of staff commitment to the university with approximately 250 either alumni or currently enrolled in classes. Some scholarships are available for staff to pursue further education. Their commitment is also demonstrated significantly through annual giving to the university. Over 84% of staff and faculty contributed in FY 2004. In addition to their involvement in the university community, staff are strongly tied to the Atlanta community through volunteer and leadership roles in civic organizations such as Habitat for Humanity and United Way. Although some progress continues to be made toward bringing the salary ranges of staff positions to the median market value, average actual salaries of many groups of incumbents still fall below market value. The past three years of deceasing state revenue has exacerbated the situation. A goal is to attract and retain highly competent staff by providing competitive salaries, by continuing to close the gap between average salaries and median market salaries and by correcting salary inequities among staff. The adjustments must be based on market and merit evaluations. Further efforts need to be directed toward objectives to improve performance management (from defining job descriptions to providing appropriate feedback to, and developmental opportunities for, staff) and to staff recruitment outcomes (including more active recruitment and applicant tracking) to ensure high skill levels and diversity. In light of a declining budget, many support areas’ staffing levels have not kept up with increasing demand and increased complexity of work.

Despite this situation, a continuing goal is to enhance customer service and preserve fiscal and administrative accountability. Continuous quality improvement principles will be promoted to underscore a strong student-centered and customer-focused orientation that, in turn, will lead to improved administrative processes. These principles include respect for ideas and people, enhanced leadership and empowerment, use of facts to guide management decisions (and the processes and systems for collecting those data), satisfying those people served, and inclusion of appropriate faculty, staff, and students on cross-functional efforts to improve and streamline processes. Work will continue to be directed at ensuring that the processes meet standards established by State and Federal agencies. An ongoing goal is to develop a workforce that is
effective and able to meet the changing needs of an evolving university. All employees must be empowered and assured of appropriate development opportunities. In order to deliver effective administration services, leadership skills will be enhanced through training, role modeling, and opportunities for participation.

2. Facilities

The improvement of campus facilities since 1998 has been spearheaded by a physical master plan. A refined version of this master plan will be developed in 2005. A goal is to continue to develop facilities that support student success and faculty scholarship. This goal will be achieved by continuing to increase the quantity and quality of classroom, teaching and research laboratory, and office space to accommodate additional growth in student enrollment and faculty and student research. In particular, strategies include providing an adequate number of state-of-the-art classrooms; providing more space for faculty-student interaction; providing buildings where like-minded faculty are clustered in order to stimulate joint research across disciplines; providing undergraduates with easy access to quality laboratories; decreasing offices in classroom buildings by leasing office space; and reducing the amount of deferred maintenance by advocating for an equitable percentage of major repair and renovation funds from the Regents.

At our downtown location, the next major complex of buildings to be constructed is the Science Park at Decatur and Piedmont. A Science Teaching Laboratory building is anticipated to receive partial funding from the state in FY 2006, with an additional $25 million to be raised from private individuals and foundations. Simultaneously, a Science Research Laboratory building will be constructed such that the two buildings can share common core support. These new buildings will provide for relocation of programs from marginal laboratory space in Kell Hall and free that building to serve as swing space for future capital replacement projects. In addition, federal funds are being sought to build a Southern Laboratory for Infectious Diseases in the Science Park. A request to the Regents for a Humanities building to replace Sparks Hall will be made in June 2005. However, this building would not be ready for occupancy until the next five year plan. In addition, the University will continue to explore ways to establish a Business and Law Professional Building Complex. Such a building would provide needed facilities for the J. Mack Robinson College of Business and the College of Law and also help to relieve space shortages for other University units which currently must lease private office space for their operations. With the expansion of campus westward, building access and other security issues have become a growing concern to many in the community. The concerns have been partially addressed by installing security card access technology in the buildings, introducing a community policing paradigm (including bicycle patrols) to the police operations, and taking a broader role in downtown (for example, pedestrian safety in crossing Peachtree Street near Woodruff Park). Safety will be enhanced through continued policy development and training programs for the campus community.

An ongoing goal is to continue to monitor closely safety and security issues and to take rapid corrective action as needed. Georgia State will continue to encourage positive development around the campus through good relationships with neighborhood and city constituencies. Public/private partnerships for student housing will particularly be encouraged. Joint efforts for the development and maintenance of traffic improvements, streetscape, and open green-space
will be continued. The university and the city have received matching federal funds to improve sections of Decatur and Piedmont streets. Along with new construction, a continuing goal is to maintain and upgrade Georgia State University existing facility inventory and develop strategies for improving operational efficiency. A major $20 million Library Transformation project, funded in part by a student fee, is underway. A minor capital $3.5 million improvement project for the Arts & Humanities building is also underway. Securing adequate funding for deferred maintenance, code compliance, and systems infrastructure improvements will be a particular focus. Currently, a one-time allocation of $5 million was received for minor capital infrastructure improvements. Efforts will be made to increase our environmental stewardship by reducing our use of energy and increasing our recycling. When the Alpharetta Center was constructed, it was designed for expansion. Over the next five years, as enrollments at the Alpharetta Center increase, consideration will be given to adding to services and facilities at this site.

3. Technology
A goal is to continue to remain current in the application of computing and information technologies, congruent with the needs of the Net Gen students. All students should have ready access to computing resources and an opportunity to develop information management skills for lifelong learning. The educated citizen of the future will need to know how to access global databases. Administrators will need easy electronic access to data on which to base decisions for execution and continuous improvement of the University’s activities. Faculty and staff will need the support of human resources, equipment, and classroom facilities in the transfer and application of technology to new learning environments. Out-of-class electronic connections between faculty and students will be encouraged. Because of the University’s growing dependence on a secure technology infrastructure, it is essential to plan for and upgrade adequate network and other infrastructure capacity in advance of when it is needed. Regardless of whether courses are being offered with technology-enabled components or completely on-line, slow response and outages are debilitating to the educational experience. Similarly, adequate network and other infrastructure capacity are essential for administrative and service functions.

Improvement of the electronic infrastructure and support is an ongoing goal from the 2000 Strategic Plan. A decision support system that incorporates a data warehouse and provides the distribution of information has been initiated. The warehouse is to include student, financial, and HR marts, functioning from an institutional data model, hosted by Georgia State, with capability to feed data to the USG model, housed at the System level. An overall goal is to provide reliable, quality data through which various levels of administrators can be informed in making decisions and reporting campus statistics to various constituencies and agencies by replacing the current STATWARE system with a robust series of data marts.

External Relations
A goal is to continue to enhance activities in the areas of alumni support and fundraising, in public relations, and to win supporters in the Legislature and Governor’s Office and also in the community. Alumni involvement at all levels of university activities will be increased. Strategies include participation of alumni as guest lecturers in classes and in panel discussions where relevant, as well as in fundraising activities. We will continue to work with local, state and federal governments to build better relations. Good stewardship of gift funds, the identification of strategic opportunities for programmatic investment and a redoubled effort to present the
University's genuine needs in compelling fashion has allowed Georgia State University to mount a successful capital campaign that surpassed its goal of $125 million in November 2004. A new goal is to launch the next campaign for at least double the amount of the recently concluded one. Specific goals will be set for each college and strategies will include more active involvement of the colleges and alumni.

A goal is to continue to increase our national, state and local reputation by developing and executing effective internal and external communications plans. Efforts to develop a strong web presence are being aided through a redesigned web site, launched in November 2004. Identification of the campus continues to be improved significantly through unified identification in signage on various locations. A clear and realistic image of Georgia State University's distinctive strengths as a research university in an urban setting engaged in significant teaching, research and outreach needs to be projected. Since the perception of quality does not necessarily track the actual level thereof, continuing improvements in and accomplishments by, the faculty must be heralded more effectively than heretofore. This is particularly important for attraction of high quality faculty and students and for national ratings. Published ratings normally place significant weight on academic reputation as measured by a survey of college presidents. Approved by Planning & Development committee January 24, 2005 Strategic Plan 2005 development January 24, 2005

A goal is to continue to increase our national reputation as reflected, for example, in The Center or U.S. News & World Report annual rankings. This goal includes increasing the number of programs ranked as well as increasing the ratings of those ranked. Overall, we need to execute a strategy to portray the very strong academic attributes of Georgia State University to the region and the nation.

E. Financial Support

Throughout this document reference is made to the importance of strong financial support to attract great students, faculty, and staff, and to maintain and develop great programs and facilities. Success of our strategic initiatives depends on availability of significant resources. The University must expand its sources of support. State support will continue to be paramount, but more private, corporate and federal support must be sought and secured, and more imaginative, entrepreneurial, fiscal and programmatic partnerships with public and private entities must be developed. The president must actively continue to seek increased funding from the University System of Georgia so that Georgia State University receives a more appropriate share of funding within the System and the System more appropriately links costs with price to students and state appropriations. If the actions proposed above are pursued, the University should stand an even better chance of securing a larger share of state resources. This would follow, since the University would present a clearer image of itself to the external world, would carry out actions that implement this image, would capitalize on its comparative advantages, and would utilize resources in cost-effective ways. Another element of the solution is for the campus to continue to utilize its present level of resources in ways consistent with its primary goals. Therefore, on-going, planned reallocation is being used as a central approach to the problem. It will take a combination of additional resources and reallocated resources to propel the University forward to higher levels of achievement of its mission. Of increasing importance will be resources secured
by faculty through external grants and contracts and through gifts to the university from alumni, friends, and corporate and philanthropic foundations. In order to attract high quality undergraduate and graduate students, private support for scholarships and fellowships is needed. For high quality faculty to be recruited and retained, private support is necessary for professorships and endowed chairs as well as to enrich academic programs and centers. Facilities, especially new buildings, increasingly require private support. Our plans to provide state-of-the-art facilities such as the Science Teaching Laboratory, the Library Transformation project, and the Business and Law Professional Building Complex all require private support in order to supplement some state or student-fee funding.

Approved by Planning & Development committee January 24, 2005

Strategic Plan 2005 development
January 24, 2005

Conclusion
The process that led to the development of this document was telling. It revealed broad sentiment that there is an intellectual vibrancy among the faculty and staff, an openness to change, and an eagerness to address new challenges. There is a shared view that the University must continue to work together to redefine itself and sharpen the focus of its activities. Now having engaged fully in the examination of its mission in greater detail, Georgia State University stands resolute in its commitment to attain a position among the nation's premier state-supported universities located in an urban setting. The success of these Strategic Initiatives will depend on maintaining and improving strong undergraduate programs, and strong programs of research and graduate education in key departments, schools, and colleges, in addition to fostering interdisciplinary and co-curricular programs. It will also require greater resources and closer links with external constituencies than currently exist.
Mission/Purpose

The Institute of Public Health has the mission of advancing health through leadership, scholarship, research, and service to better the human condition and promote the common good. The most significant application of that mission is to prepare students through the Master of Public Health (MPH) degree program to apply multi-disciplinary skills in public health practice and research and to assume leadership roles to address contemporary public health problems. The mission of the Institute of Public Health complements the stated mission of its administrative college home, the College of Health and Human Sciences, which is “to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multi-cultural society.” With a focus on scholarship and research in urban health and health disparities, the Institute supports the mission of Georgia State University “to achieve a front-rank position among the nation’s premier state-supported universities located in an urban setting.” The Institute’s mission is strengthened by the objective of the University System of Georgia, through its Strategic Plan for Public Health Education, Research and Service, “to ensure that the System becomes one of the national leaders in public health education, research and service.” Note: The Master of Public Health program began in the Fall of 2004 and currently has 100 graduate students enrolled. The first students graduated in Spring 2006.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 0: Apply Critical Thinking Skills
Apply critical thinking skills within the context of public health practice and research.

Related Measures:
M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

Related Action Plans:
Improve Academic Advisement Process
The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose formally assessing student satisfaction with academic advisement performed by IPH faculty. For more information, see the Action Plan Details section of this report.

Obtain CEPH Accreditation
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006. For more information, see the Action Plan Details section of this report.

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

Related Action Plans:
Review Student Preparation for Thesis Completion
It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006. For more information, see the Action Plan Details section of this report.

Evaluate Health Research Methods Course
We will offer a new course, PH1019 Health Research Methods, in the Spring of 2007. One of the major goals of this course is to provide student learning outcomes that will facilitate timely completion of the thesis or final practicum project. We will evaluate this new course in terms of its ability to assist in completion of the core course requirements. For more information, see the Action Plan Details section of this report.
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.
For more information, see the Action Plan Details section of this report.

M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.
Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.
Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.
Related Action Plans:
Review Student Preparation for Thesis Completion
It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006
For more information, see the Action Plan Details section of this report.
Evaluate Health Research Methods Course
We will offer a new course, PH1019 Health Research Methods, in the Spring of 2007. One of the major goals of this course is to provide student learning outcomes that will facilitate timely completion of the thesis or final practicum project. We will evaluate this new course in terms of its ability to assist in completion of the core course requirements.
For more information, see the Action Plan Details section of this report.
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.
For more information, see the Action Plan Details section of this report.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all
core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**

**Obtain CEPH Accreditation**
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**

**Obtain CEPH Accreditation**
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**O 0: Demonstrate Communication and Research Skills**
Demonstrate skills in public health research and communication.

**Related Measures:**

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Review Student Preparation for Thesis Completion**
It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006.

**Evaluate Health Research Methods Course**
We will offer a new course, PH1019 Health Research Methods, in the Spring of 2007. One of the major goals of this course is to provide student learning outcomes that will facilitate timely completion of the thesis or final practicum project. We will evaluate this new course in terms of its ability to assist in completion of the core course requirements.
For more information, see the Action Plan Details section of this report.

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Improve Academic Advisement Process**
The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose
formally assessing student satisfaction with academic advisement performed by IPH faculty.

**Obtain CEPH Accreditation**
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**

**Obtain CEPH Accreditation**
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Final Thesis or Special Capstone Project**
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.

**Findings (2005-2006) - Achievement Target: Met**
All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**

**Review Student Preparation for Thesis Completion**
It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a
new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006
Evaluate Health Research Methods Course
We will offer a new course, PH1019 Health Research Methods, in the Spring of 2007. One of the major goals of this course is to provide student learning outcomes that will facilitate timely completion of the thesis or final practicum project. We will evaluate this new course in terms of its ability to assist in completion of the core course requirements.

Obtain CEPH Accreditation
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

Achievement Target:
60 percent of all courses will have an overall student evaluation of 4.0 or better.

Findings (2005-2006) - Achievement Target: Partially Met
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

Related Action Plans:
Obtain CEPH Accreditation
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

O 0: Apply Theory in Field Settings
Demonstrate an ability to apply theory and knowledge in applied, field-based settings, as evidenced by a competency level of knowledgeable to proficient across the eight (8) competency domains for public health professionals: o analytical assessment o policy development/program planning o communication o cultural competency o community dimension of practice o basic public health sciences o financial planning and management, and o leadership and systems thinking

Related Measures:
M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2005-2006) - Achievement Target: Met**

We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Review Student Preparation for Thesis Completion**

It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006.

**Obtain CEPH Accreditation**

The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Alumni Survey**

Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**

75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2005-2006) - Achievement Target: Met**

As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Improve Academic Advisement Process**

The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose formally assessing student satisfaction with academic advisement performed by IPH faculty.

**Obtain CEPH Accreditation**

The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a
final decision in June 2006.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Final Thesis or Special Capstone Project**
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.

**Findings (2005-2006) - Achievement Target: Met**
All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**

**Review Student Preparation for Thesis Completion**
It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation,
having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**
**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**O 0: Analyze Health Disparities**
Identify and analyze health disparities and design appropriate, culturally competent prevention and intervention strategies.

**Related Measures:**

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**
**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or
supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

Achievement Target:
100% of students will successfully complete their practicum experience.

Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment

Related Action Plans:
Obtain CEPH Accreditation
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

Related Action Plans:
Improve Academic Advisement Process
The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose formally assessing student satisfaction with academic advisement performed by IPH faculty.

Obtain CEPH Accreditation
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.

**Findings (2005-2006) - Achievement Target: Met**
All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**O 0: Demonstrate Planning, Implementation & Evaluation**
Demonstrate the ability to plan, implement and evaluate programs and services designed to address these conditions.

**Related Measures:**

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and
benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**
**Obtain CEPH Accreditation**
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**
**Obtain CEPH Accreditation**
The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Final Thesis or Special Capstone Project**
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.

**Findings (2005-2006) - Achievement Target: Met**

All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**

**Review Student Preparation for Thesis Completion**

It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006.

**Evaluate Health Research Methods Course**

We will offer a new course, PH1019 Health Research Methods, in the Spring of 2007. One of the major goals of this course is to provide student learning outcomes that will facilitate timely completion of the thesis or final practicum project. We will evaluate this new course in terms of its ability to assist in completion of the core course requirements.

**Obtain CEPH Accreditation**

The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Successful Completion of Core Courses**

Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**

At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2005-2006) - Achievement Target: Met**

We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Review Student Preparation for Thesis Completion**

It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006.

**Evaluate Health Research Methods Course**

We will offer a new course, PH1019 Health Research Methods, in the Spring of 2007. One of the major goals of this course is to provide student learning outcomes that will facilitate timely completion of the thesis or final practicum project. We will evaluate this new course in terms of
its ability to assist in completion of the core course requirements.

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Improve Academic Advisement Process**
The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose formally assessing student satisfaction with academic advisement performed by IPH faculty.

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**O 0: Assess Public Health Conditions**
Identify and assess the public health conditions, both assets and deficiencies, of populations.

**Associations:**
Council on Education for Public Health (CEPH)

**Related Measures:**

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.
Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

Related Action Plans:
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

Related Action Plans:
Improve Academic Advisement Process
The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose formally assessing student satisfaction with academic advisement performed by IPH faculty.

Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Successful Completion of Practicum
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be
maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

Achievement Target:
100% of students will successfully complete their practicum experience.

Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment

Related Action Plans:
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

Related Action Plans:
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

Achievement Target:
60 percent of all courses will have an overall student evaluation of 4.0 or better.

Findings (2005-2006) - Achievement Target: Partially Met
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**O 0: Understand an Ecologic Approach to Public Health**
Understand and employ an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health, to assure conditions that protect and promote the health of populations.

**Related Measures:**

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. * Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Final Thesis or Special Capstone Project**
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. * Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.
Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

Related Action Plans:
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

Achievement Target:
60 percent of all courses will have an overall student evaluation of 4.0 or better.

Findings (2005-2006) - Achievement Target: Partially Met
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

Related Action Plans:
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

Related Action Plans:
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a
final decision in June 2006.

**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Improve Academic Advisement Process**
The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose formally assessing student satisfaction with academic advisement performed by IPH faculty.

**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**O 0: Understand Core Public Health Concepts**
Articulate and utilize an understanding of core public health concepts in the areas of biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health, as well as the eight emerging areas identified by IOM.

**Associations:**
Council on Education for Public Health (CEPH)

**Related Measures:**

**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2005-2006) - Achievement Target: Met**

As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Improve Academic Advisement Process**

The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose formally assessing student satisfaction with academic advisement performed by IPH faculty.

**Obtain CEPH Accreditation**

The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Final Thesis or Special Capstone Project**

Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**

All students will successfully complete a thesis or special capstone project.

**Findings (2005-2006) - Achievement Target: Met**

All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**

**Obtain CEPH Accreditation**

The Council on Education for Public Health(CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Successful Completion of Core Courses**

Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**
**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**
**Obtain CEPH Accreditation**
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment
Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

Details for Action Plans Established This Cycle

Evaluate Health Research Methods Course
We will offer a new course, PH1019 Health Research Methods, in the Spring of 2007. One of the major goals of this course is to provide student learning outcomes that will facilitate timely completion of the thesis or final practicum project. We will evaluate this new course in terms of its ability to assist in completion of the core course requirements.

Priority: Medium
Responsible Person/Group: Director

Improve Academic Advisement Process
The MPH degree program at GSU is new, with our first students graduating in May 2006. Accordingly, the entire academic process needs to be reviewed and analyzed in terms of effectiveness. While we receive direct feedback on teaching effectiveness from course evaluations, we do not receive similar feedback of faculty advisement of students. We propose formally assessing student satisfaction with academic advisement performed by IPH faculty.

Priority: Medium
Responsible Person/Group: Director

Obtain CEPH Accreditation
The Council on Education for Public Health (CEPH) provides accreditation to public health programs and schools of public health. We are currently a candidate for program accreditation, having submitted our self-study in August. We are scheduled to be site-visited in January, with a final decision in June 2006.

Priority: High
Responsible Person/Group: Director

Review Student Preparation for Thesis Completion
It appears that students are having a more difficult time in completing their thesis than anticipated. It was expected that students would learn the basics of research methods during their core courses, but this does not appear to be the case. To address this concern, we have created a new core course PH 7019 Health Research Methods that will be offered for the first time in Spring 2007 and will be required of all students starting with those admitted in Fall 2006.

Priority: High
Responsible Person/Group: Director

Analysis Answers
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
Our students are doing quite well academically in terms of completion of required and elective course work. They are meeting the learning objectives of courses as well as receiving praise from their practicum supervisor. The program continues to be popular among graduate applicants, with approximately five applicants for every enrolled student. The pending accreditation process will provide additional documentation on the status of the program and need for corrections and improvements.
What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

We are adding a Health Research Methods course to improve student’s understanding of the research enterprise. It is our hope that completion of this required course will make our students better suited to meet their thesis or capstone project requirement for graduation. Relatedly, we are endeavoring to better understand the student matriculation process and to help students graduate in as short a period of time as possible. Most of our students work at least part time, so it is difficult to precisely compare average matriculation periods, but we will endeavor to assist students to graduate in as efficient manner as possible.

**Detailed Assessment Report**

**2006-2007 Public Health MPH**

**Mission/Purpose**

The Institute of Public Health has the mission of advancing health through leadership, scholarship, research, and service to better the human condition and promote the common good. The most significant application of that mission is to prepare students through the Master of Public Health (MPH) degree program to apply multi-disciplinary skills in public health practice and research and to assume leadership roles to address contemporary public health problems. The mission of the Institute of Public Health complements the stated mission of its administrative college home, the College of Health and Human Sciences, which is “to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multi-cultural society.” With a focus on scholarship and research in urban health and health disparities, the Institute supports the mission of Georgia State University “to achieve a front-rank position among the nation’s premier state-supported universities located in an urban setting.” The Institute’s mission is strengthened by the objective of the University System of Georgia, through its Strategic Plan for Public Health Education, Research and Service, “to ensure that the System becomes one of the national leaders in public health education, research and service.” Note: The Master of Public Health program began in the Fall of 2004 and currently has 100 graduate students enrolled. The first students graduated in Spring 2006.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 0: Apply Critical Thinking Skills**

Apply critical thinking skills within the context of public health practice and research.

**Related Measures:**

**M 0: Successful Completion of Core Courses**

Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**

At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2006-2007) - Achievement Target: Met**

Less than one percent of the students failed to obtain a B grade in the six core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Final Thesis or Special Capstone Project**

Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**

All students will successfully complete a thesis or special capstone project.

**Findings (2006-2007) - Achievement Target: Met**

Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

**Findings (2005-2006) - Achievement Target: Met**

All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**

**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

For more information, see the **Action Plan Details** section of this report.

**M 0: Course Evaluations**

Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**

60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**

Course evaluations are routinely reviewed and compared to previous year`s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**

Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

For more information, see the **Action Plan Details** section of this report.

**O 0: Demonstrate Communication and Research Skills**

Demonstrate skills in public health research and communication.

**Related Measures:**

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

Achievement Target:
100% of students will successfully complete their practicum experience.

Findings (2006-2007) - Achievement Target: Met
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

For more information, see the Action Plan Details section of this report.

M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2006-2007) - Achievement Target: Met
Less than one percent of the students failed to obtain a B grade in the six core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

Achievement Target:
60 percent of all courses will have an overall student evaluation of 4.0 or better.

Findings (2006-2007) - Achievement Target: Met
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

Findings (2005-2006) - Achievement Target: Partially Met
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2006-2007) - Achievement Target: Partially Met
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular
revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

O 0: Apply Theory in Field Settings
Demonstrate an ability to apply theory and knowledge in applied, field-based settings, as evidenced by a competency level of knowledgeable to proficient across the eight (8) competency domains for public health professionals: o analytical assessment o policy development/program planning o communication o cultural competency o community dimension of practice o basic public health sciences o financial planning and management, and o leadership and systems thinking

Related Measures:
M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2006-2007) - Achievement Target: Partially Met
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2006-2007) - Achievement Target: Met**
Less than one percent of the students failed to obtain a B grade in the six core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all
core and elective courses for MPH students, establishing comparative and trend data relative to
similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year’s performance. In
almost all instances, course evaluations have improved over time. In the one instance where that
was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review
suggests that target performance level has been achieved.

**Related Action Plans:**
**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the
structure of our three specialty tracks. Currently there are a wide variety of courses students can
take to satisfy their specialty track requirements...too wide to assure achievements of Specialty
track-specific competencies. As a result of this input, the faculty has proposed curricular
revisions, starting with students enrolling in August 2008. The curricular revisions will include
adding one additional course to the core curriculum(Foundations of Public Health), increasing
the number of core required courses from six to seven. The other change is that each of the three
specialty courses will have four required courses specific to that track. Faculty are voting on the
four courses for each specialty track at an upcoming faculty meeting.

**O 0: Analyze Health Disparities**
Identify and analyze health disparities and design appropriate, culturally competent prevention
and intervention strategies.

**Related Measures:**
**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be
sought from the new graduate. The survey gauges usage of learning outcomes in an applied
public health setting, career changes or advancement, further advanced study, and activities such
as publication or peer-reviewed presentations that confirm learning outcomes. • Performance
evaluation will be based on graduate participation in the survey, response to survey questions,
self-assessment of skill and application in the core competencies, and impact of graduate
education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that
being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**
We have not yet implemented our alumni survey, although the alumni were very active in the
accreditation site visit process. The majority of our alumni provided feedback and/or attended a
meeting with the accreditation site visit team, contributing to our successfully obtaining full,
five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these
students, 5 are employed in public health, one is in medical school, and one is home schooling.
**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Final Thesis or Special Capstone Project**

Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**

All students will successfully complete a thesis or special capstone project.

**Findings (2006-2007) - Achievement Target: Met**

Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

**Findings (2005-2006) - Achievement Target: Met**

All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Successful Completion of Practicum**

Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or
supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M O: Successful Completion of Core Courses**

Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2006-2007) - Achievement Target: Met**
Less than one percent of the students failed to obtain a B grade in the six core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a “B” or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Course Evaluations**

Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**

60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**

Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**

Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**O 0: Understand an Ecologic Approach to Public Health**

Understand and employ an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health, to assure conditions that protect and promote the health of populations.

**Related Measures:**

**M 0: Course Evaluations**

Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all
core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**
**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**Related Action Plans:**
**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can
take to satisfy their specialty track requirements...too wide to assure achievements of specialty
track-specific competencies. As a result of this input, the faculty has proposed curricular
revisions, starting with students enrolling in August 2008. The curricular revisions will include
adding one additional course to the core curriculum (Foundations of Public Health), increasing
the number of core required courses from six to seven. The other change is that each of the three
specialty courses will have four required courses specific to that track. Faculty are voting on the
courses for each specialty track at an upcoming faculty meeting.

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research
project. Both culminating experiences are designed to test the student’s competency in core
public health knowledge, skills and abilities and to ensure proficiency in the student’s area of
specialization. Students are expected to present their thesis or capstone project in writing and
defend it orally, to a faculty committee. • Performance evaluation will consider the number and
quality of thesis and capstone projects during each academic year. Evaluation will be based on
the student’s demonstration of overall achievement of learning outcomes as evidenced by the
work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in
research methods. Accordingly, we expanded the number of required core courses from five to
six and added a sixth course on research methods. This step has proven to be effective with an
increasing number of students successfully completing their thesis requirements. To date, we
have had 32 students successfully complete their thesis, and one student who failed to do so.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the
structure of our three specialty tracks. Currently there are a wide variety of courses students can
take to satisfy their specialty track requirements...too wide to assure achievements of specialty
track-specific competencies. As a result of this input, the faculty has proposed curricular
revisions, starting with students enrolling in August 2008. The curricular revisions will include
adding one additional course to the core curriculum (Foundations of Public Health), increasing
the number of core required courses from six to seven. The other change is that each of the three
specialty courses will have four required courses specific to that track. Faculty are voting on the
courses for each specialty track at an upcoming faculty meeting.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be
sought from the new graduate. The survey gauges usage of learning outcomes in an applied
public health setting, career changes or advancement, further advanced study, and activities such
as publication or peer-reviewed presentations that confirm learning outcomes. • Performance
evaluation will be based on graduate participation in the survey, response to survey questions,
self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2006-2007) - Achievement Target: Met**
Less than one percent of the students failed to obtain a B grade in the six core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular
revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

O 0: Demonstrate Planning, Implementation & Evaluation
Demonstrate the ability to plan, implement and evaluate programs and services designed to address these conditions

Related Measures:
M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2006-2007) - Achievement Target: Met
Less than one percent of the students failed to obtain a B grade in the six core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**

We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**

As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is homeschooling.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Final Thesis or Special Capstone Project**

Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**

All students will successfully complete a thesis or special capstone project.

**Findings (2006-2007) - Achievement Target: Met**

Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

**Findings (2005-2006) - Achievement Target: Met**

All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty...
track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

Achievement Target:
60 percent of all courses will have an overall student evaluation of 4.0 or better.

Findings (2006-2007) - Achievement Target: Met
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

Findings (2005-2006) - Achievement Target: Partially Met
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Successful Completion of Practicum
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

Achievement Target:
100% of students will successfully complete their practicum experience.
Findings (2006-2007) - Achievement Target: Met
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

O 0: Understand Core Public Health Concepts
Articulate and utilize an understanding of core public health concepts in the areas of biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health, as well as the eight emerging areas identified by IOM.

Associations:
Council on Education for Public Health (CEPH)

Related Measures:
M 0: Successful Completion of Practicum
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

Achievement Target:
100% of students will successfully complete their practicum experience.

Findings (2006-2007) - Achievement Target: Met
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment

Related Action Plans:
**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Alumni Survey**

Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**

We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**

As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Course Evaluations**

Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all
core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**Related Action Plans:**
**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Final Thesis or Special Capstone Project**
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.

**Findings (2006-2007) - Achievement Target: Met**
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

**Findings (2005-2006) - Achievement Target: Met**
All students (n=7) have successfully completed their thesis project.

**Related Action Plans:**
**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can
take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2006-2007) - Achievement Target: Met**
Less than one percent of the students failed to obtain a B grade in the six core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**Related Action Plans:**

**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**O 0: Assess Public Health Conditions**
Identify and assess the public health conditions, both assets and deficiencies, of populations.

**Associations:**
Council on Education for Public Health (CEPH)

**Related Measures:**

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.
Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2006-2007) - Achievement Target: Met
Less than one percent of the students failed to obtain a B grade in the six core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular
revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Alumni Survey**

Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**Related Action Plans:**

**Curricular Revision**
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**M 0: Course Evaluations**

Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

Findings (2005-2006) - Achievement Target: Partially Met
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

M 0: Successful Completion of Practicum
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

Achievement Target:
100% of students will successfully complete their practicum experience.

Findings (2006-2007) - Achievement Target: Met
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment

Related Action Plans:
Curricular Revision
Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum(Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three...
specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**Details for Action Plans Established This Cycle**

**Curricular Revision**

Based on our accreditation report, it was noted that we needed to provide more specificity to the structure of our three specialty tracks. Currently there are a wide variety of courses students can take to satisfy their specialty track requirements...too wide to assure achievements of specialty track-specific competencies. As a result of this input, the faculty has proposed curricular revisions, starting with students enrolling in August 2008. The curricular revisions will include adding one additional course to the core curriculum (Foundations of Public Health), increasing the number of core required courses from six to seven. The other change is that each of the three specialty courses will have four required courses specific to that track. Faculty are voting on the four courses for each specialty track at an upcoming faculty meeting.

**Priority:** High

**Responsible Person/Group:** Michael Eriksen, Director

**Analysis Answers**

_What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?_

The assessments assisted in obtaining full, five-year accreditation from the Council on Education for Public Health. It also helped identify areas for curricular improvement in relation to new courses, or additional required courses.

_What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?_

Our assessments continue to indicate that students struggle with the thesis process, partly due to academic preparation and partly due to adequate planning. We have added courses to assist in improving academic preparation and we are developing guidelines for students to pursue a capstone project as an alternative to a thesis.

---

**Detailed Assessment Report**

**2007-2008 Public Health MPH**

**Mission/Purpose**

The Institute of Public Health has the mission of advancing health through leadership, scholarship, research, and service to better the human condition and promote the common good. The most significant application of that mission is to prepare students through the Master of Public Health (MPH) degree program to apply multi-disciplinary skills in public health practice and research and to assume leadership roles to address contemporary public health problems. The mission of the Institute of Public Health complements the stated mission of its administrative college home, the College of Health and Human Sciences, which is “to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multi-cultural society.” With a focus on scholarship and research in urban health and health disparities, the Institute supports the mission of Georgia State University “to achieve a front-rank position among the nation’s premier state-supported universities located in an urban setting.” The Institute’s mission is strengthened by the objective of the University System of Georgia, through its Strategic Plan for Public Health Education, Research and Service, “to ensure that the System becomes one of the national leaders in public
health education, research and service.” Note: The Master of Public Health program began in the Fall of 2004 and currently has 100 graduate students enrolled. The first students graduated in Spring 2006.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 0: Analyze Health Disparities**
Identify and analyze health disparities and design appropriate, culturally competent prevention and intervention strategies.

**Related Measures:**

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as
evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2006-2007) - Achievement Target: Met
Less than one percent of the students failed to obtain a B grade in the six core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2006-2007) - Achievement Target: Partially Met
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an
increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

**Findings (2005-2006) - Achievement Target: Met**
All students (n=7) have successfully completed their thesis project.

**O 0: Apply Critical Thinking Skills**
Apply critical thinking skills within the context of public health practice and research.

**Related Measures:**

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2006-2007) - Achievement Target: Met**
Less than one percent of the students failed to obtain a B grade in the six core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be
maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

Achievement Target:
100% of students will successfully complete their practicum experience.

Findings (2006-2007) - Achievement Target: Met
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment

M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

Achievement Target:
60 percent of all courses will have an overall student evaluation of 4.0 or better.

Findings (2006-2007) - Achievement Target: Met
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

Findings (2005-2006) - Achievement Target: Partially Met
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**O 0: Understand an Ecologic Approach to Public Health**
Understand and employ an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health, to assure conditions that protect and promote the health of populations.

**Related Measures:**

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment.

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2006-2007) - Achievement Target: Met**
Less than one percent of the students failed to obtain a B grade in the six core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all
core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**M 0: Final Thesis or Special Capstone Project**
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.

**Findings (2006-2007) - Achievement Target: Met**
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

**Findings (2005-2006) - Achievement Target: Met**
All students (n=7) have successfully completed their thesis project.

**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.
Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

O 0: Demonstrate Planning, Implementation & Evaluation
Demonstrate the ability to plan, implement and evaluate programs and services designed to address these conditions

Related Measures:
M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

Findings (2006-2007) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2006-2007) - Achievement Target: Met
Less than one percent of the students failed to obtain a B grade in the six core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance
evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year's performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.
Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment
O 0: Understand Core Public Health Concepts
Articulate and utilize an understanding of core public health concepts in the areas of biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health, as well as the eight emerging areas identified by IOM.

Associations:
Council on Education for Public Health (CEPH)

Related Measures:
M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.
Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.
Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2006-2007) - Achievement Target: Met
Less than one percent of the students failed to obtain a B grade in the six core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a “B” or better in their five core courses. To my knowledge, fewer than five students have received less than a “B” in a core course.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied
public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2006-2007) - Achievement Target: Partially Met
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

M 0: Course Evaluations
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

Achievement Target:
60 percent of all courses will have an overall student evaluation of 4.0 or better.

Findings (2006-2007) - Achievement Target: Met
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

Findings (2005-2006) - Achievement Target: Partially Met
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

M 0: Successful Completion of Practicum
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

Achievement Target:
100% of students will successfully complete their practicum experience.

Findings (2006-2007) - Achievement Target: Met
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when
students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

Findings (2005-2006) - Achievement Target: Met
All students have successfully completed their six credit hour practicum assignment

O 0: Demonstrate Communication and Research Skills
Demonstrate skills in public health research and communication.

Related Measures:

M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2006-2007) - Achievement Target: Met
Less than one percent of the students failed to obtain a B grade in the six core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

M 0: Alumni Survey
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2006-2007) - Achievement Target: Partially Met
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

Findings (2005-2006) - Achievement Target: Met
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

M 0: Successful Completion of Practicum
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be
maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment

**M 0: Final Thesis or Special Capstone Project**
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.

**Findings (2006-2007) - Achievement Target: Met**
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

**Findings (2005-2006) - Achievement Target: Met**
All students (n=7) have successfully completed their thesis project.

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**O 0: Apply Theory in Field Settings**

Demonstrate an ability to apply theory and knowledge in applied, field-based settings, as evidenced by a competency level of knowledgeable to proficient across the eight (8) competency domains for public health professionals: o analytical assessment o policy development/program planning o communication o cultural competency o community dimension of practice o basic public health sciences o financial planning and management, and o leadership and systems thinking

**Related Measures:**

**M 0: Course Evaluations**

Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**

60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**

Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**

Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**M 0: Successful Completion of Practicum**

Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**

100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**

Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**

All students have successfully completed their six credit hour practicum assignment

**M 0: Final Thesis or Special Capstone Project**
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**Achievement Target:**
All students will successfully complete a thesis or special capstone project.

**Findings (2006-2007) - Achievement Target: Met**
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

**Findings (2005-2006) - Achievement Target: Met**
All students (n=7) have successfully completed their thesis project.

**M 0: Successful Completion of Core Courses**
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.

**Achievement Target:**
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

**Findings (2006-2007) - Achievement Target: Met**
Less than one percent of the students failed to obtain a B grade in the six core courses.

**Findings (2005-2006) - Achievement Target: Met**
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

**M 0: Alumni Survey**
Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**Achievement Target:**
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

**Findings (2006-2007) - Achievement Target: Partially Met**
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**
As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.

**O 0: Assess Public Health Conditions**
Identify and assess the public health conditions, both assets and deficiencies, of populations.

**Associations:**
Council on Education for Public Health (CEPH)

**Related Measures:**

**M 0: Course Evaluations**
Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks. • Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

**Achievement Target:**
60 percent of all courses will have an overall student evaluation of 4.0 or better.

**Findings (2006-2007) - Achievement Target: Met**
Course evaluations are routinely reviewed and compared to previous year’s performance. In almost all instances, course evaluations have improved over time. In the one instance where that was not the case, the instructor was changed for the core course.

**Findings (2005-2006) - Achievement Target: Partially Met**
Final assessment of overall course evaluation has not been completed. Preliminary review suggests that target performance level has been achieved.

**M 0: Successful Completion of Practicum**
Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of satisfactory, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library. • Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving a satisfactory grade based on positive evaluations, the quality of oral presentation and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

**Achievement Target:**
100% of students will successfully complete their practicum experience.

**Findings (2006-2007) - Achievement Target: Met**
Students have enjoyed and benefited from the practicum experience, and virtually without exception, students have been well evaluated by their preceptors. In the two situations when students received less than satisfactory evaluations, they were counseled explicitly by their advisors.

**Findings (2005-2006) - Achievement Target: Met**
All students have successfully completed their six credit hour practicum assignment.
M 0: Final Thesis or Special Capstone Project
Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee. • Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.
Achievement Target:
All students will successfully complete a thesis or special capstone project.

Findings (2006-2007) - Achievement Target: Met
Students have struggled with completing the thesis requirement due to lack of preparation in research methods. Accordingly, we expanded the number of required core courses from five to six and added a sixth course on research methods. This step has proven to be effective with an increasing number of students successfully completing their thesis requirements. To date, we have had 32 students successfully complete their thesis, and one student who failed to do so.

Findings (2005-2006) - Achievement Target: Met
All students (n=7) have successfully completed their thesis project.

M 0: Successful Completion of Core Courses
Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met. • Performance evaluation will consider the number of students enrolled in each of the six (6) core courses each academic year and the number of students receiving “B” or better grades.
Achievement Target:
At least 90% of MPH degree program students are expected to receive at least a "B" in the core courses.

Findings (2006-2007) - Achievement Target: Met
Less than one percent of the students failed to obtain a B grade in the six core courses.

Findings (2005-2006) - Achievement Target: Met
We have not completed an audit of the performance of all students in their core courses, but the vast majority of MPH degree students have received a "B" or better in their five core courses. To my knowledge, fewer than five students have received less than a "B" in a core course.

M 0: Alumni Survey
. Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes. • Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.
Achievement Target:
75 percent of students will complete an alumni survey, and 50% of respondents will report that being employed in a public health setting.

Findings (2006-2007) - Achievement Target: Partially Met
We have not yet implemented our alumni survey, although the alumni were very active in the accreditation site visit process. The majority of our alumni provided feedback and/or attended a meeting with the accreditation site visit team, contributing to our successfully obtaining full, five-year accreditation.

**Findings (2005-2006) - Achievement Target: Met**

As of Fall 2006, seven students have graduated from the MPH degree program. Of these students, 5 are employed in public health, one is in medical school, and one is home schooling.
D2 Course Syllabi for WAC Courses [No Writing Intensive Courses]

Not Applicable
Appendix D3. Degree Requirements

Faculty Advisors
Upon admission to the MPH degree program or the GCPH program, each student is assigned a faculty advisor who will remain the student’s advisor throughout the duration of the student’s graduate studies. Any request for change in faculty advisor should be made to the graduate program coordinator or the director of the Institute of Public Health.

Student Appeals
The College of Health and Human Sciences assures all students the right to due process in the appeal of a performance evaluation. This due process provides a way of receiving a fair determination of the evaluation of their performance within the courses of the College. See Appendix F for the College of Health and Human Sciences appeals procedure.

Student Responsibilities. The student is responsible for stating the basis upon which the student evaluation or grade is questioned and for initiating and maintaining communication and compliance within the framework of the grievance process.

Faculty Responsibilities. Each faculty member is responsible for being aware of the student’s right of grievance of an evaluation or grade and for providing the student with guidance to initiate the process. The faculty is responsible for maintaining evaluation materials and providing materials necessary to the grievance process.

College Responsibilities. The College of Health and Human Sciences will ensure that the student’s expected progression through the program is not interrupted during the grievance process.

Program Evaluation
Students are expected to participate in the university-mandated course evaluation for each course in their program of study. Additionally, graduates will be asked to evaluate the total program at time of degree completion and one to three years following graduation.

Waiver Requests
Any student petition for waiver of an established policy and procedure must be handled in compliance with the Student Petition for Waiver Policy and Procedures of the College of Health and Human Sciences. See Appendix G for a copy of this policy.

Master of Public Health

Objectives
The objectives of the Master of Public Health (MPH) degree program are to:
1. Prepare students to use multi-disciplinary skills to address contemporary public health problems.
2. Prepare students for positions of senior responsibility in public health practice, research, and training, particularly at the federal, state and local levels.
3. Train students to understand an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health.
4. Train students to excel in reducing public health disparities, particularly in urban communities.
5. Advance public health sciences and our understanding of the causes and prevention of disease.

Admission Requirements
The Institute of Public Health accepts students into the Master of Public Health (MPH) program for both fall and spring semesters. The application deadline for the fall semester is March 1. The application deadline for the spring semester is September 1.

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
3. A $50.00 application fee.
4. Two copies of official transcripts from all colleges and/or universities attended.
5. Three references from individuals knowledgeable of the applicant’s academic, professional and intellectual abilities.
6. A statement of interest and professional intent.
7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate from an accredited institution in the U.S. are not required to take either examination.)
8. Additional requirements for international students are found at: http://chhs.gsu.edu/166.html.
9. Applicants who are currently enrolled in another graduate program at Georgia State University may complete a “Request for Transfer of Records” in the current college’s graduate admissions office.

Application materials are available through the website of the Institute of Public Health, http://publichealth.gsu.edu, or http://chhs.gsu.edu/174.html, or from the Office of Academic Assistance in the College of Health and Human Sciences, 404/413-1003, chhs-oaa@gsu.edu.

MPH Curriculum

The MPH program includes a minimum of 42 semester credit hours of study at the master’s level beyond the bachelor’s degree.

- 21 credit hours (seven courses) in core public health courses required of all students;
- 12 additional credit hours (generally four courses) in the student’s selected specialty
track; at least 3 credit hours from a list of recommended electives designed to supplement the specialty track or the student’s research or career interests;

- 3 credit hours for a required practicum, internship or field placement; and
- at least 3 credit hours for a thesis or special capstone project.

Students must choose one of three tracks in public health (Prevention Sciences, Health Promotion and Behavior, or Health Management and Policy) from which the twelve credit hours are selected. The topic of the thesis or special project should correspond to the track selected. Required or elective courses may have prerequisites, or require permission of the instructor.

1. **Required Core Courses**

   Students must complete **21 credit hours** of required coursework listed below (all accredited MPH programs require courses in these five areas). Semester hours are shown in parentheses after each entry.

   - PH 7010 Foundations of Public Health Administration and Policy (3)
   - PH 7011 Epidemiology for Public Health (3)
   - PH 7019 Public Health Research Methods (3)
   - PH 7140 Social and Behavioral Dimensions of Public Health (3)
   - PH 7150 Environmental Health (3)
   - PH 7160 Introduction to the Healthcare System (3)
   - PH 7017 or STAT 7010 Biostatistics for Public Health (3)

2. **Specialty Tracks**

   **Twelve (12) hours** of required coursework have been established to ensure that students achieve proficiency in the core competencies and skills related to each specialty track.

   a. **Prevention Sciences**: Scientific discovery is essential for protecting and improving the public health. The Prevention Sciences track is designed to provide students with the skills necessary to advance the understanding of disease etiology, occurrence, prevention, and detection in a manner that will benefit population health. The Prevention Sciences track draws from a variety of disciplines including, emerging infectious diseases, immunology, virology, biostatistics, bioinformatics, epidemiology, research methods, genomics, and geographic sciences. The required courses for this specialty track are:

   - PH 7270 Intermediate Epidemiology
   - PH 7290 Case Studies in Epidemiology
   - PH 7355 Prevention Methods and Modeling
   - PH 7360 Advanced Topics in Epidemiology

   b. **Health Promotion and Behavior**: Health promotion and disease prevention are key concepts in public health and provide the foundation for community participation as well as health behavior change. The Health Promotion and Behavior track draws
from a variety of disciplines, including psychology, sociology, anthropology, communications, and ethics. The required courses for this specialty track are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7016</td>
<td>Introduction to Health Promotion</td>
</tr>
<tr>
<td>PH 7020</td>
<td>Principles of Tobacco Control</td>
</tr>
<tr>
<td>PH 7300</td>
<td>Urban Health</td>
</tr>
<tr>
<td>PH 7500</td>
<td>Health Communication</td>
</tr>
</tbody>
</table>

c. **Health Management and Policy:** The Health Management and Policy track draws upon a variety of disciplines, including health administration, health policy, public administration, business, public health law, health ethics and economics. Health management and policy is concerned with the administration and management of public, not-for-profit, and community-based health care organizations, formulating and implementing health care policy, analyzing the distribution of and access to health care services, financing, and reimbursement of health care services and evaluating quality and outcomes of health care services and programs. The required courses for this specialty track are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7012</td>
<td>Health Planning and Program Development</td>
</tr>
<tr>
<td>PH 7130</td>
<td>Public Health Leadership, Law and Practice</td>
</tr>
<tr>
<td>PH 7170</td>
<td>Public Health Policy</td>
</tr>
<tr>
<td>PH 7250</td>
<td>Health Care Finance</td>
</tr>
</tbody>
</table>

3. **Additional Electives**

All MPH students must take at least three (3) credit hours of approved electives relevant to their specialty track and career goals. The elective(s) may come from public health course offerings or from other courses offered by the university, based on consultation with the student’s advisor, the graduate coordinator or the director of the Institute. Prior to degree completion, students may take additional electives to expand the knowledge base or enhance special skills.

**Prevention Sciences Electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7014:</td>
<td>Intro to HIV/STD Public Health</td>
</tr>
<tr>
<td>PH 7015:</td>
<td>Cancer and Society</td>
</tr>
<tr>
<td>PH 7155:</td>
<td>Air Quality and the Environment</td>
</tr>
<tr>
<td>PH 7265:</td>
<td>Epidemiology and the Prevention of Violence</td>
</tr>
<tr>
<td>PH 7275:</td>
<td>Chronic Disease Epidemiology</td>
</tr>
<tr>
<td>PH 7280:</td>
<td>Infectious Disease Epidemiology</td>
</tr>
<tr>
<td>PH 7285:</td>
<td>Social Epidemiology</td>
</tr>
<tr>
<td>PH 7295:</td>
<td>Topics in Environmental Epidemiology</td>
</tr>
<tr>
<td>PH 7298:</td>
<td>Emerging Issues in Occupational and Environmental Health</td>
</tr>
<tr>
<td>PH 7350:</td>
<td>Biological Basis of Disease</td>
</tr>
<tr>
<td>PH 7530:</td>
<td>Prevention Effectiveness and Economic Evaluation</td>
</tr>
<tr>
<td>PH 7521:</td>
<td>Evaluation Research</td>
</tr>
<tr>
<td>PH 7525:</td>
<td>Management and Analysis of Health Data</td>
</tr>
</tbody>
</table>
BIOL 6278: Immunology (4)
BIOL 6480: Principles of Toxicology (4)
BIOL 6575: Virology (4)
BIOL 6045K: General Ecology (4)
BIOL 6428: Medical Microbiology (4)
BIOL 6451: Aquatic Pollution and Toxicology (4)
BIOL 6500: Human Genetics (4)
GEOG 6533: Intro to GIS Applications
GEOG 6528: Mapping Fundamentals for Geographic Information Systems
HHS 6000: Research for Health Professions
HHS 7000: Clinical Application of Statistical Methods
HHS 7020: Health Care Informatics
HHS 7400: Genetics Across the Lifespan
HHS 8000: Instrument Evaluation and Construction
NUTR 6201: Food Safety
SOC 8020: Research Methodology

**Health Promotion and Behavior Electives**

PH 7012: Health Planning and Program Development
PH 7014: Intro to HIV/STD Public Health
PH 7015: Cancer and Society
PH 7265: Epidemiology and Prevention of Violence
PH 7521: Evaluation Research
PH 7525: Management and Analysis of Health Data
PH 7535: Intervention/Implementation Research
PH 7275: Chronic Disease Epidemiology
PH 7285: Social Epidemiology
PH 7600: Global Health
PH 7650: Health Promotion Community Application
PH 7680: Behavioral Health Policy and Research
ANTH 6430: Anthropology and Public Health
ANTH 6460: Health and Culture
CPS 8460: Biopsychosocial Aspects of Addiction
CRJU 6070: Family Violence and Criminal Justice
HHS 7200: Health and the Older Adult
KH 6943: Workshop in HIV Prevention and Health
KH 6942: Workshop in School Health
PSYC 8200: Introduction to Community Psychology
PSYC 8220: Community Interventions and Social Change
SOCI 8118: Aging, Health and Disability
SOCI 8230: Medical Sociology
SOCI 8340: Population Dynamics
SW 7100: Foundations of Community Partnerships
SW 7270: Social Work in Substance Abuse
SW 7600: Social Welfare Policy

**Health Management and Policy Electives**

PH 7013: Health Care Quality
PH 7135: Child Maltreatment/Developmental Disabilities
PH 7300: Urban Health
PH 7521: Evaluation Research
PH 7525: Management and Analysis of Health Data
PH 7530: Prevention Effectiveness and Economic Evaluation
PH 7600: Global Health
PH 7650: Behavioral Health Research and Policy
HA 8190: Health Policy and Ethics
HA 8250: Health Economics and Financing
HA 8700: Health Services Research and Evaluation Methods
HHS 8000: Trends Affecting Health Policies, Practices and Laws
LAW 7244: Public Health Law
PAUS 8010: Social Policy
PAUS 8431: Management and Organizational Behavior
PAUS 8531: Public Administration and Policy
SOC 7110: Aging Policy and Services

4. **Practicum or Internship**

Students will take three (3) credit hours of a required practicum, internship, field placement or equivalent in the students’ specialty field of study. Placements will be developed by the Institute of Public Health working in partnership with individual students. Students will need to complete **300 hours** of field work.

Guidelines for the student practicum requirement are set forth in Appendix D. Students are eligible to begin practicum coursework following completion of the seven (7) required core classes and at least two (2) classes in the given specialty track. The graduate practicum coordinator in consultation with the student and his/her faculty advisor develops practicum placements.

5. **Thesis or Special Capstone Project**

Following completion of all coursework, students must complete at least three (3) credit hours for a master’s thesis or a special capstone project meeting established program guidelines.

Each student has the option of completing either a thesis (preferred) or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to ensure proficiency in the student’s area of specialization.
The thesis constitutes a significant part of the work toward a Master’s degree and is the culmination of all other activities. The thesis must represent high standards of scholarly inquiry, technical mastery and literary skill. It should be a contribution to the student’s field of study and should reflect the student’s independent efforts with guidance from faculty members.

The decision to write a thesis is made by the student in consultation with and approved by the student’s advisor, the graduate program coordinator and the Institute director. Before approval is given, the student must demonstrate that an appropriate member of the faculty is willing to chair the thesis committee, and that two other appropriate faculty members are willing to serve on the committee. Normally, a student must have completed all required coursework (core and specialty track) for the degree before registering for thesis hours. In special cases, a student who has no more than two courses remaining to complete in the program, and who anticipates completing these within the next two semesters, may register for thesis credit with the graduate coordinator’s approval.

The student’s thesis must conform either to the American Psychological Association (APA) Style Manual (latest edition) or to a citation style approved by the thesis committee. The thesis must comply with the format, style, and procedural instructions included in the Thesis Guidelines and the Master’s Thesis Submission Checklist (See Appendix E.)

A student who wishes to undertake a special capstone project as the culminating experience must seek special approval, with support of the student’s advisor, from the curriculum committee of the Institute. Guidelines for any special capstone project, once approved, will be tailored to meet the specific research interests of the student; however, the presentation and oral defense requirements will be similar to those required for the thesis.

Grade Requirements
An overall grade point average (GPA) of 3.0 or better must be earned to receive the MPH degree. All core courses must be completed with a grade of B or better, and no more than six semester hours of grades less than B will be accepted for the degree. No grade below a C will be accepted toward the degree. Please refer to the college’s academic standing policy on Academic Warning and Suspension described in the College of Health and Human Sciences’ section of the Graduate Catalog.

Transfer Credit
A student may apply a maximum of nine (9) semester hours of course credit transferred from other graduate programs or institution(s) toward fulfilling MPH degree requirements. Transfer credits are processed by the College of Health and Human Sciences’ Office of Academic Assistance (OAA) and must be approved by the student’s faculty advisor, the graduate program coordinator and the director of the Institute. Students who have been accepted in the MPH program and who wish to take courses at another institution for credit toward the MPH, must first obtain written approval from their advisor and the graduate program coordinator.
Selecting a Specialty Track and Program of Study
By the end of the second semester or after completing twelve credit hours, whichever comes first, MPH students must select a specialty track. Selection should be done in consultation with the student’s academic advisor. At the time of selection, a program of study should be filed by the student. The program of study (see Appendix B) may be updated from time to time as coursework progresses.

Continuous Enrollment Policy and Degree Completion
Students must seek readmission to the MPH program if they have not enrolled for three (3) consecutive semesters (e.g., Fall, Spring, Summer).

All degree requirements and credits, including transfer credits, must have been earned within six (6) calendar years of the date of the MPH degree.

Application for Graduation
All candidates for the MPH degree must file a formal application for graduation with the GSU Graduation Office at least two semesters in advance of the expected semester of graduation. Deadlines are published on the GSU Website (http://www.gsu.edu/es/graduation.html).

The Graduation Office will inform the student’s college when the application is filed. The Office of Academic Assistance will conduct an audit and inform the student of any remaining requirements. A degree will be awarded only to a student who meets both the university academic and residence requirements as well as the standards of performance and academic requirements for the MPH degree.

Optional Areas of Specialization
Coursework in the MPH degree may be designed to provide a student an area of specialization within a given track. Following is an example of an MPH degree in the Health Promotion and Behavior Track with a Specialization in Nutrition:

**MPH in Health Promotion and Behavior with Nutrition Specialization (42 hours)**

**Required Courses (21 semester hours)**
- PH 7010 Foundations of Public Health Administration and Policy (3)
- PH 7011 Epidemiology for Public Health (3)
- PH 7019 Public Health Research Methods (3)
- PH 7140 Social and Behavioral Dimensions of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Healthcare System (3)
- PH 7017 or STAT 7010 Biostatistics for Public Health (3)

Choose 5 of the following courses (15 semester hours). Some courses may require prerequisites:
- NUTR 6101 Nutrition Research Methods
- NUTR 6102 Nutrition Interventions
- NUTR 6104 Advanced Normal Nutrition
- NUTR 6105 Nutrition, Culture, and the Life Cycle
NUTR 6970 Nutrition and the Media
NUTR 6990 Entrepreneurial Nutrition
NUTR 7101 Nutrition Issues
NUTR 7105 Geriatric Nutrition
NUTR 7106 Advanced Sports Nutrition

Practicum (3)
Thesis or Capstone (3)

MPH students also may consider combining their public health coursework with a **Certificate in Disaster Management** or a **Certificate in Nonprofit Management**, both of which are offered through the Andrew Young School of Policy Studies (AYSPS). Each certificate program consists of 12 hours of coursework, but may be completed by adding only 6 additional hours to MPH program of study. Please consult the AYSPS section of the Graduate Catalog for program details. Interested students must meet AYSPS application guidelines. Following are examples of programs of study:

**Example Only - MPH in Health Management and Policy with Certificate in Disaster Management (45 hours)**

**Required Courses (18 semester hours)**
- PH 7010 Foundations of Public Health Administration and Policy (3)
- PH 7019 Public Health Research Methods (3)
- PH 7140 Social and Behavioral Dimensions of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Healthcare System (3)
- PH7017 or STAT 7010 Biostatistics for Public Health (3)

**Health Management and Policy Specialty Track (9 hours, choose three)**
- PH 7012 Health Planning and Program Development
- PH 7130 Law and Public Health Practice
- PH 7170 Public Health Policy
- PH 7250 Health Care Finance

**Electives (6 hours)**
- PAUS 8271 Disaster Management
- PAUS 8281 Disaster Relief and Recovery

**Additional Electives Required for Certificate (6 hours, choose two)**
- PAUS 8021 Urban Policy Planning
- PAUS 8371 Environmental Policy, Planning and Evaluation
- PAUS 8561 GIS Applications to Planning and Policy Analysis
- ECON 8320 Environmental and Natural Resources Economics and Policy

Practicum (3)
Thesis or Capstone (3)

**Example Only - MPH in Health Management and Policy with Certificate in Nonprofit Management (45 hours)**
**Required Courses (18 semester hours)**
- PH 7010 Foundations of Public Health Administration and Policy (3)
- PH 7019 Public Health Research Methods (3)
- PH 7140 Social and Behavioral Dimensions of Public Health (3)
- PH 7150 Environmental Health (3)
- PH 7160 Introduction to the Healthcare System (3)
- PH 7017 or STAT 7010 Biostatistics for Public Health (3)

**Health Management and Policy Specialty Track (9 hours, choose three)**
- PH 7012 Health Planning and Program Development
- PH 7130 Law and Public Health Practice
- PH 7170 Public Health Policy
- PH 7250 Health Care Finance

**Electives (6 hours)**
- PAUS 8210 Introduction to the Nonprofit Sector
- PAUS 8211 Nonprofit Management and Leadership

**Additional Electives Required for Certificate (6 hours, choose two)**
- PAUS 8221 Nonprofit Fundraising
- PAUS 8241 Nonprofit Marketing
- PAUS 8261 Nonprofit Financial Management

**Practicum (3)**

**Thesis or Capstone (3)**

---

**Graduate Certificate in Public Health**

The Institute of Public Health offers a graduate certificate to provide an introduction to public health concepts, methods and theory. The Graduate Certificate in Public Health (GCPH) is not intended to serve as a substitute for a professional degree in public health, but rather to provide an introduction and familiarity with public health concepts and approaches. The GCPH is available to students enrolled in other graduate programs at Georgia State and also to non-degree, post-baccalaureate students who are interested in exploring the public health field.

**Admission**

Students seeking a Graduate Certificate in Public Health must apply for admission through the website of the Institute of Public Health, [http://publichealth.gsu.edu](http://publichealth.gsu.edu), or [http://chhs.gsu.edu/174.html](http://chhs.gsu.edu/174.html), or from the Office of Academic Assistance in the College of Health and Human Sciences, 404/413-1000, [chhs-oaa@gsu.edu](mailto:chhs-oaa@gsu.edu).

The following materials are required for admission:

1. Application for Graduate Study, College of Health and Human Sciences.
3. A $50.00 application fee.
4. Two copies of official transcripts from all colleges and/or universities attended.
   (Applicants who are currently enrolled in another graduate program at Georgia State University may complete a “Request for Transfer of Records” in the current college’s
graduate admissions office.)

5. Three references from individuals knowledgeable of the applicant’s academic, professional and intellectual abilities.

6. A statement of interest and professional intent.

7. Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). (Applicants with an earned doctorate from an accredited institution in the U.S. do not have to take either examination.)

8. Additional requirements for international students are found at: http://chhs.gsu.edu/166.html.

The Institute of Public Health accepts students into the GCPH program for both fall and spring semesters. The application deadline for the fall semester is March 1. The application deadline for spring semester is September 1.

Curriculum

1. Core Courses (9 hours):
   - PH 7010 Foundations of Public Health Administration and Policy (3)
   - PH 7011 Epidemiology for Public Health (3)
   - Stat 7010 Biostatistics for Public Health (3)

2. Elective Courses (6 hours)
   - Two electives agreed upon by the student and the Faculty Advisor.

Total = 15 hours

Grade Requirements
Students in the program must maintain a 3.00 cumulative grade point average in the courses for the Public Health certificate. The records of students who fall below the 3.00 GPA requirement will be reviewed for continuation in the program.

Transfer Credits
A student may apply a maximum of three (3) semester hours transferred from another program or institution toward fulfilling GCPH degree requirements. Transfer credits may not be used to meet any of the core course requirements for the GCPH. Transfer credits are processed by the College of Health and Human Sciences’ Office of Academic Assistance (OAA) and must be approved by the student’s faculty advisor, the graduate program coordinator and the director of the Institute. Students who have been accepted in the GCPH program and who wish to take a course at another institution for credit toward the GCPH, must first obtain written approval from their advisor and the graduate program coordinator.

Application for Graduation
All candidates for the GCPH must file a formal application for graduation with the Institute of Public Health during the semester in which the student plans to complete the GCPH. A copy of
the application form is included in Appendix C. The Office of Academic Assistance will conduct an audit to confirm completion of the requirements before the certificate is issued to the student. A certificate will be awarded only to a student who meets both the university academic and residence requirements and the standards of performance, academic requirements and residence requirements for the GCPH.
Appendix A

Master of Public Health
Learning Outcomes Assessment Plan
LEARNING OUTCOMES ASSESSMENT PLAN

MASTER OF PUBLIC HEALTH

Institute of Public Health
Georgia State University
Established March 2004

1. Mission Statement

The Institute of Public Health has the mission of advancing health through leadership, scholarship, research, and service to better the human condition and promote the common good. The most significant application of that mission is to prepare students through the Master of Public Health (MPH) degree program to apply multi-disciplinary skills in public health practice and research and to assume leadership roles to address contemporary public health problems.

The mission of the Institute of Public Health complements the stated mission of its administrative college home, the College of Health and Human Sciences, which is “to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multi-cultural society.” With a focus on scholarship and research in urban health and health disparities, the Institute supports the mission of Georgia State University “to achieve a front-rank position among the nation's premier state-supported universities located in an urban setting.” The Institute’s mission is strengthened by the objective of the University System of Georgia, through its Strategic Plan for Public Health Education, Research and Service, “to ensure that the System becomes one of the national leaders in public health education, research and service.”
2. Learning Outcomes

Upon completion of the MPH degree, all students will have a mastery of appropriate theory, knowledge and skills in applied public health and public health research as evidenced by the graduate’s ability to:

- Articulate and utilize an understanding of core public health concepts in the areas of biostatistics, epidemiology, social and behavioral sciences, health services administration, and environmental health, as well as the eight emerging areas identified by IOM.
- Identify and assess the public health conditions, both assets and deficiencies, of populations.
- Demonstrate the ability to plan, implement and evaluate programs and services designed to address these conditions.
- Understand and employ an “ecological approach” to public health, with emphasis on the linkages and relationships among the multiple determinants of health, to assure conditions that protect and promote the health of populations.
- Identify and analyze health disparities and design appropriate, culturally competent prevention and intervention strategies.
- Demonstrate an ability to apply theory and knowledge in applied, field-based settings, as evidenced by a competency level of knowledgeable to proficient across the eight (8) competency domains for public health professionals:
  - Analytical assessment
  - Policy development/program planning
  - Communication
  - Cultural competency
  - Community dimension of practice
  - Basic public health sciences
  - Financial planning and management, and
  - Leadership and systems thinking
- Apply critical thinking skills within the context of public health practice and research.
- Demonstrate skills in public health research and communication.

For the MPH graduate specializing in Prevention Sciences, additional learning outcomes include the student’s ability to:

- Demonstrate understanding of disease etiology, occurrence, prevention, and detection in a manner that will benefit population health.
- Apply principles of epidemiology and biostatistics to community health planning and service integration.
- Demonstrate research competencies in applied, basic sciences that support the work of public health and emerging fields of prevention practice such as chronic and infectious diseases.
- Use economic evaluation and informatics to analyze programs and community health needs and test the efficacy of interventions.

For the MPH graduate specializing in Health Promotion and Behavior, additional learning outcomes include the student’s ability to:
- Demonstrate an understanding of health promotion programs in various content areas and how those programs function across a variety of settings.
- Demonstrate skills as a qualified resource person and advocate for the community using appropriate methods to meet community and population needs.
- Demonstrate the ability to communicate health and health education information to diverse populations using a range of techniques and methods.
- Demonstrate an understanding of the impact that biology, environment, cultural, law, education, and the media have on population health and societal expectations.

For the MPH graduate specializing in Health Management and Policy, additional learning outcomes include the student’s ability to:

- Demonstrate an understanding of the history and structure of health care systems and specify how social, political, legal, ethical, technological, economic and cultural forces have shaped it.
- Explain the concerns of quality, access and cost of health care.
- Analyze the main options and methods for financing and regulating health care services.
- Apply research methods, including quantitative methods and data management, and critical thinking skills to problems in health policy, management and services research.

3/4. Assessment Methods, Data Collection Processes and Analyses

The MPH program has a five-step plan for self-study and evaluation of the total program.

a. Successful completion of core courses. Each core course has course objectives that provide the foundation for the program objectives. A grade of “B” or better is required and successful completion of the core courses serves as evidence of foundational learning outcomes being met.
   - Performance evaluation will consider the number of students enrolled in each of the five (5) core courses each academic year and the number of students receiving “B” or better grades.

b. Course evaluations. Students enrolled in a course evaluate that course at the end of the semester, providing insight on course content and instruction. Course evaluations should meet or exceed college norms and benchmarks.
   - Performance evaluation will document the summary and discrete evaluation of all core and elective courses for MPH students, establishing comparative and trend data relative to similar graduate programs within the college.

c. Successful completion of practicum or field experience. Each MPH student must complete a six (6) hour practicum or field experience prior to program completion. Students are required to receive positive evaluations from their field preceptors or supervisors, receive an overall course grade of “B” or higher, make an oral presentation of their work at the end of each semester, and submit a portfolio or manuscript on their experience to be maintained in the Institute library.
   - Performance evaluation will measure the number of students enrolled in the practicum or field experience each semester with data reflecting the number receiving positive evaluations, the number receiving “B” or higher grade, the quality of oral presentation, and the merits of the portfolio/manuscript submission. All aspects of the practicum experience will be evaluated using the domains of core competencies for public health professionals.

d. Final Thesis or Special Capstone Project. Each MPH student has the option of completing either a thesis or a special capstone research project. Both culminating experiences are designed to test the student’s competency in core public health knowledge, skills and abilities and to
ensure proficiency in the student’s area of specialization. Students are expected to present their thesis or capstone project in writing and defend it orally, to a faculty committee.

- Performance evaluation will consider the number and quality of thesis and capstone projects during each academic year. Evaluation will be based on the student’s demonstration of overall achievement of learning outcomes as evidenced by the work in the culminating experience.

**e. Alumni Survey.** Following completion of the degree program, information about program outcomes will be sought from the new graduate. The survey gauges usage of learning outcomes in an applied public health setting, career changes or advancement, further advanced study, and activities such as publication or peer-reviewed presentations that confirm learning outcomes.

- Performance evaluation will be based on graduate participation in the survey, response to survey questions, self-assessment of skill and application in the core competencies, and impact of graduate education experience on career and academic development.

**5. Use of Results**

The Institute of Public Health takes seriously its charge to develop quality public health graduate education, which improves the knowledge, skills and abilities of public health professionals and researchers. The MPH is a new program, with the first class being enrolled in Fall Semester 2004. Thus, the learning outcomes assessment plan provides a foundation for the program’s efforts. The goal and expectations of accreditation by the Council on Education for Public Health (CEPH) further ensures the necessary institutional and faculty focus on establishing, measuring and improving learning outcomes.

Learning outcomes for individual students will be monitored and assessed by relevant university faculty. The student’s advisor, identified during the student’s first semester of enrollment, will track student progress and performance, especially oral and written performance in coursework and performance as graduate research assistants, if applicable. The student’s advisor, MPH Program Coordinator, and the field placement supervisor will jointly assess the student’s internship performance. Lastly, Institute staff will maintain a database of post-degree employment of each graduate.

Performance evaluation of applicable learning outcomes for all students will be conducted annually by the director of the Institute, in concert with core faculty and affiliated faculty. (Certain learning outcomes cannot be evaluated either until the second year of the program or until there are MPH graduates.) Faculty, in consultation with students, the Institute’s Board of Advisors and the GSU Deans’ Advisory Group (which oversees the Institute), will work together in a continuous quality improvement process to ensure that learning outcomes are understandable, measurable, properly linked with applied public health and research, and being achieved.
Appendix B

Master of Public Health
Program of Study Worksheet
## Master of Public Health Program of Study Worksheet

**Student Name:** __________________________  **Panther ID:** ____________________

### Public Health Specialty Track (check):
- [□] Health Promotion and Behavior
- [□] Health Management and Policy
- [□] Prevention Sciences

**Faculty Advisor:** _____________________________________

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>HOURS</th>
<th>TERM/YEAR COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH7011</td>
<td>Epidemiology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7017/ STAT7010</td>
<td>Biostatistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7019</td>
<td>Public Health Research Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7140</td>
<td>Social and Behavioral Dimensions of Public Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7150</td>
<td>Environmental Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7160</td>
<td>Introduction to the Healthcare System</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7010</td>
<td>Foundations of Public Health Administration and Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Speciality Track Courses (12 Semester Hours)

Please see the Student Handbook for specific specialty track requirements.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Courses (3 Semester Hours)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Practicum or Internship (3 Semester Hours)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Thesis or Capstone Experience (3 Semester Hours)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>42</th>
<th>Total Semester Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature of Student:** __________________________  **Date:** ____________________
SIGNATURE OF ADVISOR

DATE

APPROVAL OF GRADUATE PROGRAM COORDINATOR OR DIRECTOR

DATE
Appendix C

Graduate Certificate in Public Health
Application for Graduation
Name:
________________________________________________________________

Address: ______________________________________________________________

Student ID: ____________________________________________________________

Term you expect to complete certificate requirements: __________________________

Core Courses - Please indicate the terms in which you completed the core courses required for the certificate in Public Health:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7010</td>
<td>Foundations of Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administration and Policy</td>
<td></td>
</tr>
<tr>
<td>PH 7011/ANTH 6044</td>
<td>Epidemiology</td>
<td></td>
</tr>
<tr>
<td>1111111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 7017 or STAT 7010</td>
<td>Biostatistics for Public Health</td>
<td></td>
</tr>
</tbody>
</table>

Electives - Please list the courses taken to fulfill the two elective courses requirement:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature ___________________________________________ Date: ______________

Institute of Public Health Approval:

Approved: Yes □ No □ Signature: ___________________________ Date: ____________
Appendix D

Master of Public Health
Practicum Guidelines
(Revised August 2008)
Georgia State University, Institute of Public Health  
Master of Public Health  
Practicum Guidelines

Integral to the MPH curriculum is a required practicum, internship or field placement. The Council on Education for Public Health (CEPH) specifies that the MPH program “as a minimum, shall assure that each student acquires skills and experience in the application of basic public health concepts and of specialty knowledge to the solution of community health problems.” CEPH further determined that “a planned, supervised and evaluated practice experience is considered a very important component of a public health professional degree program. These opportunities should be arranged in cooperation with as wide a range of community agencies as possible, including especially local and state public health agencies in the program’s geographic area.”

**Practicum Goal**

The goal of the Public Health practicum is to provide students with the opportunity to apply public health academic theory and acquired skills from their concentration track to community-based research and service in a practice setting.

**Practicum Learning Objectives**

While each practicum will be topic-driven and hence different, the objectives and format will generally be the same. The *learning objectives* of the Public Health practicum are aimed at providing students the following opportunities:

- Apply and test public health concepts and theories in practice settings;
- Implement one or more of the ten essential services of public health;
- Utilize problem-solving skills to assess and analyze public health issues, propose, and to the extent possible, implement effective intervention strategies; and
- Justify the importance of interdisciplinary teamwork to address public health problems.
- Learn to function successfully as a public health professional in a work setting.

**ACADEMIC REQUIREMENTS**

**Length and Credits**

The practicum must account for **three (3) academic credits** representing **300 hours** combined of field-based work (2 credits) and an in-class component (1 credit). Field-based work can be performed in a concentrated fashion within one semester or carried out in two consecutive semesters. The in-class requirement, designed to complement the student’s work in the field, will consist of case-based instruction (e.g. implementation of community assessment tools—MAPP; PACE-EH); student-led seminars describing their progress; guest preceptor presentations and the student’s development and presentation of the final practicum report. Credits will be awarded by
demonstrating achievement of all related requirements as outlined in this handbook, including those described in Section IV (Roles and Responsibilities).

**Positioning within the MPH program**

Students are eligible to begin practicum coursework following successful completion of the seven (7) required core classes and at least two (2) classes in the selected specialty track.

**Practicum Topic Selection**

The practicum topic selection process is a collaborative effort involving the student, the practicum coordinator, the student’s advisor, and the preceptor. The topic must relate to the student’s chosen specialty track of study and track faculty can serve as consultants in the selection process. Practica may either be focused on practice-based research or a public health-oriented project. In either instance, field placement is required.

**Relationship to Culminating Experience (Thesis or Capstone Project)**

Although the practicum and the culminating experience are two distinct MPH curriculum requirements, the two may be linked. For example, a public health practice–oriented practicum can be developed into a central thesis theme. However, a full report documenting the results of the practicum remains a separate and distinct requirement. Likewise, a research-based practicum can yield a specific research aspect sufficiently robust for the development of a thesis. The resulting thesis would be distinct from the required final practicum report. Decisions regarding thesis development are further specified in the Graduate Student Handbook.

**Enrollment and Grades for the Practicum**

To complete the practicum, students must enroll in PH7960 (Public Health Practicum) for a total of six (6) hours over one or more semesters. The practicum is an academic course; students register for the course, pay tuition and receive academic credit that applies toward the degree requirements.

University rules state that no letter grades will be given for a practicum except “S” (satisfactory), “U” (unsatisfactory), or “IP” (in progress). IP grades are fairly common, because often a practicum does not completely coincide with the semester time frame and completion may occur in a later semester. Using the practicum evaluation and in-class progress reporting, the practicum coordinator and faculty advisor will evaluate student work and determine the appropriate grade for the practicum period under review.

**Waiver**

In rare instances, a waiver of the practicum may be considered on a case by case basis. Any waiver request should be submitted in accordance with the College policy relating to student petition for waiver. The director of the Institute, in consultation with the graduate program
coordinator, the practicum coordinator, and the student’s advisor may grant such a waiver. The possession of a prior professional degree in another field or prior/current work experience that is not closely related to the academic objectives of the student’s degree program are not be sufficient reason for waiving the practice requirement.

**PLACEMENT ORGANIZATIONS**

**Site Selection Criteria**

Exposure of future public health professionals to practice relies to an important extent on the collaboration of a diverse set of public, private, and not-for-profit organizations engaged in public health and other related disciplines. Eligible organizations are those that offer practice settings with the following characteristics:

- Field experiences that are commensurate with the student’s specialty track;
- Well-defined activities that enable students to apply academic theory in real world situations;
- Engagement of experienced preceptors or practicum supervisors as outlined in the practicum plan; and
- A work environment, including work space, conducive to successful performance,

**Affiliation Agreement**

*A memorandum of understanding (MOU) concerning affiliation of students for applied learning experience,* on file at GSU, establishes a formal relationship between the University and the practicum placement organization and articulates the terms and conditions for the practicum experience. Each prospective practicum site will be required to enter into an MOU with GSU.

**Preceptor Selection**

Skilled practitioners who are willing to serve as preceptors or practicum supervisors represent a critical component of the practicum experience. Effective preceptors are those that possess the following qualifications:

- Extensive experience in public health, health care or a related discipline;
- Engaged in work that fulfills the requirements of the practicum;
- Experience as a mentor or supervisor;
- Ability to spend the required time with the student; and
- Ability to provide periodic feedback and guidance to the students through formal evaluations, regularly scheduled meetings and other means as described in the practicum plan.

**ROLES AND RESPONSIBILITES**

An individualized practicum plan will be developed for each placement and documented on the prescribed forms. The parties will work together to fulfill the expectations set forth in the practicum plan, which will identify joint responsibilities of the practicum project; tangible,
measurable practicum learning objectives; and available technical and programmatic support to achieve the objectives.

**Student**
In collaboration with the practicum coordinator, the advisor, and appropriate specialty track faculty, students are responsible for the following:

- Identify potential practicum sites based on the practicum topic, area of specialization, previous experience, career interests, and career goals. The MPH program will provide a list of approved practicum sites that offer diverse and effective placement opportunities. In some instances students may propose a placement organization. However, it is the student’s responsibility to establish contact with that organization, identify a prospective preceptor and propose the site and specific practicum plan to the program coordinator for review. The practicum site can only be approved by the MPH program after a formal agreement has been signed between the MPH program and the respective placement site.

- Develop a practicum/project plan including learning objectives, a timeline, milestones, and final deliverables and secure approval of the plan by the preceptor, the practicum coordinator. Where indicated the student’s faculty advisor or a faculty member in the student’s specialty track may be involved.

- Provide written progress reports to the preceptor and practicum coordinator.

- Participate in seminar series and student presentations

- Submit a final practicum report describing the project, activities undertaken, results, findings and recommendations.

- Conduct a midterm and final evaluation of the practicum experience.

**Practicum Coordinator**

The practicum coordinator provides overall management of the MPH practicum program. In this role, the coordinator, in collaboration with other faculty, is engaged in the following activities:

- Identifies prospective sites in collaboration with MPH faculty.

- Facilitates the development of formal agreements between the MPH program and the practicum organization.

- Serves as the liaison to the program, the student and the organizations formally approved as practicum placement sites.

- Provides advice to students regarding site selection, the development of the specific practicum plan, and reviews overall progress of the student during the practicum process.
Facilitates any in-class component that accompanies the fieldwork

**Placement Organizations**

Following the development of a formal agreement, practicum sites are expected to accomplish the following actions:

- Identify prospective preceptor(s) who have expertise in the proposed practicum topic and will serve as the organization’s representative and mentor for the student.
- Allow the preceptor adequate time to serve as a mentor and supervisor
- Provide workspace and other workplace attributes to foster successful student performance.
- Provide periodic feedback to the MPH program through formal evaluations, organized meetings etc.

**Preceptor**

Once selected to serve as preceptor, the preceptor’s responsibility includes the following:

- Provide technical and administrative oversight to the student throughout the practicum period.
- Provide periodic feedback and guidance to the student in writing and through meetings.
- Review the student’s progress through formal mid-term and final evaluations.
- Collaborate with the practicum coordinator to address overall project issues

**PRACTICUM EVALUATION**

Evaluation of the MPH practicum will involve all parties and occur in a formal and informal fashion. Informal evaluations will be an integral component of the student presentations in the seines series. Information will also be gleaned from the periodic progress review meetings that take place at the placement site between the student and the preceptor, and discussions with the practicum coordinator. Formal evaluation will be conducted in a standardized fashion and is designed to be both process and outcome related, involving students, preceptors, and the MPH program. Students and preceptors will provide midterm and final evaluations through completing designated forms. Evaluation at the program level will occur through feedback from the MPH program faculty and administrators as well as representatives from placement organizations.

**PRACTICUM FORMS**

Forms for practicum students and preceptors are available from the Practicum Coordinator or on the Institute website http://publichealth.gsu.edu/practicum.asp.
Appendix E  Thesis Guidelines  (Revised August 2008)

Thesis Guidelines
Master of Public Health

I. Introduction and Overview of Guidelines

This guide is intended to assist students in preparing a thesis and to provide suggestions and answer questions about preparing and submitting a thesis that conforms to the established technical requirements of style and format of the Master of Public Health.

Questions about the content of the thesis should be addressed to the thesis committee. Maintaining contact with the committee while writing the thesis is strongly encouraged. This should avoid the need for major revisions in the final copy.

Be sure to consult the most recent edition of the GSU Graduate Catalog (http://www.gsu.edu/images/Downloadables/Catalog__Graduate__08-09.pdf) for academic policies related to the MPH degree. Currently, the deadline for submission of the approved thesis is the last day of class in the semester of graduation.

A. Thesis Credit. A minimum of three (3) semester hours of thesis credit is required. The student’s committee specifies the maximum number of credit hours. Additional thesis credit hours may be required for completion of the thesis. However, all thesis credit must be granted within the following guidelines:

B. Continuous Enrollment in Thesis Hours. All students in the College of Health and Human Sciences who are involved in writing a master’s thesis shall register for at least three credit hours of thesis credit each semester from the time they finish their coursework until the time all requirements for the degree are completed. A degree candidate must be enrolled for a minimum of three (3) semester hours of graduate credit during the semester of degree completion (generally, the semester of graduation).

The student must be continuously registered from the completion of all coursework until all degree requirements are complete. Any waiver of this continuous registration requirement must be handled through the petition process on a semester-by-semester basis.

C. Grades for the Thesis. Until the semester in which the thesis is defended and completed, the chair of the thesis committee will submit a grade of either IP or U for the student enrolled in PH7990. A grade of IP indicates that the student did not complete the thesis during the semester, but was making satisfactory progress. A grade of U indicates that progress was unsatisfactory.

At the end of the semester during which the thesis is defended and completed, the chair of the thesis committee will submit a grade of S or U. A grade of S indicates that the thesis was successfully defended and completed. A grade of U indicates that the thesis was not successfully defended or was not successfully completed following a successful defense. A student receiving a grade of U must petition for permission to register for additional thesis credits. Such
permission is not automatic, but depends upon the thesis committee chair’s determination that the student can complete the thesis satisfactorily in the succeeding semester. The grades of IP or U assigned to thesis work prior to the completion of the thesis will remain on the student’s record.

**Composition of the Thesis Committee.** The student must have a thesis committee composed of two committee members. The committee should be selected after four (4) semesters of enrollment or after completing twenty-four (24) semester hours, whichever comes first. The committee must be selected in accordance with the following criteria:

1. The committee chairperson must hold primary appointment in the Institute of Public Health and be recognized as graduate faculty.

2. The student, in consultation with the committee chair, will select one additional committee member who is willing to serve and have appropriate academic preparation and/or experience relative to the thesis topic and proper qualifications to direct a thesis within their respective academic units. Practitioners and faculty from other institutions in the field of public health and outside the Institute are strongly recommended.

3. The graduate program coordinator and the director of the Institute must approve the composition of the thesis committee.

Because the faculty-student relationship is very important in a graduate program, students should thoroughly discuss background, interests, and career objectives with his or her advisor and/or the graduate program coordinator before making a final selection. The thesis committee is responsible for directing the thesis and evaluating the thesis proposal and thesis. The graduate program coordinator must approve all changes in the composition of the committee. After the initial selection of a thesis committee, the student must submit to the graduate program coordinator an **Appointment of Thesis Committee form** for approval.

**E. Choice of a Thesis Topic.** The thesis constitutes a significant part of the work toward a Master’s degree and is the culmination of all other activities. The thesis must represent high standards of scholarly inquiry, technical mastery, and literary skill. It should be a contribution to the student’s area of study and should reflect the student’s independent efforts with guidance from the thesis committee.

The choice of a topic is the responsibility of the student, assisted by his or her thesis committee chair. Normally, the student should have a reasonably well-defined topic in mind before requesting faculty to chair or serve on a thesis committee. This means a student seeking to register for a thesis should be able to write a brief statement of the research problem and receive approval of the topic prior to registering for thesis hours. This statement can then be refined through advisement. The thesis committee chair and other members of the committee are responsible for providing guidance and assistance, and ultimately for evaluating the thesis. The student is the investigator and author of the thesis. After the initial selection of the thesis committee, the student must submit to the graduate coordinator a **Thesis Application form** for approval. This form must accompany the **Appointment of Thesis Committee form**.
F. Thesis Proposal. The student submits a detailed proposal outlining the planned research. The proposal should be prepared according to the directions of the student’s thesis committee. The proposal must contain an introduction (purpose and hypothesis), a review of the literature, and methods and procedures (subjects, research design and planned analysis). The student’s thesis may focus on any topic that has direct relevance to their area of specialty.

G. Final Defense of the Thesis. Every student who has completed a thesis is subject to a final oral examination of his or her work (final defense). The student may only schedule the final defense of the thesis when all other degree requirements have been satisfied. Prior to scheduling the final defense, it is strongly recommended that the student schedule a pre-defense meeting with the thesis committee and submit a final draft of the thesis to determine the feasibility of a final defense. The thesis committee must receive the final draft of the thesis eight weeks prior to the scheduled final defense (see the final defense timeline listed below).

The student and thesis committee must agree upon the date, time, and place of the final thesis defense and the student must announce the date, time, and place for the final thesis defense two weeks prior to its administration. A final thesis defense cannot be scheduled during semester break. The original copy of the Thesis Defense Announcement must be delivered to the departmental office to become a part of the student’s file.

The final defense of the thesis must be scheduled prior to the final two weeks of scheduled classes for the semester of anticipated graduation. The final thesis defense must be attended by the members of the student’s thesis committee and will be open to all faculty and the general public.

<table>
<thead>
<tr>
<th>FINAL DEFENSE TIMELINE – SEMESTER SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All thesis application paperwork should be submitted prior to the start of the semester &amp; before the registration deadline.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Approval of the thesis will be by majority vote of the student’s thesis committee. Unsuccessful attempts to defend the thesis are handled by the thesis committee; however, an unsuccessful defense may result in additional requirements or termination from the program. The student is allowed two attempts to successfully defend the thesis.
Immediately following the final thesis defense, the committee chairperson should report the results to the Institute Director, Graduate Program Coordinator, and the Associate Dean.

H. Electronic Submission of the Thesis. All MPH theses are required to be filed through the Georgia State University Electronic Thesis and Dissertation Library. A printed and bound copy is no longer required. Having successfully defended the thesis and completed the final document, the candidate is required to submit the electronic version of the thesis in the document format prescribed in the Thesis Guidelines and in accordance with the guidelines set forth by the ETD Library, http://etd.gsu.edu

IMPORTANT NOTE: The signature page of the thesis must be signed by all committee members, and submitted to the Graduate Program Coordinator, prior to the thesis being authorized for release to the ETD library. The original signature page reflects the chair and committee’s review and approval of the final thesis document. For electronic publication, the signature page should include the chair’s and committee members’ names in typewritten format. The thesis will not be cleared for uploading until the original, signed signature sheet is submitted to the Director or Graduate Program Coordinator.

I. Reproduction and Publication of the Thesis. The electronic version of the thesis should be submitted in a single Adobe Acrobat PDF (.pdf) file, in conformity with the ETD Library guidelines. Currently, there are no fees for uploading a thesis. Students are encouraged to select worldwide availability for publication of the thesis.

Students may arrange through the Office of Academic Assistance to purchase a personal bound version of the thesis. Purchase of a bound version is not required and is solely at the discretion of the student. The student must pay for fees for thesis binding when the final document is submitted to OAA for binding.
PH 7990
THESIS APPLICATION

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>STUDENT ID NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>HOME TELEPHONE</td>
</tr>
<tr>
<td>CITY, STATE, ZIP</td>
<td>BUSINESS TELEPHONE</td>
</tr>
<tr>
<td>DATE ADMITTED</td>
<td>E-MAIL ADDRESS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENCY NAME (if applicable)</th>
<th>BUSINESS TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>CITY, STATE, ZIP</td>
</tr>
<tr>
<td>CONTACT PERSON IN AGENCY (if applicable)</td>
<td>BUSINESS TELEPHONE</td>
</tr>
</tbody>
</table>

THESIS TITLE:
STATEMENT OF THE RESEARCH PROBLEM: Briefly state the problem you propose to address in this thesis.

THEORY AND LITERATURE REVIEW: Briefly state your theoretical framework and the areas that you plan to focus on in the literature review.

METHODOLOGY: Describe the type of data or information you plan to collect, how you will assemble the data, and how you plan to do your analysis.
ADDITIONAL INFORMATION: Describe any special needs or concerns you have about the thesis.

APPROVALS: Signatures below indicate approval of this thesis application.

<table>
<thead>
<tr>
<th>COMMITTEE CHAIRPERSON</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENCY SUPERVISOR (if applicable)</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COORDINATOR, GRADUATE PROGRAM</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTITUTE DIRECTOR</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form must be submitted following selection of the thesis committee and must be accompanied by the APPOINTMENT OF THESIS COMMITTEE form.

File Copies: Student Department File
The following members have agreed to serve on the above-named student’s thesis committee.

<table>
<thead>
<tr>
<th>COMMITTEE CHAIRPERSON</th>
<th>DEPARTMENT</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(IPH Faculty)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMITTEE MEMBER</td>
<td>DEPARTMENT</td>
<td>SIGNATURE</td>
<td>DATE</td>
</tr>
<tr>
<td>(Optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APPROVALS: Signatures below indicate approval of this thesis committee.

<table>
<thead>
<tr>
<th>COORDINATOR, GRADUATE PROGRAM</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
This form must be submitted following selection of the thesis committee. If changes are made in the composition of this committee (generally as the thesis is begun) a new form must be filed.

File Copies: Student Department File
# APPROVAL OF THESIS PROPOSAL

<table>
<thead>
<tr>
<th>TO:</th>
<th>Associate Dean of Academic Affairs, CHHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM:</td>
<td>Thesis Committee Chairperson</td>
</tr>
<tr>
<td>RE:</td>
<td>Approval of Proposal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>STUDENT ID NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>HOME TELEPHONE</td>
</tr>
<tr>
<td>CITY, STATE, ZIP</td>
<td>BUSINESS TELEPHONE</td>
</tr>
<tr>
<td>DATE ADMITTED</td>
<td>E-MAIL ADDRESS</td>
</tr>
</tbody>
</table>

The committee of the above-named graduate student has approved a thesis proposal entitled:

A copy of this proposal is attached.

**APPROVALS:** Signatures below indicate approval of the attached proposal.

<table>
<thead>
<tr>
<th>THESIS COMMITTEE CHAIRPERSON</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMITTEE MEMBER</td>
<td>DATE</td>
</tr>
<tr>
<td>COMMITTEE MEMBER (Optional)</td>
<td>DATE</td>
</tr>
<tr>
<td>INSTITUTION DIRECTOR</td>
<td>DATE</td>
</tr>
</tbody>
</table>

File Copies: Student Department File
## THESIS DEFENSE ANNOUNCEMENT

**TITLE OF THESIS:**

**THESIS CHAIR:**

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>DATE</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
</table>

**ABSTRACT**
# RESULTS OF THESIS DEFENSE

<table>
<thead>
<tr>
<th>TO:</th>
<th>Associate Dean for Academic Affairs, CHHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM:</td>
<td>Thesis Committee Chairperson</td>
</tr>
</tbody>
</table>

**RE:** Results of Thesis Defense

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>STUDENT ID NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>HOME TELEPHONE</td>
</tr>
<tr>
<td>CITY, STATE, ZIP</td>
<td>BUSINESS TELEPHONE</td>
</tr>
<tr>
<td>DATE ADMITTED</td>
<td>E-MAIL ADDRESS</td>
</tr>
</tbody>
</table>

The above named candidate defended a thesis entitled:

The following results are reported:  
- SUCCESSFULLY DEFENDED  
- SUCCESSFULLY DEFENDED PENDING REVISIONS  
- UNSUCCESSFUL

**COMMENTS:**
APPROVALS: Signatures below indicate acknowledgment of results reported above.

<table>
<thead>
<tr>
<th>STUDENT’S SIGNATURE</th>
<th>DATE</th>
<th>COMMITTEE MEMBER</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMITTEE CHAIRPERSON</td>
<td>DATE</td>
<td>COMMITTEE MEMBER</td>
<td>DATE</td>
</tr>
<tr>
<td>COMMITTEE MEMBER</td>
<td>DATE</td>
<td>COMMITTEE MEMBER</td>
<td>DATE</td>
</tr>
</tbody>
</table>

File Copies: Student Department File and Office of the Associate Dean for Academic Affairs
II. Human Subjects

A student planning to conduct research involving human subjects must submit pertinent information for review. The Georgia State University Institutional Review Board (IRB) for the Protection of Human Subjects is charged with protecting the rights and welfare of human subjects by reviewing the background, purpose, methodology, and instrumentation of all research involving human subjects conducted by faculty, staff, students and employees of the university.

For further information regarding this review process, the student is advised to speak with their thesis chair or to contact the University Research Office. Applications for approval of a research project involving human subjects are available from the University Research Office. Students should use the following procedures when planning to conduct research involving human subjects:

- Obtain the Applications for Approval of a Research Project Involving Human Subjects (hereafter called the Application).
- Complete the student portion of the Application.
- After the proposal has been approved by the student’s thesis committee, the student assembles a packet of the following items:
  - The original application form
  - The original and appropriate copies of the approved proposal
  - The original and appropriate copies of a one page summary of the proposal in lay terminology
  - The original and appropriate copies of the informed consent document (if applicable)
- The student obtains the necessary signatures on the application form. The student's academic unit retains a copy of the signed application and one copy each of the proposal, the summary, and the informed consent document (if applicable) for department files.
- If the proposed research is not exempt, the IRB will review the proposal and return the approved application form to the student, via the department chairperson. In no case may the proposed research begin until an approved copy of the Application has been returned to the student.
- Since the IRB may change its policies and procedures, the student should obtain the current IRB forms and information on procedures directly from the University Research Office.
- Additional IRB review may be required at sites of data collection, e.g., if data is to be collected at Grady, the student must submit the proposal to the Emory IRB. Each IRB
has specific guidelines for submission of the proposal. The student is responsible for ascertaining whether additional IRB approval is necessary. If an institution doesn’t have an IRB, a letter of consent to allow the data collection must be obtained from the appropriate administrator.

III. Thesis Writing Assistance

The GSU Learning Assistance Center of the Counseling Center offers extensive assistance for those students who need help with: 1) organizing ideas, 2) overcoming writing blocks, 3) developing a more fluent writing style, 4) editing their papers for clarity and accuracy, 5) proofreading their papers for both typographical and stylistic errors. For an appointment or more information, call the Counseling Center.

IV. Format for a Thesis

1. Overall Style and Format

Font: Times New Roman 12 point font must be used for the body of the thesis. A different font may be used in the Appendices if necessary.

Margins: a. Top - 1 ¾ inches on the first page of any chapter, appendix, bibliography, table of contents, list of figures, or other major section. One inch on regular pages.
   b. Bottom - 1 inch.
   c. Left side - 1 ½ inches.
   d. Right side - 1 inch.

Justification: Use left justification.

Chapter Headings: Use Roman numerals for chapter headings. ex: Chapter I, Chapter II, etc.

Page Numbering: On the first pages of chapters, appendices, references, and acknowledgments the page number should be centered at the bottom.

On ordinary pages, the page number will be placed at the top right corner.

Signatures: All original signatures must be made in blue ink.

2. Organization

The thesis may be written in a traditional or a manuscript format. The format decision will be made by agreement between the major professor and the student.

   a. Traditional Format
      1. Initial pages
These pages appear before the body of the text and are numbered with lowercase roman numerals unless otherwise specified.

- Abstract not counted or numbered
- Title page page number “i” is assigned but not typed
- Approval page page number “ii” is assigned but not typed
- Dedication page optional; if used, this page and those following carry typed lowercase roman numerals
- Acknowledgments optional; if used, it should be listed in the Table of Contents
- Author’s statement required, but not numbered. This page in the original manuscript and first copy on 100% rag paper must have the author’s original signature also in blue ink. This page may then be copied for inclusion in other copies of the thesis. Please see example.
- Notice to Borrowers required, but not numbered.
- Vita required, but not numbered. The vita should be limited to one page, and should include at least the author’s full name, address, education, professional experience, professional organizations and selected publications and presentations.
- Table of Contents may have more than one page
- List of Tables used if necessary
- List of Figures used if necessary

2. Text
These pages are numbered with Arabic numerals beginning with 1.

- Chapter I – Introduction
- Chapter II – Review of Literature
- Chapter III – Methods and Procedures
- Chapter IV – Results
- Chapter V – Discussion and Conclusion
- References
- Appendix or Appendices

Do not use separation pages between text, references and appendices. All Chapters must begin on a new page.

b. Manuscript Format
The manuscript format can be used when a manuscript prepared for publication is incorporated as a chapter into the thesis. The manuscript will be prepared according to the guidelines of the journal to which the manuscript will be presented.

1. Initial pages
These pages appear before the body of the text and are numbered with lowercase roman numerals unless otherwise specified.

- Abstract not counted or numbered; must have a separate one per manuscript
- Title page number “i” is assigned but not typed
- Approval page number “ii” is assigned but not typed
• Dedication page optional; if used, this page and those following carry typed lowercase roman numerals
• Acknowledgments optional; if used, it should be listed in the Table of Contents
• Author’s statement required, but not numbered. This page in the original manuscript and first copy on 100% rag paper must have the author’s original signature also in blue ink. This page may then be copied for inclusion in other copies of the thesis. Please see example.
• Notice to Borrowers required, but not numbered.
• Vita required, but not numbered. The vita should be limited to one page, and should include at least the author’s full name, address, education, professional experience, professional organizations and selected publications and presentations.
• Table of Contents may have more than one page
• List of Tables used if necessary
• List of Figures used if necessary

2. Text
These pages are numbered with Arabic numerals beginning with 1.
• Chapter I Brief Introduction
• Chapter II Literature Review (should include references at the end of the chapter)
• Chapter III Manuscript in style of journal
• Appendices
Do not use separation pages between chapters and appendices. All Chapters must begin on a new page.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td></td>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>LIST OF FIGURES</td>
<td>vi</td>
</tr>
<tr>
<td>1</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Study</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Hypotheses</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>REVIEW OF THE LITERATURE</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>METHODS AND PROCEDURES</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Subjects</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Research Design</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Statistical Analysis</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>RESULTS</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>DISCUSSION AND CONCLUSION</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>REFERENCES</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>APPENDICES</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>RAW DATA</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>SUMMARY STATISCAL TABLES</td>
<td>83</td>
</tr>
</tbody>
</table>
SAMPLE TITLE PAGE
(for both traditional and manuscript format)

SCHOOL BOARD PERCEPTIONS OF RESPONSIBILITIES FOR
CHILDHOOD OVERWEIGHT

by

JOAN Q. STUDENT

B.A., GEORGIA STATE UNIVERSITY

(List other degrees awarded in the same format)

A Thesis Submitted to the Graduate Faculty
of Georgia State University in Partial Fulfillment
of the
Requirements for the Degree

MASTER OF PUBLIC HEALTH

ATLANTA, GEORGIA
20045
SAMPLE APPROVAL PAGE
(for both traditional and manuscript format)

SCHOOL BOARD PERCEPTIONS OF RESPONSIBILITIES FOR
CHILDHOOD OVERWEIGHT

by

JOAN Q. STUDENT

Approved:

__________________________________________
Committee Chair

__________________________________________
Committee Member

__________________________________________
Committee Member

__________________________________________
Date
JOAN Q. STUDENT
School Board Perceptions of Responsibilities for Childhood Overweight
(Under the direction of BOB C. FACULTYMEMBER)

In the face of a national epidemic of overweight in school-aged children, school boards are being forced to consider what, if any, responsibility board members and school systems have to promote healthy weight, energy balance and nutrition.

(BODY OF THE ABSTRACT CONTINUES....)
(THE BODY OF THE THESIS ABSTRACT MUST NOT EXCEED 150 WORDS.)
INDEX WORDS: schools, overweight, nutrition, energy balance, health behavior
Sample Author’s Statement Page
(for both traditional and manuscript format)

In presenting this thesis as a partial fulfillment of the requirements for an advanced degree from Georgia State University, I agree that the Library of the University shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote from, to copy from, or to publish this thesis may be granted by the author or, in his/her absence, by the professor under whose direction it was written, or in his/her absence, by the Associate Dean, College of Health and Human Sciences. Such quoting, copying, or publishing must be solely for scholarly purposes and will not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involves potential financial gain will not be allowed without written permission of the author.

____________________________
Signature of Author
Notice to Borrowers Page
(for both traditional and manuscript format)

All theses deposited in the Georgia State University Library must be used in accordance with the stipulations prescribed by the author in the preceding statement.

The author of this thesis is:

Student’s Name: ________________________________________________

Street Address: _________________________________________________

City, State, and Zip Code: ____________________________

The Chair of the committee for this thesis is:

Professor’s Name: _______________________________________________

Department: ____________________________________________________

College: _______________________________________________________

Georgia State University
P.O. Box 4018
Atlanta, Georgia 30302-4018

Users of this thesis who not regularly enrolled as students at Georgia State University are required to attest acceptance of the preceding stipulation by signing below. Libraries borrowing this thesis for the use of their patrons are required to see that each user records here the information requested.

<table>
<thead>
<tr>
<th>NAME OF USER</th>
<th>ADDRESS</th>
<th>DATE</th>
<th>TYPE OF USE (EXAMINATION ONLY OR COPYING)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

159
Appendix F

Student Appeals
Policy and Procedures
STUDENT APPEALS POLICY AND PROCEDURE
COLLEGE OF HEALTH AND HUMAN SCIENCES
GEORGIA STATE UNIVERSITY

Student Appeals Policy and Procedures set forth in this document apply to all students enrolled in classes or programs in the College of Health and Human Sciences at Georgia State University. The appeals process provides for an impartial review of a grading decision that is alleged to be capricious, arbitrary or discriminatory. This document does not apply to petitions for a waiver of established policy or procedure from curricular and/or programmatic requirements. Information on such petitions is available in the CHHS Office of Academic Assistance. All students may obtain assistance in interpretation of appeals policies and procedures in the CHHS Office of Academic Assistance.

**Step 1: Informal Instructor Review**
The appeal procedure must be initiated by the student, but only after the student has made every effort to resolve the complaint informally with the instructor who is party to the complaint. The student should begin the informal effort at resolution with the instructor as soon as the complaint arises, but no later than five (5) working days after the first day of classes in the term immediately following the term in which the disputed grade was awarded. If the course in question has a course administrator/coordinator who is someone other than the instructor who is party to the complaint, the course administrator/coordinator should be involved in this initial step in the process.

**Step 2: Informal Department Chair/School Director Review**
If the informal discussions with the instructor and, if applicable, the course administrator/coordinator, fail to reach a resolution satisfactory to the student, the student may seek resolution with the Chair/Director of the instructor’s Department/School no later than five (5) working days after the conference with the instructor. The Chair/Director will meet with all parties involved and will render a decision. If the decision is to uphold the grade, and such grade causes the student to be suspended from the program, the Chair/Director will make a decision in accordance with Department/School policies regarding the student’s continuation in the program.

**Step 3: Formal College Review by Associate Dean**
If the student continues to feel that he/she has been awarded a grade in an arbitrary, capricious or discriminatory manner, the student may appeal in writing to the Associate Dean of Academic Affairs of the College of Health and Human Sciences. The appeal must reach the Associate Dean within five (5) working days after the conclusion of the informal efforts at resolution. The written appeal must include the following documentation:

A. A statement of the complaint, including specific details regarding the actions(s) or event(s)
leading to the appeal. The statement must also include evidence to support the student’s allegations of discrimination and/or arbitrary or capricious action on the part of the instructor;
B. A statement of the redress being sought;
C. Steps already taken;
D. Reason for dissatisfaction with the decision from the informal process.

The Associate Dean will review the student’s written appeal as well as request documentation from the instructor and Chair/Director. After review, the Associate Dean will meet with all parties involved at his/her discretion, and will rule on whether or not there is sufficient basis for the appeal to be heard further in accordance with the following assumptions without ruling on the merits of the case:

A. No student appeal of a grade by an instructor shall be heard by the Student Appeals Committee until the student has sought satisfaction of the complaint by conference with the instructor and the Chair/Director;
B. An instructor shall not be required to answer to any authority concerning the basis of his/her professional or clinical judgment about the didactic, laboratory or clinical performance of a student, unless the petitioner is able to document clear evidence of arbitrariness, capriciousness, or discrimination;
C. Any appeal on performance standards, grades, and grading system shall follow the procedures specified in this document, which is published as the official policy and procedures of the College of Health and Human Sciences at Georgia State University.

If the Associate Dean determines there is no basis for the appeal to be heard further, all parties involved will be notified in writing.

Step 4: Formal College Review – Hearing Panel
If the Associate Dean determines there is basis for the appeal to be heard further, the appeal will be forwarded to the Chair of the Student Appeals Committee within five (5) working days from receipt of the student’s written appeal. The student and the instructor each have the right to strike one member of the Student Appeals Committee and the remaining committee members will comprise the Hearing Panel.

During periods of time when some members of the Student Appeals Committee are not under contract or not on campus (such as during summer semester), the Associate Dean for Academic Affairs will ask the student and faculty member to each submit the names of at least two students who are currently enrolled for classes and at least two faculty members in the College who are not members of the faculty in the department/school in which the complaint was initially filed. Additionally, the Associate Dean shall designate one faculty member who is from the department/school in which the complaint was initially filed. Both parties shall have the privilege of striking one name from the proposed lists. From the lists of names submitted by the student and faculty member, and after names have been stricken, the Associate Dean shall appoint a Hearing Panel of at least one student currently enrolled in classes and at least two faculty members. The Associate Dean shall appoint the Chair of the Hearing Panel from the membership of the Ad Hoc Committee.
The Student Appeals Committee Chair will arrange for a date and time for a formal hearing that is to be held within five (5) working days of receipt of the appeal from the Associate Dean. All parties will be notified in writing as to the date, time, and location of the hearing. The notification will include the Guidelines Governing the Conduct of a Hearing. The Chair of the Student Appeals Committee will also distribute all documentation to members of the Hearing Panel for the Panel to review three (3) working days prior to the hearing date.

The Student Appeals Committee will consider all evidence and the Committee Chair shall report findings and make recommendations, in writing, to the Dean of the College of Health and Human Sciences within five (5) working days of the conclusion of the hearing.

**Step 5: Formal College Review – Dean**

The Dean will notify all parties of his/her decision within five (5) working days after receiving the Committee’s recommendations. The Dean’s decision is final within the College.

**Step 6: Formal University Review – Provost and Vice President for Academic Affairs**

If the student is dissatisfied with the decision of the Dean, he/she has the right to appeal the decision to the Provost and Vice President for Academic Affairs within ten (10) working days of the response from the Dean.

7/97; revised 10/31/02; approved by CHHS Faculty 12/5/02
Appendix G

Student Petition for Waiver
Policy and Procedures
STUDENT PETITION FOR WAIVER
POLICY AND PROCEDURES

COLLEGE OF HEALTH AND HUMAN SCIENCES
GEORGIA STATE UNIVERSITY

The Student Petition for Waiver Policy and Procedures set forth in this document apply to all students enrolled in classes or programs in the College of Health and Human Sciences at Georgia State University. The process provides students with the procedure to follow if they wish to petition for a waiver of established policy and procedure from curricular and/or programmatic requirements. All students may obtain assistance in interpretation of appeals policies and procedures in the CHHS Office of Academic Assistance.

1. The student must submit a petition in writing to the Chair/Director of the Department/School in which he/she is enrolled. The petition should include the following:

   A. The policy or procedure from which the student is seeking a waiver and the deviation being sought;
   
   B. The reason(s) why the exception to policy or procedure should be granted;
   
   C. If desired, a request to meet with a faculty committee to present the petition.

2. The Chair/Director will meet with the student, the appropriate people in the academic unit, and others, as needed. The Chair/Director will notify the student in writing of the decision.

3. If the student is dissatisfied with the decision of the Chair/Director, he/she may further appeal in writing to the Dean of the College of Health and Human Sciences within ten (10) working days. This written appeal should include the following:

   A. A copy of the original written petition to the Chair/Director;
   
   B. A copy of the Chair/Director’s decision letter;
   
   C. The student’s reason(s) for continuing the petition process.

4. The Dean will make a decision about the petition and notify the student in writing. The Dean’s decision is final within the College.

5. If the student is dissatisfied with the Dean’s decision, he/she may further appeal in writing to the Provost and Vice President of Academic Affairs within ten (10) working days from receipt of the Dean’s decision.

7/97; Revised 10/31/02; Approved by CHHS Faculty 12/5/02
### PH 7010 - FOUND OF PUB HLTH ADMIN & POL

Foundations of Public Health Administration and Policy. This course aims to both present and discuss the essential features of public health, linking general concepts to application in the real world. Topics will include a historical overview of public health structures and initiatives, focusing largely on efforts in the United States; health and illness; prevention versus treatment; identification of risk factors; and the current US public health system (federal, state and local). Students completing the course will gain a basic understanding of the mission, function, practices and examples of outcomes of public health efforts.

3.000 Credit Hours

### PH 7011 – EPIDEMIOLOGY

Epidemiology for Public Health This course will cover basic principles of epidemiology, including outbreak investigation, disease control, and analysis of risk factors. Topics will include the history of epidemiology, overview of interdisciplinary collaborations, and examples of the use of epidemiology in developing and evaluating public health interventions. Class exercises will include developing case investigation forms, investigation of food borne disease, and establishing the cause of illness outbreaks.

3.000 Credit Hours

### PH 7012 - HEALTH PLANNING AND PROG DEVEL

Health Planning and Program Development. This course introduces the skills and techniques required to research and develop health planning initiatives at the community level and in regional and state systems. Students will be presented with the concepts, processes and techniques used in community health planning and will engage in various planning exercises. The course will provide the student with an understanding of the post-planning phases of program development and evaluation design. Health planning reviews will feature health service and systems promotion activities as well as planning functions employed by regulatory and financing entities.

3.000 Credit Hours

### PH 7013 - HEALTH CARE QUALITY

Health Care Quality Issues and Strategies This course will include a comprehensive review of
health care quality and safety (access, process, outcomes, and disparities), patient experience (ability to make care decisions and self-manage care in a partnership with practitioners and providers), and efficiency (why waste, overuse, and costs of poor care). Additionally, health care quality issues and public and government strategies to address these areas will be discussed.

3.000 Credit Hours

**PH 7014 - INTRO TO HIV/STD PUBLIC HEALTH**

Introduction to HIV/STD Public Health. This course will provide a comprehensive overview of the public health of HIV/AIDS and other sexually transmitted diseases (STDs) such as syphilis, chlamydia, gonorrhea, and hepatitis. Topics covered will focus on HIV/STD surveillance, epidemiology, behavior, prevention, and policy but include related aspects of history, medicine, society, politics, law, ethics, evaluation, advocate/activist community, and emerging developments. Though an international perspective will be provided, topics will be presented primarily in the context of domestic HIV/STD public health, particularly within the state of Georgia. HIV/STDs will be studied to assess similarities and differences of acquiring these infections and strategies/challenges for their prevention and control. Presentations will be made by expert guest speakers as they are available and appropriate. By the end of the course, students will gain a comprehensive and practical understanding of HIV/STD public health and develop/improve skills that public health professionals routinely use as scientific writing, speaking, making presentations and critical thinking.

3.000 Credit Hours

**PH 7015 - CANCER AND SOCIETY**

Cancer and Society. This course will help students understand the molecular and cellular aspects of cancer etiology and formulate a biological understanding of the process of cancer. Students will receive sufficient background to demystify and in some ways depersonalize the occurrence of cancer so as to facilitate discussion of cancer medicine, psychology, sociology, community programs and support.

3.000 Credit Hours

**PH 7016 - INTRO TO HEALTH PROMOTION**

Introduction to Health Promotion. This course examines the philosophical, theoretical, and epidemiological assumptions underlying the planning, implementation, and evaluation of contemporary health promotion programs. Emphasis will be given to: (1) major trends in the health promotion practice and research, (2) the essential skills associated with effective health promotion practice, and (3) the strategic importance of carrying out health promotion programs and policies in the context of various cultural and organizational entities that make up a community system.

3.000 Credit Hours

**PH 7017 - PUBLIC HEALTH BIOSTATISTICS**

Public Health Biostatistics. Prerequisites: a college-level algebra course and a statistics or a
research design course. Three lecture hours a week. An introduction to biostatistics covering topics of interest for public health fields, including descriptive statistics, proportions, relative risks, probability, estimation and hypothesis testing applications, regression, and categorical data analysis. Applications will include use of the statistical software SAS.
3.000 Credit Hours

**PH 7019 - PUBLIC HEALTH RESEARCH METHODS**

PH 7019. Public Health Research Methods (3.0) Prerequisites: PH 7011, STAT 7010 This course provides classroom instruction and application of research methods for studying public health problems. It provides general introduction to research methods, emphasizing systematic approaches to collection and analysis of qualitative and quantitative data. Students will learn to identify the kinds of research problems for which qualitative and quantitative methods are appropriate, and to critique research in terms of design, technique, analysis and interpretation. Topics will include questionnaire design, ethical conduct and informed consent, sample size determination, data management, manuscript preparation, and grant application methods.
3.000 Credit Hours

**PH 7020 - PRIN OF TOBACCO CONTROL**

Principles of Tobacco Control Progress in reducing tobacco use is one of the ten greatest achievements of the 20th Century; however, tobacco use still remains as the leading preventable cause of death in America The control of tobacco use draws upon many if not all of the academic disciplines that compose public health. In many ways the study of tobacco control serves as a case study for understanding the broad field of public health. This course will provide an overview of the history and evolution of tobacco in society, with particular emphasis on variety of public health disciplines used to reduce tobacco use, including behavior change, communications, law, regulation, public policy and community action.
3.000 Credit Hours

**PH 7130 - LAW AND PUBLIC HEALTH PRACTICE**

Law and Public Health Practice This course will provide non-law students with a basic understanding of the role of law in protecting the health interests of the public, implementing public health programs and conducting public health research.
3.000 Credit Hours

**PH 7135 - CHILD MALTREAT & DEV DIS**

Seminar in Public Health: Child Maltreatment/Developmental Disabilities This seminar will educate the student on the public health issues regarding these two topics, and will cover how the two topics often overlap. Of particular note, there will be a new Center in the College of Health and Human Sciences that will house the National SafeCare Training and Research Center for which the focus is on the prevention of child service, education and dissemination in matters related to developmental disabilities across the life span. Career development will also be discussed.
### PH 7140 - SOC & BEH ASPECTS PUB HEALTH

Social and Behavioral Aspects of Public Health. The social and behavioral sciences are a core element of the practice of public health. Disciplines such as psychology, sociology, economics, anthropology, policy and communications underpin our understanding of health behavior and help devise interventions to improve population health. This course will review the contribution of the various social and behavioral sciences disciplines in improving the public health with special attention to approaches which influence health behavior, health policies and lead to community participation and empowerment.

3.000 Credit Hours

### PH 7150 - ENVIRONMENTAL HEALTH

Environmental Health (3.0) This course provides a basic multidisciplinary understanding of the science (biology/toxicology, chemistry, and engineering), practice, and selected laws and policy of environmental public health sciences (EPH sciences). Topics to be covered include: types and sources environmental contaminants; exposure assessment including media and pathways; types of microenvironments and role of human behavior and time-location-activity patterns; toxicology and the risk assessment paradigm; environmental and occupational epidemiology; communicating to the public about technical aspects (science, potential risks) of EPH sciences.

3.000 Credit Hours

### PH 7155 - AIR QUALITY & THE ENVIRONMENT

Air Quality and the Environment (3.0) Prerequisite: PH 7150 This course reviews principles of exposure assessment and the basic components of risk assessment, management and communication. Students will explore representative, important historical and contemporary human exposure issues due to the contamination of the air outdoors (local and regional levels) by criteria pollutants and toxic air contaminants; and, biological, chemical, physical and radiological agents indoors at industrial and non-industrial (homes, schools, offices) settings that people live, work, learn, play and commute in/through. Course work will include critical reviews of research designs, chosen measurements of exposure, and interpretation of the descriptive and regression model statistical results.

3.000 Credit Hours

### PH 7160 - INTRO TO HEALTHCARE SYSTEM

Introduction to Health Care System. This course introduces and describes the health delivery system and the resources that comprise it. The theoretical basis for the system as well as the principal means of system organization and evaluation are discussed.

3.000 Credit Hours

### PH 7170 - PUBLIC HEALTH POLICY
Public Health Policy. This course examines the relationship between research and policymaking. Complex health policy problems facing federal, state, and local policymakers today will be discussed.
3.000 Credit Hours

**PH 7250 - HEALTH CARE FINANCE**

Health Care Finance. The course will provide an introduction to health care finance with a particular emphasis on public health issues. Students will be presented with the foundations of public and private health care financing, program operations and parameters with respect to coverage and payment, and the role the states play in federally supported programs. The course will familiarize students with federal, state, and local funding mechanisms and outline the tools used to evaluate the impact of insurance programs on the health care delivery system. The problems of the uninsured, health care coverage and access, scarce health care resource allocation, and cultural challenges will be discussed, with an emphasis on learning how or if public and private funding and insurance programs can successfully address such problems.
3.000 Credit Hours

**PH 7265 - EPI & PREVENTION OF VIOLENCE**

Epidemiology and Prevention of Violence. This course examines the public health approach to the prevention of interpersonal and self-directed violence. This approach has four steps: Defining the problem; identifying the risk and protective factors; developing interventions or policies to address the problem; and, broadly implementing effective intervention and prevention programs. This includes a focus on scientific research which is essential for developing effective intervention and prevention programs. With these basic precepts as the underpinnings of the course, the areas of violence prevention to be covered are: child maltreatment, youth violence, intimate partner and sexual violence, elder abuse, and suicidal behavior.
3.000 Credit Hours

**PH 7270 - INTERMED EPIDEMIOLOGIC METHODS**

Intermediate Epidemiologic Methods Prerequisites: PH 7011. The methodological issues important to the design of epidemiologic studies of both infectious and noninfectious disease will be covered at an intermediate level. The material to be covered is intended to broaden and extend the student's understanding of the elements of study design, data analysis, and inference in epidemiologic research, including issues related to causation, bias and confounding. The primary aims of the course are to provide a working knowledge of the fundamentals of epidemiology as well as to serve as a foundation for more advanced study of epidemiologic methods. The course will provide the student with a rigorous approach to critical reading of the medical literature. Each week articles reporting on research using varied designs and methods will be reviewed in order to illustrate the application of epidemiologic principles. By the end of the course, the student will be able to critique an article and identify its strengths and weaknesses. The course will consist of lectures.
3.000 Credit Hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7275</td>
<td>CHRONIC DISEASE EPI</td>
<td>PH 7011</td>
<td>Chronic Disease Epidemiology Prerequisites: PH 7011. This course focuses on review of major issues in chronic disease epidemiology, summarization of relevant pathology and analogies of population determinants and strategies for prevention. Topics include risk factors, trends, interventions and health care issues. An interdisciplinary approach to prevention and control will be addressed. Readings and discussions on classical and contemporary research papers in cardiovascular diseases will be emphasized throughout the course.</td>
<td>3.000</td>
</tr>
<tr>
<td>PH 7280</td>
<td>INFECTIOUS DISEASE EPI</td>
<td>PH 7011</td>
<td>Infectious Disease Epidemiology. Prerequisites: PH 7011. This course is an indepth course on the epidemiology, surveillance, control, and prevention of current and emerging infectious diseases. The importance of the HOST (humans), the AGENT (bacteria, viruses, parasites, fungus, etc...) and the ENVIRONMENT (air, water, vectors, etc...) as well as modes of TRANSMISSION, known RISK FACTORS and TREATMENT modalities will be presented through guest lecturers and case studies. Student presentations on specific infectious diseases and active class discussion will be an integral aspect of this course.</td>
<td>3.000</td>
</tr>
<tr>
<td>PH 7285</td>
<td>SOCIAL EPIDEMIOLOGY</td>
<td></td>
<td>Social Epidemiology This course provides an introduction to social epidemiology which is the branch of epidemiology that describes and analyzes the social determinants of health and how risk factors for poor health are maintained by social systems. Social epidemiology is closely linked to other disciplines including the social and behavioral sciences. Topics covered in this course include introduction and overview of social epidemiology and research methods, social epidemiology in the news, the social determinants of health and health disparities, and the linkages between social epidemiology and health policy. The course is comprised of both lectures and web-based learning. There are no prerequisites for the class.</td>
<td>3.000</td>
</tr>
<tr>
<td>PH 7290</td>
<td>CASE STUDIES IN EPI</td>
<td>PH 7011</td>
<td>Case Studies in Epidemiology Prerequisites: PH 7011 This course will utilize real world epidemiologic case studies to enhance the students' knowledge in outbreak investigations, surveillance systems design and function, screening programs designs and objectives, the impacts of effect modification and confounding, vaccine efficacy, forensic epidemiology, and public health ethics. Each topic will be introduced through an interactive group-based case study or an in class discussion. The current literature relevant to each of the topics will also be critically evaluated. Students completing this course will apply theories of epidemiology and gain hands on experience through real public health data and real public health events.</td>
<td>3.000</td>
</tr>
</tbody>
</table>
PH 7295 - TOPICS IN ENVIRONMENTAL EPI

Topics in Environmental Epidemiology Prerequisites: PH7011, PH7150. This course will review the main types of epidemiological study designs, the principles of exposure assessment (identify hazards, media and pathways then quantitative and qualitative measures, including before and after physical and/or educational inventions), and the basic components of health impact/risk assessment, management and communication. The course explores important historical and contemporary exposure-to-disease relationships due to the contamination of waters (drinking water, surface water and ground water aquifers) and of air (outdoors and inside homes, schools, offices and industrial settings). Students will undertake critical reviews of research study designs, measurement of exposure and health outcomes, and interpretation of the statistical results.
3.000 Credit Hours

PH 7298 - ISSUES IN OCC ENV HEALTH

Emerging Issues in Occupational and Environmental Health. Prerequisites: PH 7150 and PH 7011. This course will provide structured practice in the development of critical reading, analysis, technical writing, and presentation-oral and written- skills applicable across the core disciplines of the prevention sciences track in the masters of public health program, and generally in the applied health sciences. The reading and writing tasks will strive to build skills in understanding research designs; expressing the strengths and limitations of the chosen measurements of exposure and health-related outcomes as well as potentially confounding variables and effect modifiers; and the interpretation of statistical results presented in the text, tables and/or figures. As a result, students will further develop the ability to express evidence-based arguments clearly and concisely to various important audiences like peers (students and faculty), government agency staff, policy makers, and the general public.
3.000 Credit Hours

PH 7300 - URBAN HEALTH

Urban Health Disparities in health status are increasingly apparent in urban settings. Urban residents tend to have higher rates of cancer, heart disease, mental illness, substance abuse, HIV/AIDS and violent behavior than national averages. This course will examine the condition of urban health in America with particular focus on the health status of those living in the city of Atlanta. In addition, the possible determinants of poor health outcomes in urban areas will be examined, including issues such as poverty, housing, access to care, and discrimination. This course will showcase the research of the Georgia State University faculty participating in GSU's "Partnership for Urban Health Research."
3.000 Credit Hours

PH 7350 - BIOLOGICAL BASIS FOR DISEASE

Biological Basis of Disease (3.0) This course will cover the basic biological concepts of human health and disease. It will present human anatomy and physiology, genetics, immunology, and nutrition in the context of infectious and non-infectious causes of disease. The complex
interaction of the human body with agents of disease and with the environment will be presented as it relates to risk factors, methods of prevention, and treatment options.

3.000 Credit Hours

**PH 7360 - ADV TOPICS IN EPIDEMIOLOGY**

PH 7360 Advanced Topics in Epidemiology

Prerequisite: Ph7011

This course will be taught in a lecture/seminar format, with presentations by both faculty and students on methodologic and substantive issues of current importance in epidemiology. This course assumes a basic knowledge of epidemiologic methods and the management and analysis of epidemiology data. The actual topics will change from year to year, depending on the interests and research of the faculty/student group. 3.0 credit hours

3.000 Credit Hours

**PH 7500 - HEALTH COMMUNICATION**

Health Communication. This course is designed to provide students with an introduction to the dynamically emerging field of health communication -- the study of human interaction in the health care process. From a clinical perspective, communication is the singularly most important tool health professionals have to provide to their clients. Within public health fields, health communication is the dissemination and interpretation of health-related informational messages, persuasive health promotion, and motivational behavior recommendations. This course will explore health information sharing within the intrapersonal, interpersonal, group, organizational, and societal domains. The class will consider and discuss principal theories, rhetorical issues, and health communication practice with special attention to the challenges and perspectives of provider-client, organizational, and health promotion communication.

3.000 Credit Hours

**PH 7521 - EVALUATION RESEARCH**

Evaluation Research. An examination of the techniques and practice of program evaluation for effectiveness in program administration. The course contrasts deductive and inductive approaches. The instructor illustrates the advantages of using evaluation as a mechanism for program improvement.

3.000 Credit Hours

**PH 7525 - MANAGEMENT OF HEALTH DATA**

Management and Analysis of Health Data

Prerequisite: Principles of Epidemiology (PH 7011) or STAT 7010 (Biostatistics)

This course is designed for students who are in the process of analyzing data for their thesis or dissertation. Through this course, the student will become and adept user of SPSS statistical package, mastering the skills needed for effective data management, analysis and presentation of data from actual multivariable studies. Students will learn how to document research work and make the work replicable. Topics will include developing research questions, questionnaire design, informed consent, quality assurance, coding, data warehousing, data entry and analysis. Graphical techniques for displaying data will
PH 7530 - PREVN EFFECT & ECON EVALUATION

Prevention Effectiveness and Economic Evaluation. This course will provide students with important exposure to the rigorous, standardized approaches used to assess the effectiveness and economic impact of public health prevention interventions. It provides an overview and applied experiences in study design, decision analysis, measures of effectiveness, and measures of cost, including cost-benefit analysis, cost-effectiveness analysis and cost-utility analysis.

3.000 Credit Hours

PH 7535 - INTRVENT & IMPLEMENT RESEARCH

Special Topic: Intervention/Implementation Research This course will cover intervention research in child maltreatment and developmental disabilities, and in other public health topics. It will also review relatively simple alternative research design strategies for evaluating intervention outcomes in applied settings. It will review the issues in implementation research, that is, the challenges of taking research to practice ranging from buy-in of programs by staff and leaders, treatment fidelity to models, community and cultural considerations, and other challenges.

3.000 Credit Hours

PH 7600 - GLOBAL HEALTH

Global Health. This course focuses on public health issues resulting from the globalization of the world's economies, cultures, production systems, transnational policies, and increasingly shared environments. As national borders become less restrictive to the movement of people, products, toxins, capital, and lifestyles, enormous changes are resulting in the etiologies of diseases and efforts to promote health across the globe. Responding to the call of the Institute of Medicine, students will consider global views of causation, emerging determinants of health, and the ecological approach to global health problem analysis and solution building.

3.000 Credit Hours

PH 7650 - HP COMMUNITY APPLICATIONS

Health Promotion: Applications in Community Settings. Prerequisite: PH 7016 This course focuses on the application of health promotion techniques and practices in community settings, including sites and health care organizations. Students will use competencies and skills developed in earlier coursework to review the best practices, programming and research, and to develop and evaluate health promotion efforts in community venues.

3.000 Credit Hours

PH 7680 - BEHAVIORAL HEALTH POLICY

This course explores the fields of mental health and addictive diseases as components of the
broader public health system with the goal of enabling students to analyze major policy initiatives and trends, to apply their understanding to systemic problems and delimmas facing the field, and to strengthen their ability to raise important questions for research in behavioral health. The course will explore federal and state policy formulation and consider issues in managed care, legal and judicial roles, children's services, consumer empowerment, disparities, and other areas related to quality and efficacy. Students also will become familiar with research methods used in mental health and substance abuse services and analyze the emerging research in the fields.
3.000 Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 7900</td>
<td>CONTEMP ISSUES IN PUB HEALTH</td>
<td>Contemporary Issues in Public Health. Prerequisite: Consent of the instructor. This course provides an advanced research- or theory- oriented treatment of special or emerging topics in public health practice. The course can be repeated when topics vary.</td>
<td>1.000 TO 6.000 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>PH 7950</td>
<td>PUBLIC HEALTH INTERNSHIP</td>
<td>Public Health Internship. Prerequisite: Consent of the Instructor. This course involves supervised field placement for the purpose of utilizing and extending the theories, concepts and practices learned through previous coursework. The work may involve a project.</td>
<td>3.000 TO 6.000 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>PH 7960</td>
<td>PUBLIC HEALTH PRACTICUM</td>
<td>Public Health Practicum Prerequisite: Consent of instructor. The practicum is supervised application of skills, concepts and theories in a chosen public health setting. The work may also involve a research project.</td>
<td>3.000 TO 6.000 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>PH 7980</td>
<td>RESEARCH PRACTICUM</td>
<td>Research Practicum Directed research in collaboration with a faculty member. For graduate assistants. Does not count towards degree requirements.</td>
<td>1.000 TO 15.000 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>PH 7990</td>
<td>THESIS</td>
<td>Thesis Prerequisite: Consent of instructor. Individual research and study of a selected topic of public health under the direction of the student's faculty advisory or designated faculty member.</td>
<td>3.000 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>PH 8001</td>
<td>EPIDEMIOLOGY HEALTH PROF</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Epidemiology for Health Professionals. Prerequisites: Permission of Instructor. This course is designed to introduce students to the concepts of epidemiological methods and their practical applications in the understanding of determinants and distributions of health-related events. The course will cover basic principles of epidemiology, including disease control, surveillance, screening, study design, risk estimation, bias and causation. The course will demonstrate the multidisciplinary environment and ecological approaches to the understanding of disease etiology and prevention. Additionally, this course will explore the interface between epidemiology and policy development. Both classroom and web-based learning will be utilized in this course.
3.000 Credit Hours

<table>
<thead>
<tr>
<th>PH 8100 - SPECIAL TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Topics</td>
</tr>
<tr>
<td>Indepth exploration of public health issues and research in urban and/or international environments. Course may be taken again for additional credit if topic varies.</td>
</tr>
<tr>
<td>1.000 TO 6.000 Credit Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PH 8910 - DIRECTED READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Reading</td>
</tr>
<tr>
<td>Directed readings in special Areas.</td>
</tr>
<tr>
<td>1.000 TO 3.000 Credit Hours</td>
</tr>
</tbody>
</table>
## APPENDIX D-4

**DEPARTMENTAL OFFERINGS BY FISCAL YAR, COURSE LEVEL, NUMBER OF SECTIONS.**

<table>
<thead>
<tr>
<th>DEPT</th>
<th>FY</th>
<th>LEVEL</th>
<th>COURSE</th>
<th>SECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>CORE</td>
<td>PERS 2002</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7010</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7011</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7014</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7015</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7019</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7020</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7140</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7150</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7155</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7160</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7170</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7250</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7270</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7275</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7280</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7290</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7295</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7298</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7300</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7350</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7600</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7650</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7960</td>
<td>4</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7980</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7990</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 8001</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 8100</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 8910</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>STAT 7010</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>CORE</td>
<td>PERS 2002</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>UPPER</td>
<td>BIOL 3690</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>UPPER</td>
<td>BIOL 4870</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>UPPER</td>
<td>HHS 3000</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7010</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7011</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7012</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7014</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7015</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7016</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7019</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7020</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7140</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7150</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7155</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7160</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7250</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7265</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7270</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7275</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7280</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7285</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7290</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7300</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7525</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7600</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7960</td>
<td>4</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7980</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7990</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 8001</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 8100</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 8910</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>CORE</td>
<td>PERS 2002</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>UPPER</td>
<td>HHS 3000</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7010</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7011</td>
<td>5</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7012</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7014</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7016</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7017</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7019</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7020</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7130</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7135</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7140</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>---</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7150</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7160</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7250</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7270</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7275</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7280</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7285</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7300</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7355</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7360</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7521</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7535</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7600</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7960</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7980</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>7990</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>8001</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>8100</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>8910</td>
<td>3</td>
</tr>
</tbody>
</table>
### FACULTY SURVEY FINDINGS REPORT
March 2009

**N = 11 (Response rate = 57.9 percent)**
**University (39 Departments) N = 777 (Response rate = 82.6 percent)**

#### Table 1

<table>
<thead>
<tr>
<th></th>
<th>Poor N</th>
<th>%</th>
<th>2 N</th>
<th>%</th>
<th>3 N</th>
<th>%</th>
<th>4 N</th>
<th>%</th>
<th>Excellent N</th>
<th>%</th>
<th>Don't know/NA N</th>
<th>%</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in the Institute</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>18.2</td>
<td>6</td>
<td>54.5</td>
<td>3</td>
<td>27.3</td>
<td>0</td>
<td>.0</td>
<td>4.09</td>
<td>4.26</td>
<td>35</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>40.0</td>
<td>6</td>
<td>60.0</td>
<td>0</td>
<td>.0</td>
<td>4.60</td>
<td>4.21</td>
<td>84</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>1</td>
<td>9.1</td>
<td>1</td>
<td>9.1</td>
<td>2</td>
<td>18.2</td>
<td>6</td>
<td>54.5</td>
<td>1</td>
<td>9.1</td>
<td>0</td>
<td>.0</td>
<td>3.45</td>
<td>3.96</td>
<td>10</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>9.1</td>
<td>5</td>
<td>45.5</td>
<td>3</td>
<td>27.3</td>
<td>2</td>
<td>18.2</td>
<td>0</td>
<td>.0</td>
<td>3.55</td>
<td>3.62</td>
<td>45</td>
</tr>
<tr>
<td>Clarity of Institute goals for the next two years</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>36.4</td>
<td>4</td>
<td>36.4</td>
<td>3</td>
<td>27.3</td>
<td>0</td>
<td>.0</td>
<td>3.91</td>
<td>3.71</td>
<td>56</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>9.1</td>
<td>2</td>
<td>18.2</td>
<td>5</td>
<td>45.5</td>
<td>3</td>
<td>27.3</td>
<td>0</td>
<td>.0</td>
<td>3.91</td>
<td>4.11</td>
<td>33</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; "NA" (Don't know/not applicable) excluded from analysis.

**Percentile Ranking based on 40 Departments**
<table>
<thead>
<tr>
<th>The Institute's program of study is academically challenging.</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>9.1</td>
<td>2</td>
<td>18.2</td>
<td>3</td>
<td>27.3</td>
<td>5</td>
<td>45.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty in the Institute work together toward program goals.</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>9.1</td>
<td>3</td>
<td>27.3</td>
<td>4</td>
<td>36.4</td>
<td>3</td>
<td>27.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In our Institute, faculty feel comfortable expressing different views and opinions.</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>9.1</td>
<td>8</td>
<td>72.7</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have adequate opportunities to influence decisions made in the Institute about our programs.</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>8</td>
<td>72.7</td>
<td>3</td>
<td>27.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guidelines regarding job performance are clear to faculty in the Institute.</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>9.1</td>
<td>3</td>
<td>27.3</td>
<td>5</td>
<td>45.5</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>

1Mean range: 1=strongly disagree to 5=strongly agree; "NA" (Don't know/not applicable) excluded from analysis.

**Percentile Ranking based on 40 Departments

Table 3
The following is a list of faculty tasks for which the Institute has various expectations. Please indicate the amount of emphasis you believe the Institute has placed on each task.

<table>
<thead>
<tr>
<th>Significantly too little emphasis</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Significantly too much emphasis</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>18.2</td>
<td>6</td>
<td>54.5</td>
<td>2</td>
<td>18.2</td>
<td>1</td>
</tr>
<tr>
<td>Research tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service to Institute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishing in certain journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=significantly too little emphasis to 5=significantly too much emphasis; "NA" (Don't know/not applicable) excluded from analysis.

**Percentile Ranking based on 40 Departments
Table 4

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
<th>NA</th>
<th></th>
<th>Univ.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>3</td>
<td>27.3%</td>
<td>7</td>
<td>63.6%</td>
<td>1</td>
<td>9.1%</td>
<td>46.9</td>
<td>53.1%</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>6</td>
<td>54.5%</td>
<td>4</td>
<td>36.4%</td>
<td>1</td>
<td>9.1%</td>
<td>62.2</td>
<td>37.8%</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>8</td>
<td>72.7%</td>
<td>2</td>
<td>18.2%</td>
<td>1</td>
<td>9.1%</td>
<td>68.5</td>
<td>31.5%</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>9</td>
<td>90.0%</td>
<td>0</td>
<td>.0%</td>
<td>1</td>
<td>10.0%</td>
<td>75.2</td>
<td>24.8%</td>
</tr>
</tbody>
</table>

Table 5

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th></th>
<th>1-2</th>
<th></th>
<th>3-4</th>
<th></th>
<th>5-6</th>
<th></th>
<th>7 or more</th>
<th>NA</th>
<th></th>
<th>Dept. Mean</th>
<th>Univ. Mean</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
<td>0</td>
<td>.0%</td>
<td>2</td>
<td>18.2%</td>
<td>2</td>
<td>18.2%</td>
<td>1</td>
<td>9.1%</td>
<td>5</td>
<td>45.5</td>
<td>1</td>
<td>9.1%</td>
<td>2.90</td>
<td>2.67</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
<td>7</td>
<td>63.6%</td>
<td>3</td>
<td>27.3%</td>
<td>0</td>
<td>.0%</td>
<td>0</td>
<td>.0%</td>
<td>0</td>
<td>9.1%</td>
<td>1</td>
<td>.30</td>
<td>.41</td>
<td>35</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
<td>5</td>
<td>45.5%</td>
<td>2</td>
<td>18.2%</td>
<td>1</td>
<td>9.1%</td>
<td>1</td>
<td>9.1%</td>
<td>0</td>
<td>.0%</td>
<td>2</td>
<td>18.2%</td>
<td>.76</td>
<td>.83</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
<td>0</td>
<td>.0%</td>
<td>1</td>
<td>9.1%</td>
<td>1</td>
<td>9.1%</td>
<td>1</td>
<td>9.1%</td>
<td>7</td>
<td>63.6</td>
<td>1</td>
<td>9.1%</td>
<td>3.40</td>
<td>3.01</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td>1</td>
<td>9.1%</td>
<td>1</td>
<td>9.1%</td>
<td>3</td>
<td>27.3%</td>
<td>2</td>
<td>18.2%</td>
<td>4</td>
<td>36.4</td>
<td>0</td>
<td>.0%</td>
<td>2.64</td>
<td>1.75</td>
</tr>
</tbody>
</table>

*Mean range: 0=0, 1=1-2, 2=3-4, 3=5-6, 4=7 or more; "NA" (Not applicable) excluded from analysis.

**Percentile Ranking based on 40 Departments
Students

GRADUATE STUDENT SURVEY FINDINGS
April 2009

N = 52 (Response rate = 43.3 percent)
University (38 Departments) N = 2495 (Response rate = 57.4 percent)

Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of graduate majors.</td>
<td>1 1.9</td>
<td>1 1.9</td>
<td>4 7.7</td>
<td>15 28.8</td>
<td>31 59.6</td>
<td>0 0.0</td>
<td>4.42</td>
<td>4.16</td>
<td>85</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>0 0.0</td>
<td>5 9.6</td>
<td>8 15.4</td>
<td>20 38.5</td>
<td>19 36.5</td>
<td>0 0.0</td>
<td>4.02</td>
<td>4.08</td>
<td>44</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>2 3.8</td>
<td>4 7.7</td>
<td>6 11.5</td>
<td>18 34.6</td>
<td>22 42.3</td>
<td>0 0.0</td>
<td>4.04</td>
<td>4.17</td>
<td>31</td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>0 0.0</td>
<td>5 9.6</td>
<td>5 9.6</td>
<td>20 38.5</td>
<td>22 42.3</td>
<td>0 0.0</td>
<td>4.13</td>
<td>4.08</td>
<td>64</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>1 1.9</td>
<td>4 7.7</td>
<td>6 11.5</td>
<td>14 26.9</td>
<td>27 51.9</td>
<td>0 0.0</td>
<td>4.19</td>
<td>3.84</td>
<td>85</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>3 5.8</td>
<td>4 7.7</td>
<td>3 5.8</td>
<td>13 25.0</td>
<td>29 55.8</td>
<td>0 0.0</td>
<td>4.17</td>
<td>4.20</td>
<td>36</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; *Don't know/Not applicable (NA)* excluded from analysis.
**Percentile Ranking based on 39 Departments
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Academic advisement available</td>
<td>4</td>
<td>7.7</td>
<td>2</td>
<td>3.8</td>
<td>8</td>
<td>15.4</td>
<td>17</td>
<td>32.7</td>
<td>15</td>
</tr>
<tr>
<td>in the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career advisement available in the</td>
<td>3</td>
<td>5.8</td>
<td>3</td>
<td>5.8</td>
<td>11</td>
<td>21.2</td>
<td>18</td>
<td>34.6</td>
<td>4</td>
</tr>
<tr>
<td>department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of faculty to students</td>
<td>1</td>
<td>1.9</td>
<td>1</td>
<td>1.9</td>
<td>9</td>
<td>17.3</td>
<td>20</td>
<td>38.5</td>
<td>21</td>
</tr>
<tr>
<td>outside the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of teaching methods</td>
<td>1</td>
<td>1.9</td>
<td>1</td>
<td>1.9</td>
<td>10</td>
<td>19.2</td>
<td>25</td>
<td>48.1</td>
<td>15</td>
</tr>
<tr>
<td>used by faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures used to evaluate student</td>
<td>1</td>
<td>2.0</td>
<td>1</td>
<td>2.0</td>
<td>7</td>
<td>13.7</td>
<td>28</td>
<td>54.9</td>
<td>13</td>
</tr>
<tr>
<td>performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of graduate course</td>
<td>4</td>
<td>7.7</td>
<td>6</td>
<td>11.5</td>
<td>16</td>
<td>30.8</td>
<td>22</td>
<td>42.3</td>
<td>4</td>
</tr>
<tr>
<td>offerings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of graduate course</td>
<td>4</td>
<td>7.7</td>
<td>4</td>
<td>7.7</td>
<td>17</td>
<td>32.7</td>
<td>22</td>
<td>42.3</td>
<td>5</td>
</tr>
<tr>
<td>offerings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>1</td>
<td>1.9</td>
<td>2</td>
<td>3.8</td>
<td>3</td>
<td>5.8</td>
<td>19</td>
<td>36.5</td>
<td>27</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; "Don't know/not applicable (NA)" excluded from analysis.
**Percentile Ranking based on 39 Departments
Supplemental Questions Provided by the Institute for Public Health

Table 4

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate Program in Public Health</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td>MPH in Prevention Sciences</td>
<td>22</td>
<td>42.3</td>
</tr>
<tr>
<td>MPH in Health Promotion and Behavior</td>
<td>15</td>
<td>28.8</td>
</tr>
<tr>
<td>MPH in Health Management and Policy</td>
<td>12</td>
<td>23.1</td>
</tr>
</tbody>
</table>

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>45</td>
<td>86.5</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>13.5</td>
</tr>
</tbody>
</table>

Table 5

I am interested in applying for a doctoral program in public health if it is offered by the Institute of Public Health at Georgia State University.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>63.5</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>36.5</td>
</tr>
</tbody>
</table>

Table 6

I have applied for a doctoral program in public health at another institution because it was not offered by the Institute of Public Health at Georgia State University.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>55.8</td>
</tr>
<tr>
<td>Not applicable</td>
<td>20</td>
<td>38.5</td>
</tr>
</tbody>
</table>
## Cross Tabulations by Program

### Table 7

<table>
<thead>
<tr>
<th>Statement</th>
<th>MPH in Prevention Sciences Mean</th>
<th>MPH in Health Promotion and Behavior Mean</th>
<th>MPH in Health Management and Policy Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the Institute are interested in the academic development of graduate majors.</td>
<td>4.36</td>
<td>4.27</td>
<td>4.58</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>4.09</td>
<td>4.00</td>
<td>3.83</td>
</tr>
<tr>
<td>Faculty in the Institute are appropriately prepared for their courses.</td>
<td>3.55</td>
<td>3.87</td>
<td>4.33</td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>4.23</td>
<td>3.87</td>
<td>4.17</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>4.18</td>
<td>4.13</td>
<td>4.42</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>4.45</td>
<td>4.00</td>
<td>4.33</td>
</tr>
</tbody>
</table>

Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/Not applicable (NA)" excluded from analysis.
Table 8

<table>
<thead>
<tr>
<th></th>
<th>MPH in Prevention Sciences</th>
<th>MPH in Health Promotion and Behavior</th>
<th>MPH in Health Management and Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the Institute</td>
<td>3.80</td>
<td>4.14</td>
<td>3.45</td>
</tr>
<tr>
<td>Career advisement available in the Institute</td>
<td>3.58</td>
<td>3.11</td>
<td>3.50</td>
</tr>
<tr>
<td>Availability of faculty to students outside the class</td>
<td>3.91</td>
<td>4.33</td>
<td>4.33</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>4.14</td>
<td>3.80</td>
<td>3.83</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>4.29</td>
<td>3.73</td>
<td>3.92</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>3.32</td>
<td>3.20</td>
<td>3.50</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>3.45</td>
<td>3.13</td>
<td>3.42</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>4.09</td>
<td>4.40</td>
<td>4.58</td>
</tr>
</tbody>
</table>

Mean range: 1=poor to 5=excellent; "Don’t know/not applicable (NA)" excluded from analysis.

Table 9

*I am interested in applying for a doctoral program in public health if it is offered by the Institute of Public Health at Georgia State University.*

<table>
<thead>
<tr>
<th>Graduate Certificate Program in Public Health</th>
<th>MPH in Prevention Sciences</th>
<th>MPH in Health Promotion and Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>22.7</td>
</tr>
</tbody>
</table>

190
**GRADUATE ALUMNI SURVEY FINDINGS**  
*April 2009*

**N = 15 (Response rate = 35.7 percent)**  
*University (37 departments) N = 1392 (Response rate = 43.2 percent)**

<table>
<thead>
<tr>
<th><strong>Table 1</strong></th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>3 20.0</td>
<td>3 20.0</td>
<td>9 60.0</td>
<td>0 .0</td>
<td>4.40</td>
<td>4.22</td>
<td>69</td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>6 40.0</td>
<td>6 40.0</td>
<td>3 20.0</td>
<td>0 .0</td>
<td>3.80</td>
<td>3.98</td>
<td>30</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>0 .0</td>
<td>1 6.7</td>
<td>3 20.0</td>
<td>5 33.3</td>
<td>6 40.0</td>
<td>0 .0</td>
<td>4.07</td>
<td>4.24</td>
<td>29</td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>0 .0</td>
<td>2 13.3</td>
<td>3 20.0</td>
<td>6 40.0</td>
<td>4 26.7</td>
<td>0 .0</td>
<td>3.80</td>
<td>4.05</td>
<td>19</td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>0 .0</td>
<td>2 13.3</td>
<td>3 20.0</td>
<td>3 20.0</td>
<td>7 46.7</td>
<td>0 .0</td>
<td>4.00</td>
<td>4.03</td>
<td>40</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>0 .0</td>
<td>0 .0</td>
<td>1 6.7</td>
<td>1 6.7</td>
<td>13 86.7</td>
<td>0 .0</td>
<td>4.80</td>
<td>4.39</td>
<td>91</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.**  
**Percentile Ranking based on 30 Departments**
### Table 2

<table>
<thead>
<tr>
<th>Service</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don’t know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>0</td>
<td>1</td>
<td>6.7</td>
<td>6</td>
<td>40.0</td>
<td>6</td>
<td>40.0</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>1</td>
<td>7.1</td>
<td>2</td>
<td>14.3</td>
<td>6</td>
<td>42.9</td>
<td>3</td>
<td>21.4</td>
<td>1</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>6.7</td>
<td>3</td>
<td>20.0</td>
<td>5</td>
<td>33.3</td>
<td>6</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>33.3</td>
<td>5</td>
<td>33.3</td>
<td>5</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>20.0</td>
<td>10</td>
<td>66.7</td>
<td>2</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>6.7</td>
<td>3</td>
<td>20.0</td>
<td>7</td>
<td>45.7</td>
<td>4</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>20.0</td>
<td>2</td>
<td>13.3</td>
<td>7</td>
<td>45.7</td>
<td>3</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.1</td>
<td>6.7</td>
<td>5</td>
<td>33.3</td>
<td>9</td>
<td>60.0</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; "Don’t know/not applicable (NA)" excluded from analysis.

**Percentile Ranking based on 38 Departments

### Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>7.1</td>
</tr>
</tbody>
</table>

**Supplemental Questions Provided by the Institute of Public Health**

192
Table 4

Graduate Program

<table>
<thead>
<tr>
<th>Program</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate Program in Public Health</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>MPH in Prevention Sciences</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>MPH in Health Promotion and Behavior</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>MPH in Health Management and Policy</td>
<td>3</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Table 5

I am interested in applying for a doctoral program in public health if it is offered by the Institute of Public Health at Georgia State University.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>26.7</td>
</tr>
</tbody>
</table>

Table 6

I have applied for a doctoral program in public health at another institution because it was not offered by the Institute of Public Health at Georgia State University.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>69.2</td>
</tr>
</tbody>
</table>
Cross Tabulations by Program

Table 7

<table>
<thead>
<tr>
<th>Statement</th>
<th>MPH in Prevention Sciences Mean</th>
<th>MPH in Health Promotion and Behavior Mean</th>
<th>MPH in Health Management and Policy Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the Institute are interested in the academic development of graduate majors.</td>
<td>4.57</td>
<td>4.40</td>
<td>4.00</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>3.71</td>
<td>4.00</td>
<td>3.67</td>
</tr>
<tr>
<td>Faculty in the Institute are appropriately prepared for their courses.</td>
<td>3.86</td>
<td>4.40</td>
<td>4.00</td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>3.86</td>
<td>3.80</td>
<td>3.67</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>4.14</td>
<td>4.00</td>
<td>3.67</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>4.71</td>
<td>5.00</td>
<td>4.67</td>
</tr>
</tbody>
</table>

Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/Not applicable (NA)" excluded from analysis.

Table 8

<table>
<thead>
<tr>
<th>Statement</th>
<th>MPH in Prevention Sciences Mean</th>
<th>MPH in Health Promotion and Behavior Mean</th>
<th>MPH in Health Management and Policy Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the Institute</td>
<td>4.00</td>
<td>3.00</td>
<td>3.67</td>
</tr>
<tr>
<td>Career advisement available in the Institute</td>
<td>4.14</td>
<td>2.50</td>
<td>3.00</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>4.29</td>
<td>3.80</td>
<td>4.00</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>4.00</td>
<td>3.80</td>
<td>4.33</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>3.86</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>3.71</td>
<td>4.20</td>
<td>4.00</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>4.00</td>
<td>3.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>4.29</td>
<td>4.80</td>
<td>4.67</td>
</tr>
</tbody>
</table>

Mean range: 1=poor to 5=excellent; "Don’t know/not applicable (NA)" excluded from analysis.

Table 9
I am interested in applying for a doctoral program in public health if it is offered by the Institute of Public Health at Georgia State University.

<table>
<thead>
<tr>
<th>Program</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate Program in Public Health</td>
<td>6</td>
<td>85.7</td>
<td>3</td>
<td>60.0</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>MPH in Prevention Sciences</td>
<td>2</td>
<td>33.3</td>
<td>2</td>
<td>40.0</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Appendix D6  Advisement Procedures

Procedural Matters – Applicable to All Graduate Students Faculty Advisors

Upon admission to the MPH degree program or the GCPH program, each student is assigned a faculty advisor who will remain the student’s advisor throughout the duration of the student’s graduate studies. Any request for change in faculty advisor should be made to the graduate program coordinator or the director of the Institute of Public Health. Advisors are responsible for approving student advisee’s program of study form as follows:

MASTER OF PUBLIC HEALTH

Program of Study Worksheet

Student Name: _____________________________  Panther ID _____________

Public Health Specialty Track (check):  □ Health Promotion and Behavior  
□ Health Management and Policy  
□ Prevention Sciences

Faculty Advisor:_________________________________________________

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>HOURS</th>
<th>TERM/YEAR COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH7011</td>
<td>Epidemiology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7017/STAT7010</td>
<td>Biostatistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7019</td>
<td>Public Health Research Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7140</td>
<td>Social and Behavioral Dimensions of Public Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7150</td>
<td>Environmental Health</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH7160</td>
<td>Introduction to the Healthcare System</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 7010</td>
<td>Foundations of Public Health Administration and Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIALITY TRACK COURSES (12 SEMESTER HOURS)

Please see the Student Handbook for specific specialty track requirements.

<p>|                      |                      | 3     |                     |       |
|                      |                      | 3     |                     |       |
|                      |                      | 3     |                     |       |
|                      |                      | 3     |                     |       |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTIVE COURSES (3 SEMESTER HOURS)</td>
<td></td>
</tr>
<tr>
<td>PRACTICUM OR INTERNSHIP (3 SEMESTER HOURS)</td>
<td></td>
</tr>
<tr>
<td>PH7960</td>
<td></td>
</tr>
<tr>
<td>THESIS OR CAPSTONE EXPERIENCE (3 SEMESTER HOURS)</td>
<td></td>
</tr>
<tr>
<td>PH7990</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

______________________________________________

Signature of Student

______________________________________________

Signature of Advisor

______________________________________________

Approval of Graduate Program Coordinator or Director

198
GRADUATE CERTIFICATE IN PUBLIC HEALTH APPLICATION FOR COMPLETION

Name: ________________________________________________________________

Address: ______________________________________________________________

Student ID: ____________________________________________________________

Term you expect to complete certificate requirements: ________________________

**Core Courses** - Please indicate the terms in which you completed the core courses required for the certificate in Public Health:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH7010</td>
<td>Foundations of Public Health</td>
<td></td>
</tr>
<tr>
<td>PH 7011/ANTH 6044</td>
<td>Epidemiology</td>
<td></td>
</tr>
<tr>
<td>Math 6544/STAT7010</td>
<td>Biostatistics</td>
<td></td>
</tr>
</tbody>
</table>

**Electives** - Please list the courses taken to fulfill the two elective courses requirement:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_________________________        ___________________________  
SIGNATURE OF ADVISOR              DATE
Definition / Criteria for Graduate Faculty Status

Revised Policy

College of Health and Human Sciences
Georgia State University
Policy for Graduate Faculty Designation

BACKGROUND
The College document for Graduate Faculty Designation follows section 306.07 of the GSU Handbook (http://www.gsu.edu/%7Ewwwfhb/fhb.html).

ELIGIBILITY CRITERIA FOR GRADUATE FACULTY STATUS
A graduate faculty member must:

- Hold an appropriate terminal degree as determined by the college and academic unit,
- Have an appointment at the assistant professor level or higher,
- Demonstrate current scholarly competence, and
- Demonstrate effective graduate teaching.

Current scholarly competence for a graduate faculty member means that he/she is presently an active, productive scholar and an effective teacher at the graduate level. Activity that suggests being an active and productive scholar includes several accomplishments during the past five years from among the following:

- Scholarly books,
- Refereed articles in scholarly journals,
- Chapters in scholarly books,
- Abstracts/presentations in scholarly conference proceedings,
- Research grant applications, and
- Editorships of scholarly journals.

Examples of activity that suggest an effective teacher at the graduate level include:

- Awards for outstanding teaching, which include graduate courses,
- Instructional innovation grant submissions,
- Student evaluations indicating graduate teaching excellence,
- Graduate student accomplishments (professional organization awards, thesis topic accepted for presentation at professional conference, etc.),
- Guidance of graduate students’ research projects,
- Innovations in course design or delivery,
- Publications in the area of pedagogy, and
- Other activities deemed appropriate by individual academic units.
DUTIES OF FULL GRADUATE FACULTY AND PROVISIONAL GRADUATE FACULTY

Full graduate faculty can:
- Teach doctoral courses,
- Teach research oriented masters courses\(^1\) (as identified by the academic unit head),
- Serve as a chair, member, or reader of doctoral dissertation committees,\(^2\)
- Direct masters theses.

Provisional graduate faculty can:
- Teach doctoral courses,
- Teach research-oriented masters courses\(^1\) (as identified by the academic unit head),
- Serve as a member, or reader of doctoral dissertation committees\(^2\),
- Direct masters theses.

PROCESS FOR GRADUATE FACULTY APPLICATION

I. Application

Faculty requesting consideration for graduate faculty status should submit their application to the chair of the Graduate Faculty Committee during the Fall or Spring semester call for graduate faculty applications. Application materials vary as follows based on the stage and/or level of graduate faculty status for which the applicant applies.

A. Initial Application

Faculty applying for graduate faculty status for the first time should provide a full application packet that includes the following materials:

1. Cover Sheet
2. Current curriculum vitae
3. Three (3) samples of scholarly work (refereed journal articles, books, book chapters, and invited papers, and grant submissions) published during the past five years. Only copies of the front material, which includes the publication source, author/s, and abstract/or introduction of the publication, should be submitted.
4. A list of graduate courses taught over the past five years (including the semester and year and the course prefix and title)
5. Course evaluations documenting teaching effectiveness in graduate courses over the past five years
6. A list of graduate committees chaired or served on over the past five years (including student name, thesis/dissertation title, and indication of position as chair or member of committee).

\(^1\) It is understood that most graduate courses at the master’s level have a research orientation. It would be the exception if a course did not.

\(^2\) An exception can be made in that one member of a doctoral committee who is not a member of the graduate faculty can be included as part of a doctoral dissertation committee if he/she brings special needed expertise to that committee.
Faculty who have never taught a graduate course or never served on a graduate thesis or dissertation committee will be considered for provisional graduate faculty status with the submission of items 1 through 3.

Provisional graduate faculty status will give the faculty member the opportunity to teach graduate courses and to serve on graduate committees, enhancing their future application for full graduate faculty status.

Faculty seeking full graduate faculty status at initial application should provide materials described in items 1 through 6.

B. Application to Full Graduate Faculty Status from Provisional Graduate Faculty Status

An appointment to provisional graduate faculty status is for a term of up to five (5) years and is not renewable. Faculty with provisional graduate faculty status may apply for full status at any time within the five-year provisional term. Faculty with provisional graduate faculty status applying for full graduate faculty status should provide a full application packet that includes the materials described in items 1 through 6 above (e.g., coversheet, current curriculum vitae, 3 exhibits of recent scholarly work, graduate level courses taught, graduate course evaluations, and a list of membership/leadership on graduate student committees).

C. Application for Renewal of Full Graduate Faculty Status

An appointment to full graduate faculty status is for a five-year term, which is renewable by re-application.

Faculty applying for renewal to full graduate faculty status should provide the coversheet and a current curriculum vita for review. A listing of graduate courses taught, with semesters/years delineated, as well as a listing of graduate committees served on, delineating semesters/years and position (i.e., member, chair), should accompany the vitae if this information is not clearly included within the vitae.

II. Review, Recommendation, and Notification

The Graduate Faculty Committee will review applicants’ materials during the semester of submission. A recommendation will be provided to the Dean of the College of Health and Human Sciences no later than six (6) weeks following the submission deadline. Applicants will be provided with a copy of this recommendation to the Dean. A rationale for the committees’ decision to not recommend graduate faculty status (either full or provisional) should be provided in the recommendation letter. College recommendations will be forwarded through the Dean to the Provost/Vice President for Academic Affairs for final approval of the graduate faculty appointment. The Dean of the College of Health and Human Sciences will provide notification of final appointment to the applicant.

Approved 4/13/04
Appendix A

Cover Sheet for Graduate Faculty Status Application

COLLEGE OF HEALTH AND HUMAN SCIENCES
Georgia State University

Name: _______________________________  Department: _______________________________

Submission Date: __________________

Application Type: ± New Application
(select one) ± Application for promotion to Full from Provisional Status
± Application for Renewal of Full Graduate Faculty Status

Mandatory Items to Submit

Checklist:
± Current Curriculum Vitae (Attach)
± Scholarly Work (3 Samples published within past 5 years, cover sheets only)
± Graduate Courses Taught (complete and attach Table 1)
± Course Evaluations (include all from past 5 years, in chronological order)
± List of Graduate Student Committee Service (complete and attach Table 2)

Optional Additional Evidence as delineated by the Policy for Graduate Faculty Designation

Checklist:
± Other evidence of scholarly competence (see policy description)
(Please describe each)
± Other evidence of teaching competence (see policy description)
(Please describe each)

Table 1: Graduate Faculty Applicant Graduate Courses Taught in Past Five Years

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course Number and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Graduate Faculty Applicant Committee Service for Past Five Years

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Student’s Name</th>
<th>Thesis/Dissertation Title</th>
<th>Committee Position*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Delineate if served as chair or member of committee.
Approved 4/13/04
List of Graduate Faculty Members

Dr. Michael Eriksen (08-09)
Dr. Karen Gieseke (10-11)
Dr. John Lutzker (12-13)
Dr. Frances McCarty (11-12)
Dr. Ike Okosun (08-09)
Dr. Richard Rothenberg (11-12)
Dr. Christine Stauber (12-13)
Dr. Kymberle Sterling (12-13)
Dr. Sheryl Strasser (12-13)
Dr. Monica Swahn (11-12)
Mr. Russ Toal (09-10)
DANIEL BERNARD CRIMMINS, PH.D.

MAILING ADDRESS

Center for Leadership in Disability / UCEDD
College of Health and Human Sciences
Georgia State University
Box 3995
Atlanta, GA 30302-3995
404.413.1286 (office) / 404.357.3934 (cell)
dcrimmins@gsu.edu (E-mail)

OFFICE LOCATION

Center for Leadership in Disability
Center for Healthy Development
Suite 1700
34 Peachtree St.
Atlanta, GA 30303

HOME ADDRESS

763 Amsterdam Ave.
Atlanta, GA 30306
678.705.2218 (Home) / 914.548.5858 (Cell)
crimmins.daniel@gmail.com (E-mail)

PROFESSIONAL EXPERIENCE (Full Time)

2008 - Present  Director, Center for Leadership in Disability, a University Center for Excellence in Developmental Disabilities (UCEDD) program at Georgia State University (GSU), Atlanta, GA
2009 - Present  Clinical Professor, Institute of Public Health (IPH), College of Health and Human Sciences (CHHS), GSU, Atlanta, GA
2008 - 2009  Visiting Professor, IPH, CHHS, GSU, Atlanta, GA
2008 -2009  Director, Marcus Institute UCEDD, Atlanta, GA
2008-2009  Clinical Associate Professor, Department of Pediatrics, Emory University School of Medicine, Atlanta, GA
2007 - 2008  Associate Director, Marcus Institute UCEDD, Atlanta, GA
2005 - 2007  Vice President for Community Programs, Westchester Institute for Human Development (WIHD)/ UCEDD, Valhalla, NY
1998 - 2005  Director of School and Community Services, WIHD, Valhalla, NY
1994 - 2007  Associate Director, Department of Disability and Human Development, School of Public Health (SPH), New York Medical College (NYMC), Valhalla, NY
1989 - 2008  Associate Professor, SPH, NYMC, Valhalla, NY
1985 - 2008  Assistant Professor of Psychiatry, NYMC, Valhalla, NY
2002 - 2003  Robert Wood Johnson Health Policy Fellow, Institute of Medicine (9/02-12/02) and Staff of U.S. Senator James M. Jeffords (1/03-10/03), Washington, DC
1985 - 1998  Director of Psychology, WIHD, Valhalla, NY
1983 - 1985  Director of Psychology, Suffolk Child Development Center, Smithtown, NY
1981 - 1983  Staff Psychologist, Greer-Woodycrest Children's Services, Pomona, NY
1978 - 1979  Staff Psychologist, Broome Developmental Center, Binghamton, NY

PROFESSIONAL EXPERIENCE (Part Time)

2005 - 2007  Adjunct Professor of Special Education, Hunter College, New York, NY
1990 - 2002  Adjunct Associate Professor of Special Education, Hunter College, New York, NY
1995 - 2000  Adjunct Assistant Professor of Pediatrics, New York Medical College, Valhalla, NY
1989 - 1995  Adjunct Assistant Professor of Psychology, Fordham University, Bronx, NY
1984 - 1985  Adjunct Assistant Professor of Psychology, SUNY at Stony Brook, NY
1981      Lecturer, Jackson State University, Jackson, Mississippi
1981      Instructor, Hinds Junior College, Raymond, Mississippi
1980      Lecturer, SUNY at Binghamton, Binghamton, New York

EDUCATION

University of Mississippi Medical Center  Internship  1981  Clinical Psychology
SUNY at Binghamton                         Ph.D.  1984  Psychology (Clinical)
SUNY at Binghamton                         M.A.  1978  Psychology
SUNY at Binghamton                         B.A.  1975  Psychology

LICENSURE

New York                                Psychology    #7738

PUBLICATIONS (Peer Reviewed)


**CHAPTERS/BOOKS/TECHNICAL REPORTS/AV PRODUCTS**


Farrell, A. & Crimmins, D. (2001). Coping with disaster: Suggestions for helping children with cognitive disabilities. Originally posted on www.projectcope.org; currently posted at www.acf.dhhs.gov/programs/add/Sept11/addcoping.html {Original paper was translated into Spanish, Chinese, and Russian for dissemination in the immediate aftermath of September 11th 2001. This paper was also posted on the websites of numerous disability organizations and portions were reprinted in publications of the Ohio Developmental Disabilities Council, the Autism Society of America, and American Society of Safety Engineers.}


{The MAS has been translated into Spanish, French, Dutch, Swedish, and Japanese.}


**PROGRAM GRANTS**

Principal Investigator, Grant for Disability Partnership between the Center for Leadership in Disability at Georgia State University and the Satcher Health Leadership Institute at Morehouse School of Medicine, Administration on Developmental Disabilities, Period – 2009-12, Funding - $675,000.

Principal Investigator, Grant for core funding of the Center for Leadership in Disability as a University Center for Excellence in Developmental Disabilities, Administration on Developmental Disabilities, Period – 2009-14, Funding - $2,640,000.

Principal Investigator, Sub-contract for the University Center for Excellence in Developmental Disabilities to Georgia State University from the National Center on Learning and Development, Period – 2008-09, Funding - $520,000.

Associate Project Director, Grant for core funding of the Marcus Institute as a University Center for Excellence in Developmental Disabilities, Administration on Developmental Disabilities, Period – 2007-08, Funding - $490,000.
Co-author and Associate Director, Grants to provide core funding as a University Center for Excellence in Developmental Disabilities (formerly University Affiliated Program), Administration on Developmental Disabilities, Grant periods - 1986-89, 1989-92, 1992-97, 1997-2002, 2002-07; Cumulative funding - $5,900,000.

Co-author, with significant programmatic responsibilities, Grants to provide interdisciplinary Leadership Education in Neurodevelopmental and Related Disabilities (LEND Program), Maternal Child Health Bureau, Grant periods - 1988-91, 1991-95, 1995-2000, 2000-06, 2006-11; Cumulative funding - $10,775,000.

**GRANTS AND CONTRACTS**

Principal Investigator, Research Topics of Interest, Association of University Centers on Disabilities/Centers for Disease Control and Prevention (AUCD/CDC) Cooperative Agreement, Addressing disparities in *Learn the Signs-Act Early*, Period – 2009-11, Funding - $300,000.

Principal Investigator, Investigator-initiated Research, AUCD/CDC Cooperative Agreement, Parents as detailers for *Learn the Signs-Act Early*, Period – 2009-10, Funding - $100,000.

Project Director, Contract to provide continuing education to physicians and parents of children with disabilities, Marcus Autism Center, Period – 2009-10, Funding - $80,000.

Project Director, Contract to provide in-home services to families of children with autism, Georgia Department of Human Resources, Period – 2007-08, Funding - $350,000.

Project Director, Grant to develop innovations in services for children with autism, Georgia Walk for Autism, Period – 2007-08, Funding - $550,000.

Project director, Grant to develop a curriculum on health self-advocacy, New York State Developmental Disabilities Planning Council, subcontracted from the Self-advocacy Association of New York State, Grant period 2005-2007, Total - $135,000.

Project director, Grant to develop training materials and enhance statewide capacity for training in the area of positive behavior supports for school teams and for parents of young children with autism-spectrum disorders, New York State Developmental Disabilities Planning Council, Grant period 2003-2006, Total -$690,000.

Project director, Contracts for training and technical assistance on behavioral issues and best educational practices for students with disabilities for various schools and service agencies from 1985 to present, including, for example, Nassau BOCES from 2002-03 to 2006-07, District 75/Citywide Programs of the New York City Board of Education from 1987-88 to 1998-99, New York City Board of Education from 1999-2000 to 2000-01), Greenwich Public Schools from 1997-98 to 1999-2000, Children’s School for Early Development from 1985-
86 to 2005-06, Search Day Program from 1995-96 to 2000-01, and the Jewish Guild for the Blind from 1987-88 to 1994-95, Total – > $1,500,000.


Project director, Grant for Project Cope to provide information on supporting individuals with cognitive disabilities in coping with the disaster of September 11, 2001, Administration on Developmental Disabilities, Contract period 2001-02, Total - $100,000.

Project director, Grant to provide a statewide train-the-trainers program in functional behavioral assessments and positive behavior intervention planning, New York State Developmental Disabilities Planning Council, Grant period 2001-2002, Total - $150,000.

Project director, Special grant to the New York Autism Network to conduct a study of the availability and effectiveness of preschool programs for children with autism, New York State Education Department, Grant period 2000-2001, Total - $200,000.

Regional site director, New York City and Lower Hudson Valley Regional Center of the New York Autism Network, grant to provide training and technical assistance to improve educational services for students with autism, New York State Education Department, Grant period 1997-2001, Total - $192,000.

Project co-director, Grant to the University at Albany to provide two one-day training conferences on functional assessment and positive behavior support, New York State Developmental Disabilities Planning Council, Grant period 1999, WIHD managed $34,000 of the $78,000 project.

Project director, Grants to provide training and technical assistance on positive behavioral supports to assist programs to better serve individuals with developmental disabilities who exhibit challenging behaviors, Administration on Developmental Disabilities, Contract periods 1991-93, 1993-97, 1997-2001, Total - $1,000,000.

Project director, Grant to prepare leadership professionals to implement effective transition planning and individualized supports for adolescents with developmental disabilities, U.S. Department of Education, grant period 1992-1995, Total - $165,000.

Project director, Grant to provide training and technical assistance to personnel serving transition-age students with dual sensory impairments who exhibit challenging behaviors. New York State Education Department, Grant period 1990-91, Total - $75,000.

Project director, Contract for demonstration of functional communication training for students with dual sensory impairments and severe behavior problems, New York State Education Department, Contract period 1989-90, Total $20,500.

Project director, Grant to develop training materials on educating students with severe disabilities for members of Committees on Special Education, New York State Education Department, Grant period 1988-91, Total - $450,000.
Project co-director, Grant to establish a technical assistance center to assist in the training of direct care service providers for community-based programs, Administration on Developmental Disabilities, Grant period 1988-89, Total - $75,000.

CONFERENCE PRESENTATIONS (Peer Reviewed)


Crimmins, D., Farrell, A.F., & Smith, P. (2007, March). *Positive strategies 1 and 2: Conducting the FBA and developing the BIP.* Presentation to the annual conference of the Association for Positive Behavior Support, Boston, MA.


**OTHER CONFERENCE PRESENTATIONS (Poster Presentations)**

Association for Positive Behavior Support—2007
Association of University Centers on Disability (formerly AAUAP)—2001, 2006
Berkshire Association for Behavior Analysis and Therapy—1983
International Conference on Infant Mental Health—1986
Society for Research in Child Development—1987
Southeastern Psychological Association—1982

**INVITED PRESENTATIONS AND WORKSHOPS**

presented at the annual meeting of the Association of University Centers on Disabilities, Washington, DC.


Crimmins, D. (2009, May). *Selecting and teaching skill alternatives to challenging behavior.* Presentation as part of the TASH Webinar Series on Positive Behavior Support (Session 5 of 6).

Crimmins, D. (2009, April). *Developing and delivering individualized positive behavior supports.* Two presentations as part of a to one-day workshop Focus on Behavior Specialists, Atlanta, GA.


Crimmins, D. & Ramirez, S. (2009, September). *When behaviors speak louder than words, positive behavior supports help us listen.* Presentation to the Dougherty County Health Department, Albany GA.

Crimmins, D., & Ramirez, S. (2008, October). *Positive strategies for home and school.* Presentation as part of the Parent Leadership Coalition Series on behalf of the Hall County Navigator Team, Gainesville, GA.


Crimmins, D. (2008, September). *When behaviors speak louder than words, positive behavior supports help us listen.* Presentation to the Annual Meeting of the ARC of Georgia, Macon, GA.

Crimmins, D. (2008, September). *Establishing a UCEDD at GSU.* Presentation to the Center for Research in Atypical Development and Learning (CRADL) Works in Progress series, Georgia State University, Atlanta, GA.
Crimmins, D. (2008, September). *Positive strategies for home and school.* Workshop presented as part of the Parent Leadership Coalition Series on behalf of the Newton County Navigator Team, Coverdale, GA.


Crimmins, D. (2008, April). *Coping with trauma and autism: What we know and what we don’t.* Presentation to the 2nd Annual Human Development Center Institute, New Orleans, LA.


Crimmins, D. (2008, March). *Positive strategies for home and school.* Presentation as part of the Parent Leadership Coalition Series on behalf of the Ben Hill County Navigator Team, Fitzgerald, GA.


Crimmins, D.B. (2007, February). *Individualized positive behavioral supports: A great idea, important to do, but you've got to be kidding me!* Presentation at the Marcus Institute, Atlanta, GA.


Crimmins, D.B. (2005, November). The truth, the whole truth, and nothing but the truth: Negotiating the communication challenges in early intervention. *Keynote presentation to the annual conference of the Dutchess-Ulster Early Intervention Providers, Poughkeepsie, NY.*


Crimmins, D.B. (2000, June). *Stress management and anger control.* Workshop presented as part of the one-day conference on Tools for Success: Building a Future for your Child, Orange County Department of Mental Health, Goshen, NY.

222


Crimmins, D.B., & Smith, P. (1999, August). *Positive behavioral support: Understanding, preventing and replacing behavior problems.* Ten-hour workshop provided over three half-days for parents, Orange County Department of Mental Health, Goshen NY.


Crimmins, D.B. (1998, October). *Understanding, preventing and replacing behavior problems.* Three-session workshop sponsored by the Orange County Department of Mental Health, Goshen, NY.


Crimmins, D.B. (1997, March). *Behavior and communication.* Presentation at the Marcus Center and Emory University, Atlanta.


Crimmins, D.B. (1993, May). *Functioning communication training: Are we teaching students to say what they want to say?* Presentation to the Ohio School Psychologists Association, Columbus, OH.


Crimmins, D.B. (1989, September). *Functional communication training: Are we teaching children to say what they want to say?* Keynote address to the combined annual meetings of the Utah Speech and Hearing Association and the Utah Statewide Augmentative/Assistive/Alternative Communication Teams, Salt Lake City, UT.


**EDITORIAL EXPERIENCE (AD HOC REVIEWS)**

- American Journal of Mental Retardation
- Child Behavior Therapy
- Institute of Medicine
- Focus
- Journal of Applied Behavior Analysis
- Journal of Autism and Developmental Disorders
- Journal of Organizational Behavior Management
- Journal of Positive Behavior Interventions
- The Journal of the Association for Persons with Severe Handicaps

**PROFESSIONAL ORGANIZATIONS**

- American Association on Intellectual and Developmental Disabilities
- American Psychological Association (Divisions 12, 25, 33, 37)
- Association for Behavior and Cognitive Therapies (formerly AABT)
- Association for Positive Behavior Support

**UNIVERSITY AND COMMUNITY SERVICE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 – Present</td>
<td>Member, Georgia Quest for Quality Inclusion State Leadership Team</td>
</tr>
<tr>
<td>2008 – Present</td>
<td>Member, Early Childhood Comprehensive Services, Steering Committee</td>
</tr>
<tr>
<td>2008 – Present</td>
<td>Member, Georgia Council on Developmental Disabilities</td>
</tr>
<tr>
<td>2008 – Present</td>
<td>Member, Community Advisory Council, Institute on Human Development and Disability, University of Georgia UCEDD</td>
</tr>
<tr>
<td>2005 – Present</td>
<td>Member-at-large (2005-2007), Treasurer (2007-2009), and President-Elect Board of Directors, AUCD (serving on Finance and Program Committees)</td>
</tr>
<tr>
<td>(2009-2010)</td>
<td>Annual meeting planning committee, Association of University Centers on Disabilities (AUCD)</td>
</tr>
<tr>
<td>2007</td>
<td>Designee, Georgia Governor’s Council on Developmental Disabilities</td>
</tr>
<tr>
<td>2007</td>
<td>Designee, Community Advisory Council, Institute on Human Development and Disability, University of Georgia UCEDD</td>
</tr>
<tr>
<td>2007</td>
<td>Member, Georgia Department of Human Resources Commissioner’s Advisory Council of Georgia Regional Hospital - Atlanta</td>
</tr>
</tbody>
</table>
2007  Annual meeting planning committee, Association of University Centers on Disabilities
2006  Annual meeting planning committee, Association of University Centers on Disabilities
2003 – 2007  Committee for the Protection of Human Subjects, NYMC
2006  Consultant to Special Education Policy Unit, New York State Education Department
2004  Search Committee for Dean of School of Public Health, NYMC
2003 – 2004  Consultant to New York State Education Department Program Development Grants
2003 – 2004  Superintendent’s Advisory Committees on Autism and Positive Behavior Support, District 75, New York City Department of Education
2000  Program Committee, Association for the Advancement of Behavior Therapy
1999 - 2002  Steering Committee, National Community Education Director’s Council, Association of University Centers on Disability (Vice-chair, 2001-2002)
1999  Annual meeting planning committee, American Association for Behavior Therapy
1998  Chair, Positive Behavioral Strategies Work Group of the Children’s Issues Committee, New York State Developmental Disabilities Planning Council
1996  New York City Advisory Committee, Inclusion of Students with Emotional Disturbance: New York Systems Change Project, Syracuse University and New York State Education Department
1995  Program Committee, Association for the Advancement of Behavior Therapy
1994 - 1995  Task Group on Institutional Effectiveness and Outcomes, NYMC
1994 - 1997  Academic Policy Committee, Graduate School of Health Sciences, NYMC
1994 - 1996  Compact for Learning/Shared Decision Making Committee, Haldane Elementary School, Cold Spring, NY
1993 - 1994  Strategic Planning Subcommittee on Academic Quality, NYMC
1986 - 1990  Bioethics Committee, Westchester County Medical Center

229
UNIVERSITY TEACHING

- Perspectives: The Experience of Disability in America (2 credits – undergraduate), Georgia State University (2009).
- Health Policymaking in the United States (3 credits), School of Public Health, New York Medical College (2004, 2005 [spring and fall])
- Classroom Management in Special Education and Inclusive Settings (3 credits), Department of Special Education, Hunter College, City University of New York (1989 to 2002, 2005 to 2007)
- LEND Program, annual lectures and workshops on public policy and leadership development as part of interdisciplinary leadership training program, Westchester Institute on Human Development and Center on Health and Disability, School of Public Health, New York Medical College (1985-86 to 2005-06)
- Behavior Therapy, annual, five-session course for PGY4 Residents, Department of Psychiatry, New York Medical College (1992 to 1999)
- Behavioral Science, annual lecture on behavioral theory to first year medical school students, Department of Psychiatry, New York Medical College (1995 to 2007)

SUPERVISED STUDENT RESEARCH


PROFESSIONAL INTERESTS

Health, education, and disability policy

*Translating research to sustainable community practice in disability-related interventions*

Developing systems of behavioral support
Trends in services for children with autism
Training leadership skills
Enhancing quality of life outcomes

*Vita updated – September 2009*
Michael P. Eriksen

**Rank, academic discipline, institutions attended, degrees earned**

1983
- Doctor of Science
  - The Johns Hopkins University
  - School of Hygiene and Public Health

1976
- Master of Science
  - The Johns Hopkins University
  - School of Hygiene and Public Health

1972
- Bachelor of Arts
  - The Johns Hopkins University
  - Homewood Campus

**Scholarship and publication record for past five years**

**Journal articles**

**Published**


Accepted


Submitted


Book Chapters


**Books**


**Other publications**


**Funding**
External Research

Funded

2003 – 2009 Georgia Cancer Coalition
Distinguished Cancer Clinician and Scientist
P.I. Michael P. Eriksen, Sc.D. $750,000

2004 – 2009 Healthcare Georgia Foundation
“Policy Leadership for Active Youth (PLAY)”
P.I. Michael P. Eriksen, Sc.D. $611,011

2005 – 2008 Morehouse School of Medicine
Cancer Prevention Control Research Network $85,750

2003 – 2007 Healthcare Georgia Foundation
“Georgia Tobacco Policy Project (G-TOPP)”
P.I. Michael P. Eriksen, Sc.D. $240,000

2004 – 2007 American Legacy Foundation
“Georgia Tobacco Policy Project (G-TOPP)”
P.I. Michael P. Eriksen, Sc.D. $80,000

2006 Department of Justice
Facilitating Re-entry of HIV Positive Persons from
Prison to the Community
P.I. Michael P. Eriksen, Sc.D. $93,723

1989 – 1994 National Cancer Institute
ID #1U01-CA51671-01
"Work well - Cancer Prevention for Rural Energy Workers"
P.I. Michael P. Eriksen, Sc.D. $2.1 million

ID #1RO1-HL41278-01
"A Lung Risk Reduction Intervention Model for Painters"
P.I. Chris Y. Lovato, Ph.D.
Investigator: Michael P. Eriksen, Sc.D. $1.8 million

1987 – 1991 National Cancer Institute
ID #1RO1-CA45970-01
"Integrating Tobacco Prevention Programs in Schools"
P.I.: Guy Parcel, Ph.D.
Co P.I. Michael P. Eriksen, Sc.D. $2 million

1989 Physician Oncology Education Program $75,000
"Physician Leadership in Controlling Tobacco in Texas"
P.I. Michael P. Eriksen, Sc.D.

**Approved but not funded**

2005 National Institute for Drug Abuse
Minority Institutes’ Drug Abuse Research Development Program (MIDARP)

2003 Centers for Disease Control and Prevention
Prostate Cancer and GIS
P.I. Michael P. Eriksen, Sc.D.

**Pending review**

2008 Gates Foundation
Global Tobacco Control

**Other funding**

2007 Health Education Research
Editor

$13,400

**Internal Research**

Funded
2004 – present Partnership for Urban Health Research
$2 million/ year

**Professional activity**

**Academic Experience**

May 2008 to Present Adjunct Professor
Department of Pediatrics
Medical College of Georgia
Augusta, Georgia

November 2002 to Present Professor and Director
Institute of Public Health
Georgia State University
Atlanta, Georgia

April 1992 to September 2001 Adjunct Associate Professor of Cancer Prevention
Department of Behavioral Science
The University of Texas
MD Anderson Cancer Center
Houston, Texas
January 1988 to 1992 Visiting Lecturer
University of Limburg
Maastricht
The Netherlands

September 1986 to January 1992 Faculty Associate
Center for Health Promotion Research and Development
The University of Texas
Health Science Center
Houston, Texas

September 1986 to January 1992 Assistant Professor of Behavioral Sciences
The University of Texas
Health Science Center
Houston, Texas

September 1986 to January 1992 Director, Behavioral Research Program
Associate Health Educator
Assistant Professor of Cancer Prevention
Department of Cancer Prevention & Control
The University of Texas
M.D. Anderson Cancer Center
Houston, Texas

June 1975 to May 1978 Health Educator
Rural Dental Health Program
School of Dental Medicine
University of Pennsylvania
Philadelphia, Pennsylvania

Professional Experience

September 2000 to August 2002 CDC Distinguished Consultant
Assigned to World Health Organization
Geneva, Switzerland

September 1996 appointed to the Senior Executive Service

January 1992 to September 2000 Director
Office on Smoking and Health
National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention
Atlanta, Georgia
March 1982 to March 1986
Director
Preventive Medicine and Health Education
Pacific Bell
San Francisco, California

March 1978 to March 1982
Community Health Educator (50% time)
Health Education Center
State of Maryland
Department of Health and Mental Hygiene
Baltimore, Maryland

October 1972 to June 1973
Teacher
William S. Baer School
Baltimore City Public Schools
Baltimore, Maryland

Courses Taught

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2008</td>
<td>PH7140</td>
<td>Social and Behavioral Aspects of Public Health</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>PH7140</td>
<td>Social and Behavioral Aspects of Public Health</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>PH 7020</td>
<td>Principles of Tobacco Control</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>PH 7019</td>
<td>Public Health Research Methods</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>PH7140</td>
<td>Social and Behavioral Aspects of Public Health</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>PH7140</td>
<td>Social and Behavioral Aspects of Public Health</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>PH 7020</td>
<td>Principles of Tobacco Control</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>PH 7300</td>
<td>Urban Health</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>PH7140</td>
<td>Social and Behavioral Aspects of Public Health</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>PH 7020</td>
<td>Principles of Tobacco Control</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>PH 7300</td>
<td>Urban Health</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>PH7140</td>
<td>Social and Behavioral Aspects of Public Health</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>PH7140</td>
<td>Social and Behavioral Aspects of Public Health</td>
</tr>
<tr>
<td>Summer 2003</td>
<td>PH 7020</td>
<td>Principles of Tobacco Control</td>
</tr>
</tbody>
</table>

Scholarly activities with students

Dissertation Committees
Member:
Amy Gottlieb – University of Texas, Austin, Department of Health Education, current
Jean O’Conner – University of North Carolina Chapel Hill, current

Thesis Committees
Chaired:
Jennifer E. Boehm, Georgia State University, 2007
Meredith M. Madden, Georgia State University, 2007
Danielle Salas, Georgia State University, 2007
Samina Shariff, Georgia State University, 2007
Malikah Waajid, Georgia State University, 2007
Shaunta S. Parker, Georgia State University, 2006
Amy V. Patel, Georgia State University, 2006
Margaret Watson, Georgia State University, 2006

Member:
Sardar Ahmad, Georgia State University, 2007
Jennifer Jarrell, Georgia State University, 2007
Satvinder S. Dhingra, Georgia State University, 2006
Nehal Patel, Georgia State University, 2006
Sharon Prichett, Georgia State University, 2006
Janna F. Sayer, Georgia State University, 2006

Honors and Awards

2008
Gold Honorary Award
Health Promotion Foundation, Poland

2007
Admitted to Phi Beta Delta Honor Society for International Scholars

2007
Charles C. Shepard Science Award
Centers for Disease Control and Prevention
Nominee for Warren et al paper in Lancet (reference #7)

2005
Certificate of Recognition for Service to the
House Study Committee on Children:
Newborns to Age Five
Georgia General Assembly

2003 – 2009
Distinguished Cancer Scholar
Georgia Cancer Coalition

2002
Charles C. Shepard Science Award
Centers for Disease Control and Prevention
Outstanding Scientific Contribution to Public Health
The Surgeon General’s Reports on Smoking & Health

2000
Presidential Citation,
Rank of Meritorious Executive, Senior Executive Service

2000
U.S. Department of Health and Human Services
Secretary’s Award for Distinguished Service

1998
Distinguished Fellow
Society for Public Health Education

1998
Commemorative Medal
Tobacco OR Health Program
World Health Organization

1998
The 2nd Annual Roger Fossum Award
New Hampshire Public Health Association

1997
U.S. Department of Health and Human Services
Secretary’s Award for Distinguished Service

1996
The 2nd Annual Jeffrey P. Koplan Award
National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention
1996
One of 96 Southerners to Watch
The Atlanta Journal-Constitution
1995
Public Health Service
Superior Service Award
1994
Public Health Service
Special Recognition Award
1986
Contributing to a Smoke-Free Society
Certificate of Recognition
American Cancer Society
California Division
1985
Certificate of Recognition
American Cancer Society
California Division
1985
Breast Health Program
National Honors Citation
American Cancer Society
1983
Project Kids in Safety Seats (KISS)
Program Excellence Award
Society for Public Health Education
1978 – 1981
Occupational Health Education Fellow
National Institute of Occupational Safety and Health
Educational Resource Center
Training Grant Recipient

Service to the University, College, and Academic Unit

2008 – Present
Advisory Board, Center for Research on School Safety, School Climate and Classroom Management, Georgia State University
2008 – Present
Member, CHHS Strategic Planning Committee
2007 – 2008
Member, GSU Strategic Planning Committee
December 2006
GSU Commencement Speaker
May 2005
GSU Commencement Speaker
2004 – Present
Director, Partnership for Urban Health Research
2004 – Present
Member, Senate Committee on Academic Programs
2004 – Present
Member, Senate Research Committee
2004 – 2006
Member, CHHS Academic Affairs Committee
2004 – 2006
Member, Senate Budget Committee
2004 – 2005
Member, GSU Strategic Planning Committee
2002 – Present
Director, Institute of Public Health
Faculty Search Committees
2006 – 2007
Chair, Department of Criminal Justice
2005 – 2007
College of Law (2 faculty)
2004 – 2007
Department of Psychology (2 faculty)
2004 – 2005
Department of Sociology
2004 – 2005 Department of Communication
2003 – Present Institute of Public Health (12 faculty)

Service activities in professional organizations

Editor-in-Chief
*Health Education Research*

Editorial Boards

2004 to present  *Health Education and Behavior*
1992 to present  *Tobacco Control: An International Journal*
1986 to present  *American Journal of Health Promotion*
1984 to 1990  *Advances in Health Education and Promotion*
1984 to 1987  *Health Education Quarterly*

Elected Offices

Society for Public Health Education

1987 to 1988 President
1986 to 1987 President-Elect
1985 to 1987 Board of Trustees
1982 to 1984 Treasurer
1978 to 1981 Board of Trustees

Manuscript Review

*Annals of Epidemiology*
*Tobacco Control*
*American Journal of Public Health*
*Preventive Medicine*
*Health Promotion Practice*
*Health Education and Behavior*
*Social and Preventive Medicine*

Society Memberships

American Public Health Association
Society for Public Health Education

Service to the community

2006 – Present Advisor to the Bill and Melinda Gates Foundation
2006 – Present
Advisor to the CDC Foundation

2004 – Present
International Advisory Board
National Action Plan on NCD Prevention and Control
Pakistan

2004 – Present
Advisory Committee
National Health Research Institute
Taiwan

2004 – Present
Senior Program Consultant
Substance Abuse Policy Research Program
Robert Wood Johnson Foundation

2000 – 2006
Expert witness for the US Department of Justice
Robert Wood Johnson Foundation

1993 – 1996
National Advisory Committee
Tobacco Policy Research Program

1988 – 1992
Evaluation Advisory Panels
National Leadership Coalition on AIDS

1986 – 1992
Chair, American Public Health Association
Anti-Tobacco Initiative
Public Health Education Section

1986 – 1992
Scientific Advisory Committee
American Foundation for AIDS Research

1986 – 1992
Committee Members
Cancer Education in the Workplace
International Union against Cancer

1984 – 1992
Advisor/Reviewer
National Institutes of Health
NCI/NHLBI/NIDA

1984 – 1987
Chairman
Workplace Subcommittee
California Division
American Cancer Society

1984 – 1986
Chairman
Health Promotion Committee
San Francisco Employers Group on Health

1983 – 1992
Board of Directors
Americans for Non smoker's Rights

Additional significant activities

Congressional Testimonies

June 24, 1998
Congressional Children’s Caucus: Teen Tobacco Use

April 1, 1998
Senate Committee on Environment and Public Works: Secondhand Smoke

March 17, 1998
Senate Committee on Commerce, Science, and Transportation: Smokeless Tobacco
<table>
<thead>
<tr>
<th>Date</th>
<th>Committee/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 10, 1998</td>
<td>Senate Committee on Labor and Human Resources: Preventing Teen Tobacco Use</td>
</tr>
<tr>
<td>December 9, 1997</td>
<td>House Subcommittee on Health and the Environment: Preventing Teen Tobacco Use</td>
</tr>
<tr>
<td>November 11, 1994</td>
<td>House Subcommittee on Health and the Environment: Smokeless Tobacco</td>
</tr>
</tbody>
</table>
KAREN E. GIESEKER, PhD, MS,

Rank, academic discipline:
Assistant Professor, Institute of Public Health

Institutions attended, degrees earned

May 2002 PhD Analytical Health Sciences, Epidemiology - University of Colorado Health Sciences Center, Denver, CO – Dissertation Title: “Streptococcal Pharyngitis – Diagnostic and Statistical Implications of a National Clinical Standard on Population Outcomes”

June 1995 MS Biology - University of Denver, Denver, CO — Thesis Title: “The Isolation and Characterization of the Major Form of N-Acetylated Beta-Endorphin from the Intermediate Pituitary of the Toad, Bufo marinus”

Classwork 1989 MIM (Masters in International Management) - University of Denver, Denver, CO

June 1987 BS Biology - University of Denver, Denver, CO – Senior Honors Thesis Title: “The Effects of Nocodazole and Sucrose on Mitotic PtK-1 Cells”

Teaching load 6 courses/yr:

PH7011 Epidemiology for Public Health
PH8001 Epidemiology for Health Professionals
PH7280 Infectious Disease Epidemiology
PH7600 Global Health
PH7010 Foundations in Public Health Administration and Policy
PH7290 Case Studies in Epidemiology

Thesis/Capstone Chair or Committee Member: Avg 8 per year


Spring 2006 Risk Factors for HIV Transmission Among Hispanic Men Who Have Sex with Men in Atlanta by Denyse N.C. Nanan, Georgia State University, Atlanta, GA – Thesis Committee Member.

Summer 2006 Emerging Community Pathogens and the Educational Needs of Health Departments by Amy Patel, Georgia State University, Atlanta, GA – Thesis Committee Member.
Fall 2006 Factors Associated with Non-Adherence to DOT Among Foreign-Born Individuals in DeKalb County, GA by Kyra R. Loken, Georgia State University, and Atlanta, GA – Thesis Committee Chair. 
Fall 2006 Factors Associated with Condom Use in Sierra Leone, West Africa by Bilkisu Danjaji, Georgia State University, Atlanta, GA – Thesis Committee Member. 
Fall 2006 The Effect of Education on Self-Perceived Health Status in Adults Living in Poverty by Emeka Oraka, Georgia State University, Atlanta, GA – Thesis Committee Member. 
Fall 2006 HIV/AIDS Knowledge and Sexual Behavior: A Comparison Between Kenyan and Nigerian Women by Rosebud Mayanja, Georgia State University, Atlanta, GA – Thesis Committee Member. 
Spring 2007 Soil-Transmitted Helminths in Schoolchildren in Grand Bois Haiti: A Prevalence Study by John DePasquale, Georgia State University, Atlanta, GA – Thesis Committee Chair. 
Spring 2007 Physical Teen Dating Violence and Risk Behaviors among Black and Latino Teens by Belsie R. Gonzalez, Georgia State University, Atlanta, GA – Thesis Committee Member. 
Summer 2007 Gender Differences in Outcomes of an Acute Myocardial Infarction in African Americans by Saadia Khizer, Georgia State University, Atlanta, GA – Thesis Committee Chair. 
Summer 2007 The Seroprevalence of Nelson Bay Virus in Bats and Humans, the Isolation of a Previously Unknown Nelson Bay-Like Virus from Bats, and Its Significance within the Framework of Conservation Medicine and Public Health by Jennifer Oliver, Georgia State University, Atlanta, GA – Thesis Committee Chair. 
Summer 2007 Comparison of Antibiotic Susceptibility Profiles, Molecular Typing Patterns, and Attribution of Salmonella enteric Serotype Newport in the US, 2003-2006 by Nehal Patel, Georgia State University, Atlanta, GA – Thesis Committee Chair. 
Summer 2007 Multiple Sclerosis: Disease Distribution and Potential Impact of Environmental Exposures in Georgia by Anthony Gregory, Georgia State University, Atlanta, GA – Thesis Committee Member. 
Summer 2007 Demographic Factors Associated with Condom Use in 18-24 Year Olds For Two States, 1998 and 2000/2001 by Kimberly R. Glenn, Georgia State University, and Atlanta, GA – Thesis Committee Member. 
Fall 2007 Adolescent Attitudes and Motivations Towards Vaccination by Brendan Noggle, Georgia State University, Atlanta, GA – Thesis Committee Chair. 
Fall 2007 The Tobacco War: The impact of political instability and violence on the tobacco consumption of adolescents by Malika Waajid, Georgia State University, Atlanta, GA – Thesis Committee Member. 
Spring 2008 Association Between Injection and Non-injection Drug Use, and HIV Risk Behavior Among MSM by Arathi Chakragiri, Georgia State University, Atlanta, GA – Thesis Committee Member. 
Spring 2008 Effects of Migrant Populations on Vaccine Preventable Diseases by Karen Chocho, Georgia State University, Atlanta, GA – Thesis Committee Member. 
Summer 2008 Characteristics and behaviors of persons involved in road crashes reported to a hospital based injury surveillance system in Colombia by Adam O’Bryant, Georgia State University, Atlanta, GA – Thesis Committee Chair.
<table>
<thead>
<tr>
<th>Summer 2008</th>
<th>Does Knowledge of Methods of Contraception Translate to Use in Tanzania?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yernia Preer, Ronald E. McNair Post- Baccalaureate Achievement Program, Georgia State University, Atlanta, GA – <strong>Faculty Mentor.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>You Get What You Pay For: Examining Whether Funding for Pedestrian Facilities Translates into More Walking Trips by Michelle Marcus, Georgia State University, Atlanta, GA – <strong>Thesis Committee Chair</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall 2008</strong> The Prevalence of Visual Impairments of the Prekindergarten Children in Georgia and an Evaluation of Associated Risk Factors by Yuqi Huang, Georgia State University, Atlanta, GA – <strong>Thesis Committee Chair</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In Progress</th>
<th>National Database and Electronic Foodborne Outbreak Reporting System (Efors) by Molly M. Leeper, Georgia State University, Atlanta, GA - <strong>Thesis Committee Chair</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In Progress</td>
<td>Evaluation of Laboratory-Supported Surveillance for Acute Meningitis – Encephalitis Syndrome in Hospital Sites in India and Bangladesh by Kathleen F. Cavallaro, Georgia State University, Atlanta, GA – <strong>Capstone Committee Chair</strong></td>
</tr>
<tr>
<td>In Progress</td>
<td>Physical Activity Assessment of Adults with Arthritis in 19 States within the United States by Amelia Jewett, Georgia State University, Atlanta, GA – <strong>Thesis Committee Chair</strong></td>
</tr>
</tbody>
</table>

**Scholarship and publication record for past five years**


Professional activity

2008 Induction into Alpha Lambda Chapter of Phi Beta Delta Honor Society for International Scholars, April 2008.

2007 Georgia State University International Excellence Award, November 12, 2007
Atlanta, GA

2006 Charles C. Shepard Science Award in Assessment and Epidemiology, U. S. Department of Health and Human Services, Centers for Disease Control and Prevention, Agency for Toxic Substances and Disease Registry for paper entitled:

2004 National Center for Environmental Health Award for Excellence in Global Efforts – Science. Excellence in a Multi-National and Multi-Agency Collaborative Response to Control a Foodborne Outbreak in Eastern Kenya – Kenya Aflatoxin Outbreak ResponsTeam
Valerie A. Hepburn  
Present Title and Assistant Professor, Health Policy and Management

**Education and Training**

1983  
Bachelor of Arts, Political Science  
Agnes Scott College, Decatur, Georgia

1987  
Master of Public Administration  
Georgia State University, Atlanta, Georgia

2006  
Doctor of Philosophy, Public Policy and Administration  
University of Georgia, Athens, Georgia

2006  
Packer Policy Fellow, Australian-American Health Policy Fellowship  
Australian Department of Health and Ageing and The Commonwealth Fund

**Academic and Professional Appointments**

1980 - 198  
Research Assistant/Campaign Consultant, Georgia General Assembly/State and Local Candidates, Atlanta, Georgia

1983 – 1984  
Director of Legislative Relations, GA Office of the Secretary of State, Atlanta, GA

1984-1990  
Director of Administration and Government Relations, Georgia Office of the Secretary of State, Atlanta, Georgia

1989-1992  
Part-Time Instructor, Institute of Public Administration, GSU, Atlanta, Georgia

May 1990  
Assistant Commissioner, Policy and Government Services

May 1992  
Georgia Department of Human Resources  
Atlanta, Georgia

June 1992  
District Health Planner/Epidemiologist  
Southwest Georgia Public Health District

August 1993  
Project Consultant/Executive Director  
Georgia Department of Human Resources, Albany, Georgia

July 1993  
Southwest Georgia Community Health Institute, Inc.  
Albany, Georgia

September 1993  
Executive Director, Southwest Georgia Regional Mental Health,

March 1998  
Mental Retardation and Substance Abuse Board  
Georgia Department of Human Resources, Albany, Georgia

March 1998  
Director, Regional Systems and Support

April 2000  
Division of Mental Health, Mental Retardation and Substance Abuse  
Georgia Department of Human Resources, Atlanta, Georgia

April 2000  
Research and Training Liaison, Carl Vinson Institute of Government, University of Georgia, Athens, Georgia

April 2000  
Division Director, Division of Health Planning

August 2003  
Director, Planning and Data Management  
Georgia Department of Community Health  
Atlanta, Georgia

August 2003  
Associate Director and Assistant Professor
## Grant and Research Support

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Project Description</th>
<th>Investigator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-1992</td>
<td>Health Resources and Services Administration</td>
<td>Georgia Office of Rural Health Development Grant</td>
<td>Co-Principal Investigator; P.I. (Salain)</td>
</tr>
<tr>
<td>1993</td>
<td>Robert W. Woodruff Foundation,</td>
<td>Southwest Georgia Community Health Institute, Inc.</td>
<td>Investigator; P.I. (Hotz)</td>
</tr>
<tr>
<td>1994-1996</td>
<td>Federal Emergency Management Agency and the Center for Mental Health Services</td>
<td>Counseling Grant Disaster Assistance and Crisis</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>1998-2000</td>
<td>Center for Mental Health Services</td>
<td>Mental Health Statistics Improvement Project</td>
<td>Co-Principal Investigator; P.I. (Robinson)</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Robert W. Woodruff Foundation Georgia Nursing Faculty Scholarship Program</td>
<td>Co-Principal Investigator; P.I. (Emshoff)</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Health Resources and Services Administration</td>
<td>Public Health Workforce Study</td>
<td>Investigator; P.I. (Moore, SUNY-Albany)</td>
</tr>
<tr>
<td>2003-2007</td>
<td>Healthcare Georgia Foundation</td>
<td>Georgia Tobacco Policy Project</td>
<td>Co-Principal Investigator; P.I. (Eriksen)</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Healthcare Georgia Foundation</td>
<td>Public Health Fiscal Analysis</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>2004-2007</td>
<td>Healthcare Georgia Foundation</td>
<td>Policy Leadership for Active Youth</td>
<td>Co-Principal Investigator; P.I. (Eriksen)</td>
</tr>
<tr>
<td>2005-2006</td>
<td>United Way of Metropolitan Atlanta</td>
<td>ESCEL Research and Evaluation Project</td>
<td>Co-Principal Investigator; P.I. (Emshoff)</td>
</tr>
<tr>
<td>2005-2007</td>
<td>Georgia Department of Human Resources, Division of Public Health</td>
<td>Chronic Disease Evaluation, Research and Training</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>2007</td>
<td>Georgia Department of Education</td>
<td>School Wellness Policy Evaluation</td>
<td>Principal Investigator</td>
</tr>
</tbody>
</table>

256
Refereed Publications


Other Publications


The Impact of Agency Surplus on Future Year Funding. An Analysis of Georgia Data. Paper and presentation at the Southeastern Conference on Public Administration, Atlanta, GA. October 1990.


**Recent Professional and Academic Presentations**


Performance Contracting Systems. Mental Health Program Directors Annual Meeting. Macon, GA. November 30, 1999


The Importance of a Diverse Healthcare Workforce. The Sullivan Commission. Morehouse School of Medicine, National Center for Primary Care. Atlanta, GA. July 26, 2003.


23, 2005.


Public Policy and Health. Guest Lecture, University of Georgia Department of Foods and Nutrition. March 6, 2006 and March 5, 2007.


Health Workforce: Challenges and Opportunities for State Legislatures. Introduction to Hepburn: Curriculum Vitae


Recent Academic Service
2002- Task Force on Dental Education, Special Advisor
2003 Medical College of Georgia
2002 University System of Georgia, Consultant and Special
2003 Faculty Search Committee, Epidemiology
2004 Institute of Public Health, Georgia State University
2003 Graduate Program Coordinator
2007 Institute of Public Health, Georgia State University
2004- present Reviewer, Healthcare Georgia Foundation
2004 Program Manager Search Committee Partnership for Urban Health Research, Georgia State University
2004 Faculty Search Committee, Criminal Justice and Urban Health Research Department of Criminal Justice, Georgia State University
2004 Faculty Search Committee, Health Promotion Institute of Public Health, Georgia State University
2004 - Faculty Advisory Committee
2006 College of Health and Human Sciences, Georgia State University
2004 - present Graduate Faculty College of Health and Human Sciences, Georgia State University
2004 - Faculty Search Committee, GIS and Public Health
2006 Department of Anthropology and Geography, Georgia State University
2004 - Faculty Search Committee, Environmental Health
2005 Institute of Public Health, Georgia State University
2004 - GSU Liaison Officer, Intellectual Capital Partnership Program (ICAPP)

262
2006 Board of Regents, University System of Georgia
2005 Faculty Search Committee, Open Position Institute of Public Health, Georgia State University
2004 - Practicum Program Coordinator
2006 Institute of Public Health
2005 - Chair, Faculty Search Committee, Health Research Methods and Biostatistics
2006 Institute of Public Health, Georgia State University
2006 - Student Appeals Committee
2007 College of Health and Human Sciences, Georgia State University
2006- Search Committee, Associate Dean for Research
2007 College of Health and Human Sciences
2006 - Reviewer, *Australian Healthcare Review* present
2007 Chair, Faculty Search Committee, Health Finance and Policy Institute of Public Health, Georgia State University
2006- Research Consortium, Georgia State University/Medical College of Georgia
2007 Task Force on Dental Education, Medical College of Georgia
2007-present Member, Curriculum and Academic Affairs Committee College of Public Health, University of Georgia
2007- Reviewer, *Health Policy*
2007- Reviewer, *Public Finance Review*
2007- Liaison, Research Communications Group, University of Georgia
2008 Member, Research Program Review Committee Institute for Behavioral Research, University of Georgia
2008- Adjunct Faculty, Institute of Public Health Georgia State University
2008 Member, Department Chair Search Committee Health Policy and Management, University of Georgia
2008 Member, Faculty Search Committee Health Policy and Management, Georgia State University

**Honors and Awards**

1983 Mortar Board, National Honor Society
1986 Finalist, Manager of the Year, Georgia Society for Public Management
1987 Pi Alpha Alpha, Public Administration Honor Society
1987 Governor’s Award for Outstanding Service
1990 Honorary Medical Examiner, Georgia Bureau of Investigation
1990 Certificate of Special Recognition, Georgia Nurses Association
1993 Dougherty County Board of Health, Appreciation Award
1993 Certificate of Appreciation, Time for Change Coalition
1993 Outstanding Service Award, Dougherty County Association of Physicians Assistants
1994 Community Leadership Award, Center Directors Association of Georgia
1994 Distinguished Service Award, Southwest Georgia Easter Seal Society
1995 Ellen Raulerson Community Leadership Award
1995 Dougherty Leadership Development Institute

263
### Membership and Board Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983-1990</td>
<td>Council of State Governments, Council on Licensure, Enforcement and Regulation</td>
</tr>
<tr>
<td>1988-1990</td>
<td>National Legislative Committee Chair</td>
</tr>
<tr>
<td>1987-1988</td>
<td>Mayor’s Commission on the Future of Atlanta</td>
</tr>
<tr>
<td>1987-present</td>
<td>American Society for Public Administration</td>
</tr>
<tr>
<td>1987-1993</td>
<td>Southeastern Conference on Public Administration</td>
</tr>
<tr>
<td>1990-1998</td>
<td>Georgia Rural Health Association; Legislative Committee; Strategic Planning Committee</td>
</tr>
<tr>
<td>1992-1998</td>
<td>Board Member and Secretary, Southwest Georgia Area Health Education Center</td>
</tr>
<tr>
<td>1992-1998</td>
<td>Board Member and Vice President, Albany Area Primary Health Care</td>
</tr>
<tr>
<td>1993-1995</td>
<td>Southwest Georgia Community Health Institute, Inc., Founding Board Member</td>
</tr>
<tr>
<td>1993-1998</td>
<td>Georgia Association for Primary Health Care</td>
</tr>
<tr>
<td>1993-1998</td>
<td>Albany-Dougherty Education Partnership 2000; steering committee member</td>
</tr>
<tr>
<td>1995-1996</td>
<td>Georgia Future Communities Commission, Resource Group Member</td>
</tr>
<tr>
<td>1998-2000</td>
<td><em>Georgia Academy Journal</em>, Editorial Board</td>
</tr>
<tr>
<td>1999-present</td>
<td>American Public Health Association</td>
</tr>
<tr>
<td>2000-2003</td>
<td>National Academy for State Health Policy</td>
</tr>
<tr>
<td>2000-present</td>
<td>Georgia Hospital Association, Workforce Advisory Council</td>
</tr>
<tr>
<td>2000-present</td>
<td>Georgia Hospital Association, Partnership for Health and Accountability</td>
</tr>
<tr>
<td>2000-2003</td>
<td>American Health Planning Association</td>
</tr>
<tr>
<td>2002-present</td>
<td>ICAPP Health Professions Initiatives Committee, University System of GA</td>
</tr>
<tr>
<td>2003-present</td>
<td>Georgia Public Health Association</td>
</tr>
<tr>
<td>2007-present</td>
<td>Chair, Future Leaders Conference Planning Committee</td>
</tr>
<tr>
<td>2005-present</td>
<td>Convener, Education-Practice Summit</td>
</tr>
<tr>
<td>2004-present</td>
<td>Health and Human Services Advisory Board, Association County</td>
</tr>
<tr>
<td>2006-present</td>
<td>Member, Future of Georgia Public Health Nursing Committee</td>
</tr>
<tr>
<td>2006-present</td>
<td>Trained Site Visitor, Council on Accreditation for Public Health</td>
</tr>
<tr>
<td>2007-present</td>
<td>Member, Accreditation Task Force, Georgia Division of Public Health</td>
</tr>
<tr>
<td>2007-present</td>
<td>International Medical Workforce Collaborative</td>
</tr>
</tbody>
</table>
JOHN ROBERT LUTZKER

Institutions attended, degrees earned:

1967 A.A   College of San Mateo
1969 B.A   San Francisco State College, Psychology
1970 M.A   San Francisco State College, Developmental Psychology
1973 PhD   University of Kansas, Developmental and Child Psychology (Human Development)

Rank, academic discipline:

2008 – Current Director, Center for Healthy Development
      College of Health and Human Sciences
      Georgia State University;
      Professor of Public Health

OTHER CURRENT AFFILIATIONS:

Adjunct Professor of Applied Behavioral Science, University of Kansas, 1993 – current

Scholarships and Publications:

PUBLICATIONS (Articles & Chapters):


Lowe, K., & Lutzker, J.R. (1979). Increasing compliance to a medical regimen in a juvenile diabetic Behavior Therapy, 10, 57-64


Rice, J.M., & Lutzker, J.R. (1983). Group and individual feedback, public posting, and prompting to increase counselor supervision The Clinical Supervisor, 1, 77-90


Lutzker, J.R. (1994). Aspectos practicos de la prestacion de servicios ecoconductuales de amplio espectro a familias (Practical issues in delivering broad-based ecobehavioral services to families) Revista Mexicana de Psicologia, 11, 87-96

Lutzker, J.R. (1994). Effective treatment can and should be aversive free Network, 4, 4-7.


Gershater, R., Lutzker, J.R., & Kuehnel, T.G. (1997). Activity scheduling to increase staff-patient interactions The Clinical Supervisor, 15, 115-128


BOOKS:


Government Publication:


NEWSLETTER ARTICLES:


PUBLISHED BOOK REVIEWS:


MEMBERSHIP ON COMPLETED MASTERS THESIS COMMITTEES

University of the Pacific

A. Bickett* J. Newkirk
S. Carstens D. Raschke*
S. Claerhout* B. Shook
E. Cohen B. Tearman*
J. Crozier S. Thomas
J. deLongpre* T. Thorsteinson*
S. Gordon J. Viventi
K. Lowe* J. Wallace
W. Melcher G. White-Blackburn*
M. Moore* P. Williamson*

Southern Illinois University at Carbondale

H. Auman* N. Huttig*
V. Barone** B. Johnson
N. Buckle* M. Koehler*
J. Cain* B. Kohlenberg*
R. Campbell* M. Kohr**
M. Canavin G. Kunz*
W. Corcoran** S. McRae*
K. Cronin D. Megson*
R. Dachman* L. Montesino
L. Delgado* R. Sarber

G. Dinwiddie J. Seaman
University of Judaism

C. Boyle*
M. Caruso*
C. Genter*
E. Hernandez*
J. Lazo
R. Shipley-Benamou*
A. Spivack*

University of Kansas

K. Bigelow*
S. Steed*

California State University, Los Angeles

N. DeJesus

California State University, Northridge

K. Metchikian

* Indicates that I chaired the committee.
** Indicates that I co-chaired the committee.

MEMBERSHIP ON COMPLETED DOCTORAL DISSERTATION COMMITTEES

University of the Pacific

P. Mackby

Southern Illinois University at Carbondale

R. Campbell*
M. Cuvo
J. Harper
J. McGimsey**
PRESENTATIONS:

Three hundred and eighty presentations at local, regional, national and international conferences
One hundred and ninety-four of these were invited addresses, keynote addresses, and invited
workshops and presentations. (Vita appendix with full references of presentations is available on
request.)

PROFESSIONAL EXPERIENCE:

2005 – 2008 Executive Director, Marcus Institute

2005 – 2008 Professor of Pediatrics, Emory University School of Medicine

2005 - 2008 Adjunct Professor, Institute of Public Health, College of Health and Human
Sciences, Georgia State University
2001 - 2005 Distinguished Consultant and Chief, Prevention, Development and Evaluation Branch, Division of Violence Prevention, National Center for Injury Prevention and Control Centers for Disease Control and Prevention (CDC)

1988 – 2001 University of Judaism: Florence and Louis Ross Distinguished Professor of Psychology

1999 – 2001 Director, Graduate Training in Behavioral Psychology

1997 - 2001 Chair, Department of Psychology

1990 – 2001 Acting Provost

1999 – 2000 Florence and Louis Ross Professor of Psychology

1990-1999 Chair: Lee College

1990-1992 Visiting Professor of Psychology: Lee College

1988-1990 Interim Director: Lee College (Liberal Arts).

1988 - 2001 President, Behavior Change Associates

1987 - 1997 Clinical Associate Professor of Pediatrics, California College of Medicine, University of California, Irvine

1985 - 1989 California School of Professional Psychology, Los Angeles: Professor.

1985 – 1989 Dean for Student and Administrative Affairs

1985-1988
1985 - 1988 Adjunct Professors: Rehabilitation Institute, Southern Illinois University at Carbondale

1986 – 1987 Private Practice: Western Psychological Center, Encino, CA; limited to children, adolescents, and their families

1978 - 1985 Southern Illinois University at Carbondale: Professor and Coordinator, Behavior Analysis And Therapy Program, Rehabilitation Institute

1983-1985 Associate Professor and Coordinator, Behavior Analysis and Therapy Program, Rehabilitation Institute

1973 - 1978 Assistant Professor: Department of Psychology, University of the Pacific
1973 Consulting Behavioral Psychologist: Center for Counseling and Behavior Therapy, Stockton, CA

1972 - 1973 Assistant in Psychology: Department of Neurology, Massachusetts General Hospital; Director of Staff and Resident Training for North and Lavers Buildings at the Walter E. Fernald State School; Psychological Consultant at the Eunice Kennedy Shriver Center Outpatient Clinic; Faculty Advisor for Behavioral Science Seminar, Harvard Medical School; Senior Pediatric Rotation, Massachusetts General Hospital

1972 - 1973 Lecturer in Psychology: Northeastern University

1971 Instructor of Child Psychology and Abnormal Psychology: Division of Continuing Education, University of Kansas and United States Penitentiary at Leavenworth

1971 - 1972 Psychology Trainee: Kansas Neurological Institute

1970 - 1972 Research Assistant: Bureau of Child Research, University of Kansas

1970 Instructor of Psychology: College of San Mateo, summer

LICENSES AND CERTIFICATES:

State of Georgia MR/DD Supervisor

Licensed Psychologist - Illinois: #072-003292

Licensed Psychologist - California: #PSY 9556

Board Certified Behavior Analyst #1-00-0145

HONORS AND AWARDS:

2004 Alumni Distinguished Achievement Award, Department of Applied Behavioral Science, University of Kansas


1990 – 1999  Fellow, American Psychological Society

2002  Visiting Scholar, University of North Carolina.

1994  Award for a Model Program in Service Delivery in Child and Family Mental Health, Section I, Division 12 of Clinical Psychology, Division of Child, Youth, and Family Services, American Psychological Association.

1990  Distinguished Visitor, Australia Behavior Modification Association.

1987  Outstanding Contributor to Behavior Analysis, Northern California Association for Behavior Analysis.

1984  Child Advocate Award, Division of Human Development, Southern Illinois University at Carbondale.

1983  Visiting Scholar, Western Michigan University.

1978  Award for Excellence in Comprehensive Services, California Commission on Developmental Services.

1972  Oral Comprehensive Examination with Honors, University of Kansas.


POSITIONS HELD IN PROFESSIONAL ORGANIZATIONS:

2008 – Current  Member, Search Committee for American Psychological Association for Editor for Psychology of Violence

2008 – Current  Member, Child Maltreatment Work Group, American Psychological Association

2007 – Current  Member, Community Advisory Council, Institute for Human Development and Disabilities, University of Georgia

2006 - Current  Board of Directors, Prevent Child Abuse America

2006 - Current  Research Committee, Prevent Child Abuse America

2006 - Current  International Scientific Advisory Committee,

2006 - 2008 Board of Directors (Ex Officio) Marcus Institute

2006 - 2007 Family Services Committee, Autism Speaks

2005 – 2007 Member, Advisory Committee, Healthy Families, Georgia

2005 American Academy of Pediatrics, Committee on Child Abuse and Neglect, Section on Child Abuse and Neglect Executive Committee


2001 Content Expert Panel; Certification Board for Behavior Analysis

1999 - 2000 Association for Behavior Analysis Task Force on Autism

1998 - 2000 Professional Advisory Board; Department of Behavior Analysis, University of North Texas Autism)

1997 - 2000 Elected Member-at-Large, Board of Directors; Association for the Advancement of Behavior Therapy.

1996 Presidential Advisory Committee on Nomenclature; Association for Behavior Analysis.

1993 - 1994 Advisory Board, Cambridge Center for Behavioral Studies

1993 - 1994 Chair, Committee on Marketable Technology; Cambridge Center for Behavioral Studies

1993 – 1994 Chair, Presidential Advisory Group on Diversity; Association for Behavior Analysis

1992 Program Committee, Association for the Advancement of Behavior Therapy, 26th Annual Convention.

1988 - 1989 Consulting and Peer Review Committee, Association for the Advancement of Behavior Therapy.

1988 Chairperson, Long-Range Planning Committee; Association for Behavior Analysis and Therapy/Southern California.
1988  Program Chair, Association for the Advancement of Behavior Therapy, 22nd Annual Convention.

1987 - 1988  Past-President, Association for Behavior Analysis and Therapy/Southern California

1987  Associate Program Chair, Association for the Advancement of Behavior Therapy, 21st Annual Convention.

1986 – 1987  President, Association for Behavior Analysis and Therapy/Southern California

1986 - 1988  Chairperson, Awards Committee; Division 25, American Psychological Association

1986 - 1988  Elected Member-at-Large, Executive Committee; Division 25, American Psychological Association

1986  Program Committee, Association for the Advancement of Behavior Therapy, 20th Annual Convention.

1985  Committee on Careers and Employability, Division 25, American Psychological Association


1982  Board of Directors, American Diabetes Association, Downstate Illinois Affiliate.


1979-1986  Professional Advisory Board, May Institute for Autistic Children, Chatham, MA.

1979 - 1981  Chairperson, AABT Special Interest Group, Training Programs in Behavior Modification/Therapy.

1979 - 1980  Education and Training Committee, Society for Behavioral Medicine

1978  Executive Committee, California Behavior Analysis Conference II: Training and the Developmentally Disabled, Stockton, CA.

1977 Conference Coordinator, California Behavior Analysis Conference: Training and the Developmentally Disabled, Stockton, CA.

1974 - 1976 Student Advisor, Western Region, Division 25, American Psychological Association.

EXTERNAL PROMOTION AND TENURE COMMITTEES:

2008 University of North Texas

2005 University of Oklahoma Health Sciences Center, Department of Pediatrics

2001 University of Missouri, Columbia

2000 University of Pittsburgh, School of Medicine

1999 Queen's University

1997 University of Nebraska

1997 University of North Carolina at Chapel Hill

1996 University of Chicago, Department of Psychiatry

1996 Medical College of Pennsylvania and Hahnemann University, Department of Psychiatry

1995 University of California, Santa Barbara

1993 University of California, Irvine, Medical School

1993 University of Queensland

1993 University of Kansas, Department of Human Development

1991 Clark University

1988 Southern Illinois University at Carbondale

1988 Cornell University School of Medicine, Psychiatry Service, Memorial - Sloan Kettering Cancer Center

1987 University of Tennessee, Knoxville

1987 University of California, Los Angeles, Department of Psychiatry and Biobehavioral Sciences.
1986 University of Tennessee, Knoxville
1986 University of Alaska, Anchorage
1985 University of South Florida, Florida Mental Health Institute
1984 University of Western Ontario
1983 University of Missouri, St. Louis

EMORY UNIVERSITY SCHOOL OF MEDICINE COMMITTEES:
Promotion and Tenure Committee, Department of Pediatrics

GOVERNMENT COMMITTEES AND MEETINGS:
Member, Surgeon General’s Child Maltreatment Workshop and Safe and Bright Futures Planning Committee, 2004 - 2005
Member, Infant Work Group, Health Protection Goals Team, CDC Futures Initiative, 2004.
NIH Youth Violence Consortium, April 2002.

GRANTS:
1972 Fernald Corporation Research Grant (self-help training), $1,000.
1974 State Project Grant for Deinstitutionalization of Child Development Program, Stockton State Hospital (through Valley Mountain Regional Center), $110,000.
1975 University of the Pacific Seed Money Grant (toilet training).
1976 University of the Pacific Scholarly Activity Grant (dental hygiene).
1978 Special Research Award, Southern Illinois University at Carbondale, "Effects of different kinds of feedback on children's task and social preferences."
1980 - 1982  Special Research Award, Southern Illinois University at Carbondale, "Evaluating three strategies for child passenger protection"

1979 – 1985  Grant: Title XX (DFI) $3,714,288, Project 12- Ways, a multifaceted program for the treatment and prevention of child abuse and neglect

Annual Breakdown by Fiscal Year:

1980 - $531,205
1981 - $504,944
1982 - $542,338
1983 - $516,707
1984 - $516,707
1985 - $542,542
1986 - $569,670


1991 - 1992  Scholarly Activity Grant, University of Judaism, "Quality and Quantity of Staff/Patient Interactions."


1994 - 1998  Grant: The California Wellness Foundation $804,000, Project SafeCare: An ecobehavioral approach to improving the health and well-being of young children.

1988 - 2001  Vendor for four school districts and five regional centers serving individuals with developmental disabilities

Annual Breakdown by Fiscal Year:

1988 - $65,138
1989 - $147,291
1990 - $147,164
1991 - $100,608
1992 - $171,286
1993 - $295,179
1994 - $483,207
1995 - $491,098
1996 - $603,011
1997 - $868,540
1998 - $1,452,458
1999 - $1,957,696
2000 - $791,691
2001 - $54,771

1997 - 2001 California Department of Developmental Services; Internship Stipends for Community Placement and Preventing Restrictive Placements: $455,500.

2005 - Current Principal Investigator: Grant from the Federal Office of Juvenile Justice and Delinquency Prevention (#2005-JL-FX054); Breaking the 3D Cycle of Disadvantage, Disability, and Delinquency, Project MarKII’s SafeCare: $718,000.


2006 – 2008 Principal Investigator, Marcus Center for Advancing Possibilities, Marcus Institute University Center for Excellence in Developmental Disabilities, Grant funded by Administration on Developmental Disabilities: $690,000


2007-current Contract: Cascading Diffusion of an Evidence-Based Child Maltreatment Intervention- Centers for Disease Control and Prevention Research Grant, subcontract University of Oklahoma Health Sciences Center: $225,000

2007-current Grant: National SafeCare Training and Research Center- Doris Duke Charitable Foundation: $1,321,403

2007- Current Contract: Enterprise for Progress in the Community (EPIC), SafeCare Trainer Training, and Yakima, WA: $32,815

2008– Current Contract: Georgia Department of Human Resources, Nurse Training: $59,971

2008- Current Contract: SafeCare Training of Two Lead Agencies to Train, Caseworkers, United Way, San Diego County: $161,058

2008 – Current Implementing SafeCare to prevent Child Maltreatment in Underserved Populations, 1R18CE001479-01, Centers for Disease Control and Prevention, $1,341,037

EDITORIAL BOARDS:


2008 - Current  Board of Editors, International Journal of Child Health and Human Development.

1996 - Current  Board of Editors, Behavioral Interventions.

1995 - Current  Board of Editors, Child and Family Behavior Therapy.


2008  Guest Reviewer, Journal of Primary Prevention

2006 - 2008  Board of Editors, Journal of Positive Behavior Interventions

2006  Editor, Special Issue, Aggression and Violent Behavior.

1985 - 2005  Board of Editors, Journal of Behavior Therapy and Experimental Psychiatry


2004  Guest Reviewer, Child Maltreatment.


2002  Grant Reviewer, The Ontario Mental Health Foundation.

1991 - 2003  Board of Editors, *Journal of Developmental and Physical Disabilities*


1998 - 2001  Board of Editors, *Journal of Positive Behavior Interventions*


2001  Guest Reviewer, *Division 37, American Psychological Association Convention Paper Submissions.*

2000  Guest Reviewer, *the Journal of the Association for Persons with Severe Handicaps.*

1999  Grant Reviewer, *the Hospital for Sick Children Foundation* (Toronto, Ontario, Canada).


1997  Guest Reviewer, *Health Psychology.*

1996; 2000  Guest Reviewer, *Aggression and Violent Behavior*

1995  Guest Reviewer, *Victims and Violence.*


1992 - 1994  Board of Editors, *Journal of Emotional and Behavioral Disorders*

1993  Invited Panel Member, National Institute of Mental Health, *Developing Research on and Evaluations of Family Interventions to Prevent Child Maltreatment.*


1991; 1993  Grant Reviewer, *Department of Employment, Education and Training, Australia Research Council*

1990  
Guest Reviewer, *Research in Developmental Disabilities.*

1990; 1993  
Guest Reviewer, *Journal of Autism and Developmental Disorders.*

1989; 1993; 1994  
Guest Reviewer, *Child and Family Behavior Therapy*

1988 - 1991  
Board of Editors, *Journal of the Multihandicapped Person*

1987 - 1989  
Board of Editors, *Education and Treatment of Children*


1983 - 1986  
Associate Editor, *Education and Treatment of Children*

1981; 1988; 2002  
Guest Reviewer, *Journal of Consulting and Clinical Psychology.*

1977 - 1988; 1994  
Guest Reviewer, *Behavior Therapy.*

1986-1988  
Guest Reviewer, *Journal of Compliance in Health Care.*

1986-1987  
Guest Reviewer, *Division 12, American Psychological Association Convention Paper Submissions.*

1986  
Guest Reviewer, *Analysis and Intervention in Developmental Disabilities.*

1985; 2005  
Guest Reviewer, *Journal of Pediatric Psychology.*

1985  
Grant Reviewer, *National Institutes of Health.*

1984  
Guest Editor, *Advances in Behavior Research and Therapy.*

1984  

1984  
Guest Associate Editor, *Journal of Applied Behavior Analysis.*

1984  
Guest Reviewer, *Psychological Bulletin.*

1984-1985  
Board of Editors, *Analysis and Intervention in Developmental Disabilities*

1982  
1982  Guest Associate Editor, *Education and Treatment of Children*.

1982-1984  Guest Reviewer, *Applied Research in Mental Retardation*

1982-1987; 1991  Guest Reviewer, *Behavioral Assessment*


1979-1981  Guest Reviewer, *Education and Treatment of Children*


1978-1981  Editor, *APA Division 25 Recorder*


Guest Reviewer, *Journal of Applied Behavior Analysis*.


**CONSULTANTSHIPS:**
2001-Current  University of Oklahoma Health Sciences Center, Center for Child Abuse and Neglect, Oklahoma City, OK.


2006  University of Kansas, Life Span Institute Lawrence, KS

2005  Department of Behavior Analysis, University of North Texas, Denton, TX.

2004  AdvoServ (Parenting training; technologies for staff training). Mt. Dora, FL.

2000  Anne Sullivan Center, Lima, Peru

1999  Centers for Disease Control and Prevention (CDC). Child Abuse Prevention Planning Meeting

1998  The Bert Nash Community Medical Health Center, Lawrence, KS


1996  Columbus Medical Services. (Developed a peer review system for California Department of Developmental Services)


1994  Nova University, Center for Psychological Studies, Child Abuse and Neglect, Fort Lauderdale, FL

1993  Valley Village, Developmental Disabilities, Northridge, CA

1993  North Los Angeles County Regional Center, Sepulveda, CA

1993  University of Mexico, Child Abuse and Neglect, Mexico City, Mexico. (A grant through the Office of the Attorney General of Mexico)

1991-1993  Chief Consultant for Psychological Services, Neurological Rehabilitation Center of Apple Valley, CA. (Traumatic Brain Injury)

1991-1992  UCLA Neuropsychiatric Institute-Clinical Research Unit, Camarillo State Hospital (Research on Staff/Patient Interactions)

1989  University of South Florida, Florida Mental Health Institute, Department of Child and Adolescent Studies.
1988-1989  UCLA Neuropsychiatric Institute-Clinical Research Unit, Camarillo State Hospital (Treatment Refractory Schizophrenia)
1988     Behavioral Services, Inc., Ann Arbor, MI
1988     Oregon Research Institute, Eugene, OR.
1987     Fresno County Office of Probation
1987     San Diego County Office of Probation
1986     Ventura County Office of Probation
1986     Los Angeles County Office of Probation
1985     United Methodist Children's Home, Mt. Vernon, IL
1984     Western Carolina Center, Morganton, NC
1984     Franklin/Williamson County (Illinois) Mental Health.
1984     Illinois Wesleyan University, Bloomington, Illinois
1982     University of Illinois, Chicago Circle.
1981     University of Kansas and Juniper Gardens Children's Project.
1981     Howe Developmental Center, Tinley Park, IL.
1980     Chester Mental Health Center, Chester, IL.
1980     May Institute for Autistic Children, Chatham, MA.
1980     St. Cloud State University, St. Cloud, MN
1979     Res-Care, Inc., KY.
1978     Lincoln Schools (through California Lutheran College), Stockton, CA
1978     Behavioral Intervention Service, Chief Supervising Behavioral Consultant (a state-funded treatment program for clients with developmental disabilities and their families).
1977  California School for the Deaf, Berkeley, CA
1976  El Dorado County Office of Education, CA
1975-1976  Stockton State Hospital, CA.
1975  Lodi Schools (through California Lutheran College), CA
1974  San Joaquin County Office of Drug Abuse Coordination, CA

FORENSIC CONSULTATION:

1999  Expert Witness for Mr. Thomas E. Beltran
1995; 1997  Expert Witness for Mr. Howard Pilch
1995  Invited Testimony on Treatment of Child Abuse Perpetrators for the Committee on the Assessment of Family Violence Interventions, National Research Council Commission on Behavioral and Social Sciences and Education Institute of Medicine, Board on Children and Families.
1994  Expert Witness for the North Los Angeles County Regional Center.
1993  Expert Witness for private attorney, Mr. Howard Pilch and Mr. M. Wapnick.
1988  Department of Justice, Trial Division, State of Oregon.
1979  United States Department of Transportation -National Highway Transportation and Safety Administration; child abuse and neglect
1973-1975  Expert witness for private attorney, Mr. Don Vieira.

PROFESSIONAL SOCIETIES:

1978-current  Association for Behavior Analysis (ABA)
1973-current  American Psychological Association (APA).

2006-current California Professional Society on the Abuse of Children

1973-2003 Association for the Advancement of Behavior Therapy (AABT)

1998-2002 California Association for Behavior Analysis

1973-2001 American Association on Mental Retardation (AAMR)

1996-2001 California Professional Society on the Abuse of Children

1999-2001 Council of Directors of Graduate Programs in Behavior Analysis

1996-2000 Los Angeles Counties Psychological Association

1992-2000 American Association of Applied and Preventive Psychology (AAAPP)

1990-1999 American Psychological Society

1985-1997 Northern California Association for Behavior Analysis

1986-1994 Association for Behavior Analysis and Therapy/Southern California (ABAT/SC)


1980-1985 National Council on Rehabilitation Education


1979-1983 Society for Behavioral Medicine

**COURSES TAUGHT:**

1972 – 2001 Numerous graduate and undergraduate classes in psychology and human development

2004 Violence Prevention


2009 Intervention/Implementation Research
Frances McCarty

**Rank, Academic Discipline:**

Assistant Professor, Institute of Public Health

**Institutions attended:**

**GEORGIA STATE UNIVERSITY, ATLANTA, GEORGIA** Ph.D. 2001  
*Research, Measurement, and Statistics*  
**UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE, VIRGINIA** M.Ed. 1990  
*Exercise Physiology*  
**BRIDGEWATER COLLEGE, BRIDGEWATER, VIRGINIA** B.S. 1987  
*Health & Physical Education*

**Degrees earned:**

Ph.D., M.Ed., and B.S.

Teaching load X course/yr: [not exactly sure how to interpret this? Should all 3 terms be counted or only fall spring] for this year – I will teach 2 fall, 2 spring, and 2 summer

- Biostatics (all terms)
- Research methods in public health (all terms)

**Scholarship and publication record for past five years**


**Professional activity**

2008 Presenter, National Institute for Heart Disease and Stroke Prevention

2005 -2008 Presenter, American Evaluation Association / CDC Summer Evaluation Institute

2004 – Present Editorial Board, Journal of Nursing Measurement
CURRICULUM VITAE

SOLOMON IKE OKOSUN, MS, MPH, PhD, FRSPH

EDUCATION

Postgraduate
1996 University of Pittsburgh
Graduate School of Public Health
Pittsburgh, Pennsylvania
Ph.D. - Epidemiology

1987 The University of Oklahoma Health Sciences Center
College of Public Health
Oklahoma City, Oklahoma
M.P.H. - Biostatistics & Epidemiology

1984 Alabama A & M University
Normal, Alabama
M.S. - Microbiology

Undergraduate
1978 North Dakota State University
Fargo, North Dakota
B.S. - Bacteriology

PROFESSIONAL CERTIFICATION(S) AND LICENSURE

2008 The Royal Society for Promotion of Health Fellow
FRSPH – Public Health

2004 The Royal Institute of Public Health Fellow
FRIPH – Public Health

ACADEMIC EXPERIENCE

2007-present Tenured Associate Professor of Epidemiology
Institute of Public Health
Georgia State University
Atlanta, Georgia

2004-present  Community Associate Professor of Community Medicine
Mercer University School of Medicine
Macon, Georgia

2004-present  Community Associate Professor of Family Medicine
Mercer University School of Medicine
Macon, Georgia

2004-2007  Associate Professor of Epidemiology
Institute of Public Health
Georgia State University
Atlanta, Georgia

2004-present  Coordinator, MPH Prevention Track
Institute of Public Health
Georgia State University
Atlanta, Georgia

2003-2004  Associate Professor of Internal Medicine
Mercer University School of Medicine
Macon, Georgia

2002-2004  Tenured Associate Professor of Community Medicine
Mercer University School of Medicine
Macon, Georgia

2002-2004  Associate Professor of Community Medicine
Manager, Undergraduate Medical Curriculum
Mercer University School of Medicine
Macon, Georgia

2001-2004  Adjunct Faculty, Division of Health Sciences
Macon State College, Macon GA
Public Health and Epidemiology

1999-2002  Assistant Professor of Community Medicine
Manager, Undergraduate Medical Curriculum
Mercer University School of Medicine
Macon, Georgia

1998-1999  Faculty, Department of Preventive Medicine & Epidemiology
Stritch School of Medicine
Loyola University Medical Center
Homewood, Illinois
1997-1998  Postdoctoral Fellow, Department of Preventive Medicine & Epidemiology
Stritch School of Medicine, Loyola University Medical Center
Homewood, Illinois

1992- present  Visiting Lecturer, Department of Microbiology
Edo State University
Ekpoma, Nigeria

OTHER PROFESSIONAL /ADMINISTRATIVE EXPERIENCE

2008 – Present  Director, Center for Minority & Immigrants Studies
Institute of Public Health
Georgia State University
Atlanta, Georgia

2007-Present  Director and Chief Executive Officer
Okoson Epidemiological and Statistical Consulting, LLC
P.O. Box 2596
Macon, Georgia

2003-2004  Coordinator, Physicians Research Network
Department of Community medicine
Mercer University School of Medicine
Macon, Georgia

2000-2004  Coordinator, Undergraduate Medical Curriculum
Department of Community Medicine
Mercer University School of Medicine
Macon, Georgia

1992-94  Director, Epidemiology & Health Statistics
Medical Care Development
Washington, District of Columbia

1991-92  Instructor in Public Health
University of Pittsburgh Governors School
Pittsburgh, Pennsylvania

1991-92  Head of Epidemiologic Mission to Guyana
Devres, Inc
Bethesda, Maryland

1985-88  Public Health Microbiologist & Director
Oklahoma City-County Health Department
Oklahoma City, Oklahoma

1984-85  Research Microbiologist
Veterans Administration Medical Center
Oklahoma City, Oklahoma

CONSULTING EXPERIENCE

2008- present UCB Pharmaceuticals, Inc. –Statistician/epidemiologist
2008- present National Second Generation Antipsychotic Medication Litigation -Epidemiologist
2004- present Department of Family Medicine, Medical Center of Central Georgia
1994-1997 Pan American Health Organization - Epidemiologist
1993-1996 African Development Bank - Epidemiologist
1991-1995 World Health Organization - Epidemiologist

RESEARCH INTERESTS

Epidemiology of Chronic Diseases in Populations of African Origin
Epidemiology of Obesity
Epidemiology of Type 2 Diabetes
Epidemiology of Hypertension
Epidemiology of metabolic Syndrome
Strategic Planning & Management
Minority Retention and Recruitment Policies
Data Management and Analyses of Secondary and Primary data
Accreditation Strategies in Public Health Program

PUBLICATIONS – PEER REVIEWED


Okosun IS. Racial Differences in Rates of Type 2 Diabetes in American Women. How Much is Due to Differences in Overall Adiposity? *Ethnicity & Health*, 2001; 6: 27-34.


Okosun IS, Liao Y, Choi S, Rotimi CN, Cooper RS. Predictive values of Waist Circumference for Dyslipidemia, Type 2 Diabetes and Hypertension in Overweight White, Black and Hispanic American Adults. *Journal of Clinical Epidemiology*, 2000; 53:401-408.


Okosun IS, Liao Y, Rotimi CN, Prewitt TE, Cooper RS. Abdominal Adiposity and Clustering of Multiple Metabolic Syndrome in White, Black and Hispanic Americans. *Annals of Epidemiology*, 2000; 10; 263-270.


Okosun IS. Ethnic Differences in Risk of Type 2 Diabetes Attributable to Differences in Abdominal Adiposity in American Women. *Journal of Cardiovascular Risk*, 2000, 7: 425-430.


**BOOK CHAPTERS**


**PUBLISHED ABSTRACTS - PEER REVIEWED**

Morris M, Okosun IS. Comparison of ADA and IFD of definitions of type 2 Diabetes. *International Society for the Study of Obesity and Metabolic Syndromes in Blacks*, 2006


Okosun IS, Boltri JM, Chandra KMD. Epidemiology of obesity in populations of Africans in Diaspora. International Journal of Obesity. 2002: 26 (Sup 1) S215


Okosun IS, Liao Y, Rotimi CN, Prewitt TE, Cooper, RS. Association of abdominal adiposity with clustering of metabolic syndrome in White, Black and Hispanic Americans. Ethnicity & Disease. 1999; 9:307

Okosun IS, Cooper RS, Prewitt TE. Central Adiposity and Apolipoprotein B to Apolipoprotein A-I Ratio Among Nonglycemic Black and White Americans. Ethnicity & Disease. 1998; 8:286

Okosun IS, Cooper RS, Prewitt TE. Central Adiposity and Blood Pressure Levels only Partially Explain Adverse Cardiovascular Risk Profiles in African-Americans. Ethnicity & Disease. 1998; 8:285

TEXT BOOK IN PREPARATION

Epidemiology of Emerging Western Syndrome in Developing Countries. Nova publishing, New York, NY

REFEREED CONFERENCE PROCEEDINGS

Okosun IS. Abdominal obesity in populations of African origin. International obesity conference in Sao Paulo, Brazil, 2002

Lamarca SC, Parish GC, Dane FC, Okosun IS, Dent MM. Proceedings of the International Society for the Study of Hypertension and Related Diseases, 2004

MANUSCRIPTS UNDER REVIEW FOR PUBLICATION

Monique Davis-Smith Y, Paul Seale J, Okosun IS, Vinson DC, Boltri JM. Validation of a Single Screening Question for Obesity. Journal of American Family Practice


Okosun IS, Boltri JM, Davis-Smith YM. Continuous metabolic syndrome risk score in American children: Impact of body mass index and physical activity. International Journal of Pediatric Obesity

TEACHING MONOGRAPHS

Mercer University School of Medicine Manual of Clinical Biostatistics. Student Guide, Mercer University School of Medicine, Department of Community medicine (32 pages)

Mercer University School of Medicine Manual of Community. Epidemiology. Population-based Medicine, Tutors Manual, Chapters 1-5, Mercer University School of Medicine, Department of Community Medicine, (71 pages)

Mercer University School of Medicine Manual of Community, Epidemiology. Population-based Medicine, Students Manual, Chapters 1-5, Mercer University School of Medicine, Department of Community medicine (49 pages)

Mercer University School of Medicine Manual of Community Epidemiology. Population-based Medicine, Tutors Manual, Chapters 6-10 Mercer University School of Medicine, Department of Community Medicine (62 pages)

Mercer University School of Medicine Manual of Community Epidemiology. Population-based Medicine, Students Manual, Chapters 6-10 Mercer University School of Medicine, Department of Community Medicine (41 pages)

Mercer University School of Medicine Manual of Basic Research Design, Mercer University School of Medicine, Department of Community Medicine, (98 pages)
CONFERENCE PRESENTATIONS


Okosun IS. Epidemiology of anti-psychotic (third generation) medications and risk for type 2 diabetes. Scholer, 2008 NY

Okosun IS. The concept of relative attributable fraction in epidemiologic research. Georgia State University Institute of Public Health, Seminar, 2007


Shellenberger S, Boltri J, Velasquez MM, Okosun IS. Research Society on Alcoholism, RSA in Baltimore, MD 2006

Boltri JM, Vogel RL, Okosun I, Hemoglobin A1C Levels in Diagnosed and Undiagnosed Black, Hispanic, and White Diabetics: Results from NHANES IV. NAPCRG, Banff, Alberta, Canada. 2003


PUBLICATIONS IN COMMUNITY NEWSLETTERS

2008 Study shows racial disparities in the links between waist lines, triglycerides risk for type 2 diabetes. Georgia State University News

2008 Study shows racial disparities in the link between waist lines and risk for type 2 diabetes. Financial Global News Channel

2007 Addressing Overweight: The Role of Parents and Families. Policy Leadership for Active Youths (PLAY)
Policy Leadership for Active Youth (PLAY)


2005  Addressing Overweight: Interventions tailored to the Rural South.  
Policy Leadership for Active Youths (PLAY)

2005  Addressing Overweight: The Role of Physical Activity. A strategic planning summit  
hosted by Policy Leadership for Active Youth (PLAY) and Healthcare Georgia  
Foundation

2004  Weight Reduction in Morbid Obesity. WMAZ- TV, Macon, GA.

2004  Mercer Professors Reveal the Real Dangers of Obesity. Mercer Health

2001  Potential Box: A Rural Epidemic. The Macon Telegraph

**GRANTS AND CONTRACTS**

**External**

2003  NIH-Epidemiology of Abdominal Obesity in Populations of African Origins  $874,000.00

2002  Center for Disease Control and Prevention: Mentored Scientist Grant - $996,000.00  
(approved, but not funded)

2001  American Heart Association – Student Research Grant, $2,000.00

2001  NIH-AHRQ, Georgia-Mercer University Physicians Research Network – Approved, not  
funded

2000  Wellcome Trust Travel Grant; Birthweight & Metabolic Traits in Type 2 Diabetes  
Burroughs $6,500.00

1999  NLBHII  Role of Anthropometry in Diabetes and Hypertension in Populations of West  
African Descent: $120,000.00

1998  Investigators Pilot Study Grant, 1998: “Role of Anthropometry in Differences in Biracial,  
groups: $8,767.00 Hypertension

**Internal**

2009  College of Health and Human Sciences, Georgia State University; Health of Africans in  
Diaspora: A Pilot Study $4,500.00

2006  Georgia State University; International Collaborative Studies – $15,000.00
TEACHING & COURSES TAUGHT

Georgia State University, 2003-present

Master of Public Health Courses Taught
PH 7011  Epidemiology for Public Health
PH 7270  Intermediate Epidemiologic Methods
PH 7275  Chronic Disease Epidemiology
PH 7980  Research Practicum
PH 8910  Directed Readings
PH 7990  MPH Thesis
PH 7990  MPH Capstone Project
PH 7225  Data Management and Analysis

Supervised Master of Public Health Thesis Research/Capstone Projects
Denyse Nanan  Risk Factors for HIV in Homosexual Men
Pearly Dhingra  Co-morbidity of Mental health and Adverse Childhood Experience
El Seddawy  Assessment of HIV/AIDS Data Collection and Reporting
Bilkisu Danjaji  Factors Associated With Condom Use in Sierra Leone, West Africa
Rosebud Mayanja  HIV/AIDS Knowledge and Sexual Behavior: A comparison between Kenyan and Nigerian women
Emeka Oraka  Effect of Education on Self-Perceived Health Status in Adults
Kareema A Hunter  Prevention of Adolescent Interpersonal Violence Victimization: The Role of Sports Participation
Jake Porter  The association of subscapular and triceps skin-fold thickness with the risk of Diabetes in African American, Hispanic, and Caucasian Adults
Malikah Waajid  Comparing the Characteristics of Adolescent Smoking in Politically Stable and Unstable Countries
Heartley Egwuogu  Effect of Urinary Cadmium on Cardiovascular Fitness as Measured by VO2 Max in White, Black and Mexican Americans
Kimberly Glenn  Demographic Factors Associated with Condom Use in 18-24 Year Olds for Two States, 1998 and 2000/2001
Kristin Gunderson  The Etiology of Multiple Sclerosis and Correlation of the Distribution
of the Disease with Migration and Settlement History of Northern Europeans

Rebecca Griesemer  
Index of Central Obesity as a Parameter to Evaluate Metabolic Syndrome for White, Black and Hispanic Adults in the United States

Adam O'Bryant  
Factors Associated with Traffic Crashes in Pasto, Colombia: 2005-2006

Laura Bracci  
A Comparison of Time of Stroke Symptom Onset to Hospital Arrival in Urban and Rural Hospitals Involved in the Georgia Coverdell Acute Stroke Registry

Khoaja Khaled  
Tuberculosis (TB) Progress toward Millennium Development Goals (MDGs) and DOTs in WHO Eastern Mediterranean Region (EMR)

Ahmad Sarda  
An overview of progress towards RBM objectives and MDGs concerning malaria in the Americas: A comparative analysis of data from the years 2000 and 2005

Kareema A Hunter  
Prevention of Adolescent Interpersonal Violence Victimization: The Role of Sports Participation

Jianhua Yang  
Disparities in Influenza Vaccination and Factors Associated with the Disparities in Persons Aged over 45 with Selected Chronic Conditions in the United States, 2006-2007

Jamie woods  
Welcome to America: A Culturally-Appropriate Resource Manual for Karen Refugees in Dekalb County, Georgia

Karen Koechlin  
Does Educational Intervention Reduce the Number of Food Violations?

Marissa Demetrius  
Historical/Biological Stereotypes and the Implications for Current Health Disparities

A Cunningham  
Impact of SES on Racial Disparities in Obesity in American Children

Mercer University School of Medicine, 1999-2004

Master of Public Health Courses Taught

- MPH 611  Principles of Epidemiology
- MPH 621  Basic Biostatistics and Health Measures
- MPH 663  Analyses and Application of Public Health Data
- MPH 664  Computer-Based Applications and Outcome Measures
- MPH 673  Epidemiology in Health Services Management
- MPH 701  Research Design and Measurement
MPH 704  Chronic Diseases  
MPH 797  Applied Research Projects of Public Health

**Doctor of Medicine (MD) Courses Taught**
- Principles of Epidemiology
- Biostatistics
- Research Methods – Evidenced-Based Medicine

**Supervised Master of Public Health Thesis/Practicum Topics 2000-2008**

Kim Welch  Analysis of Infant Mortality Incidence in Georgia Public Health
Pam Philips  Tri-County: Chronic Disease Prevention Initiatives
Charlene Whitlow  Application of Health Field Concepts to Community Health
Sabrina Thomas  Maternal and Child Health in Rural Georgia
Steven Mitchell  Genetic Research in Public Health
Felicia Smith  Epidemiology of Rabbis in Georgia
Quatata Walker  Disease Surveillance in Rural Georgia
Toyin Solarin  Epidemiology of Dental Abnormalities
Saide Adeniyi  Obesity in US Children
Stephanie Ivy  Epidemiology of Cancers in Georgia
Moses Ekene  Association between Blood Lead and Metabolic Syndrome
John Ngulafac  Attitude and HIV/AIDS Behaviors in the Cameroon

**PROFESSIONAL DEVELOPMENT**

2008:  Georgia Master teachers Conference, Georgia Southern University, Statesboro, Georgia
2006:  American Public Health Association Annual Conference, District of Colombia
2006:  Georgia Master teachers Conference, Panel Discussion, University of Georgia, Athens, Georgia
2000:  International Society for the Study of Hypertension, Puerto Rico, USA
2000:  National Data Users Conference, District of Colombia
2000:  Campus-Community Partnership in Research, Washington, District of Colombia
2000:  Rural Access Program, Sandersville, Georgia
2000:  American Teachers of Preventive Conference, Atlanta, Georgia
2000:  Mercer University Faculty Development Conference, Saint Simon’s Island, Georgia
2000: Mercer University Department of Family Medicine Scientific Conference, Savannah, Georgia
2000: EPIINFO Users Conference, Emory University, Atlanta, Georgia
2000: American Public Health Association Annual Conference, Boston, MA
1999: International Society for the Study of Hypertension, Toronto, Canada

INVITED PRESENTATION

2009 Georgia State University Department of Psychology, Epidemiology of Childhood Obesity
2009 Ghanaian Church of Atlanta, Georgia. Health of African in Diaspora
2008 Morehouse School of Medicine, Atlanta, Georgia. Public Health as a Career for Minorities
2008 Kenyan Church, Atlanta, Georgia. Understanding health of African Immigrants

2007 College of Medicine, University of Ibadan, Nigeria. U.S. (Georgia) - Ibadan (Nigeria) Partnership for Prevention Sciences Training, Urban Environmental Quality and Community Health

2006 Department of Biology, Georgia State University, Atlanta, Georgia. Public Health as a Career
2005 University of Kansas Medical Center, Kansas City, Kansas. Global Implications of Obesity Epidemics
2005 Department of Family Medicine, Medical Center for Central Georgia. Research Methods
2004 The University of Texas MD Diabetes Anderson Cancer Center, Houston, Texas. Workshop on Minority Health
2003 University of South Florida, College of Public Health, Tampa, Florida. Obesity in Populations of Africans in the Diaspora
2003 Mercer University School of Medicine, Macon, Georgia. Epidemiology of Obesity in the United States Implications for Metabolic Syndrome
2002 International Congress on Obesity, Sao Paulo-Brazil. Epidemiology of Obesity in Africans
2002 Nova Southeastern University, Fort Lauderdale, Florida. Abdominal Obesity in Populations of West African Origin

2001 Department of Preventive Medicine and Community Health, Virginia Commonwealth University. Epidemiology of abdominal obesity in populations of West African descent


2001 Department of Preventive Medicine and Community Health, Virginia Commonwealth University. Epidemiology of abdominal obesity in populations of West African descent

2000 Georgia Rural Health Leadership Academy. Population-based Planning, Health Professions Workforce and Health Status Indicators

1999 Department of Preventive Medicine, University of Connecticut. Epidemiology of Obesity in Populations of West African origin

1997 School of Allied Health, California State University at Sacramento. Public Health, Then and Now

HONORS AND AWARDS

2006 Who’s Who in Atlanta
2006 Fellow, Royal Society for Public Health Promotion
2005 Who’s Who in the World
2004 Fellow of Royal Institute of Public Health
2003 Distinguished Georgia Rural Association Researcher of the Year
2003 Fellow of the North American Society of the Study of Obesity
2002 Who’s Who in America
2002 Dedication and Commitment, Community Medicine, Mercer University School of Medicine.
2001 Who’s Who in Science and Engineering
2000 Who’s Who in the World
1995 - 1996 University of Pittsburgh Provost Graduate Award
1989 - 1990 American Public Health Traineeship
1982 - 1983 American National Science Foundation Fellowship

SERVICE TO THE UNIVERSITY & COLLEGE

2009-present Member, Faculty Recruitment, Division of Nutrition, College of Health and Human Sciences Georgia State University, Atlanta, Georgia
<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009–present</td>
<td>Member, Institutional Review Board (IRB), Georgia State University, Atlanta, Georgia</td>
</tr>
<tr>
<td>2008</td>
<td>Member, Biannual Dean Chair Review, Institute of Public Health Georgia State University, Atlanta, Georgia</td>
</tr>
<tr>
<td>2008</td>
<td>Member, Pre-tenure Review, Institute of Public Health Georgia State University, Atlanta, Georgia</td>
</tr>
<tr>
<td>2008</td>
<td>Search Committee Member, Division of Nutrition Faculty Position, College of Health and Human Sciences Georgia State University, Atlanta, Georgia</td>
</tr>
<tr>
<td>2007–present</td>
<td>Member, Faculty Promotion and Tenure Committee College of Health and Human Sciences Georgia State University, Atlanta, Georgia</td>
</tr>
<tr>
<td>2006–present</td>
<td>Member, Minority Mentoring Program, Georgia State University, Atlanta, Georgia</td>
</tr>
<tr>
<td>2006–present</td>
<td>Academic Affairs Committee, College of Health and Human Sciences Georgia State University, Atlanta, Georgia</td>
</tr>
<tr>
<td>2005</td>
<td>Faculty Recruitment, MPH Program Department of Community Medicine, Mercer University School of Medicine, Macon, Georgia</td>
</tr>
<tr>
<td>2004</td>
<td>Faculty Recruitment Committee, Department of Community Medicine, Mercer University School of Medicine, Macon, Georgia</td>
</tr>
<tr>
<td>2004</td>
<td>Search Committee Member, Program Administration Position, Georgia State University, Institute of Public Health, Atlanta, Georgia</td>
</tr>
<tr>
<td>2004</td>
<td>Faculty Recruitment Committee, Department of Community Medicine Mercer University School of Medicine, Macon, Georgia</td>
</tr>
<tr>
<td>2004–present</td>
<td>Admissions committee, MPH Program, Institute of Public Health Georgia State University, Atlanta, Georgia</td>
</tr>
<tr>
<td>2003</td>
<td>Faculty Advisor, MPH Student Association Department of Community Medicine, Mercer University School of Medicine, Macon, Georgia</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Ad Hoc Member, House of Delegates, Mercer University, Macon, Georgia</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Biomedical Research Member, Mercer University School of Medicine, Macon, Georgia</td>
</tr>
<tr>
<td>2002</td>
<td>Member, Faculty Recruitment, Basic Science Department, Mercer University School of Medicine, Macon, Georgia</td>
</tr>
</tbody>
</table>
2001-2004  Clinical Epidemiology Curriculum Development, Department of Community Medicine, Mercer University School of Medicine, Macon, Georgia

2001-2004  Manager, Undergraduate Medical Education, Department of Community Medicine, Mercer University School of Medicine, Macon, Georgia

1999-2004  Admissions Committee, Department of Community Medicine, Mercer University School of Medicine, Macon, Georgia

SERVICE TO THE DEPARTMENT

Curriculum Development

2006  Epidemiologic Data Management & Analysis

2005  Intermediate Epidemiologic Methods, Georgia State University, Institute of Public Health, Atlanta, Georgia

2004  Chronic Disease Epidemiology, Georgia State University, Institute of Public Health, Atlanta, Georgia

2002  Research Design for Undergraduate Medical Curriculum, Mercer University Mercer University School of Medicine, Macon, Georgia

2001  Medical Biostatistics for Undergraduate Medical Curriculum, Mercer University School of Medicine, Macon, Georgia

2001  Research Design for Undergraduate Medical Curriculum, Mercer University School of Medicine, Macon, Georgia

1999  Medical Biostatistics for Undergraduate Medical Curriculum, Mercer University School of Medicine, Macon, Georgia

Other Academic Services

2006  Search Committee Member, Associate Director Position, Georgia State University, Institute of Public Health, Atlanta, Georgia

2005  Search Committee Chairman, Environment Faculty Position, Georgia State University, Institute of Public Health, Atlanta, Georgia

SERVICE ACTIVITIES TO PROFESSIONAL ORGANIZATIONS

Grant Review

2009  Hypertension Grant Review, Nigeria Federal Ministry of Health

2008  Internal Grant University of Kansas, Medical Center
2005  Georgia Southern University Internal Grant

2003  The Wellcome Trust, United Kingdom

2004  Diabetes Funds/Dutch Diabetes Research Foundation

2003  American Institute of Biological Sciences (AIBS) – Peer Reviewed Medical Research Program – Prevention Research (Panel B)

2002  U.S. Defense Department of Defense (DOD) Defense Medical Research and Development Program (DMRDP) U.S. Army Medical Research and Materiel Command

2002  The American Institute of Biological Sciences (AIBS) – Peer Reviewed Medical Research Program – Prevention Research (Panel C)

**Promotion & Tenure Review**
- 2006  External Evaluator, Faculty Promotion & Tenure, Mercer University School of Medicine
- 2002  External Evaluator, Faculty Promotion and Tenure. University of Texas, Dallas

**Conference Abstract Review**
- 2007  Abstract Committee Member, International Society for the Study of Hypertension in Blacks

2003  American Academy of Health Behavior

2004  Abstract Committee Member, International Society for the Study of Hypertension in Blacks

**Other Services**
- 2009  Doctoral Dissertation Committee, Nova Southeastern University, Fort Lauderdale, FL (Candidate: Tandeih Ghogomu)

2003  Member, Georgia Diabetes Advisory Council

**PROFESSIONAL MEMBERSHIPS**

- 2003 - present  American College of Epidemiology
- 2003 - present  Georgia Rural Health Association
- 2003 - present  Georgia Public Health Association
- 2002 - 2004  Georgia Diabetes Advisory Council
- 2002 - present  Royal Institute of Public Health & Hygiene
- 2001 - present  Society for Epidemiological Research
- 2001 - present  American Academy of Health Behavior
- 1997 –present  The North America Association for the study of Obesity
1995 - present American Public Health Association
1992 - present American Institute of Food Technologists

ADDITIONAL SIGNIFICANT ACTIVITIES

Journals Presently Refereed

2009- present Clinical Biochemistry
2009- present Asia Pacific Journal of Clinical Nutrition
2008 -present Journal of Environmental & Public Health
2007- present BMC Public Health
2007- present Metabolism
2004- present Social Science & Medicine
2004- present Circulation
2002- present Journal of the American College of Nutrition
2003- present European Journal of Clinical Nutrition
2001- present Ethnicity & Disease
2001- present Journal of Obesity Research
2001- present International Journal of Obesity and Related Metabolic Disorders
2001- present American Journal of Health Behavior
2001- present Annals of Behavioral Medicine
1999- present International Journal of Epidemiology

EDITORIAL BOARD

2009-present Editorial Board Member, Ethnicity & Disease
2008-present Editor, Journal of Environmental & Public Health
Richard Rothenberg, Professor, Institute of Public Health
Education:
Columbia College, New York, NY B.A 1958-1962
Harvard Medical School, Boston MA, M.D 1962-1966
Harvard School of Public Health, Boston, MA M.P.H 1972-1973

Teaching load 6 courses/yr:
PH 7011 Introduction to Public Health
PH 7355 Prevention Methods
PH 8001 Scientific writing
(PH 7360 Advanced topics in epidemiology)

Scholarship and publication record for past five years


Crosby RA, Rothenberg RB In STI interventions, size matters. Sexually Transmitted Infections 2004:80:82-85

Rothenberg RB, Potterat JJ, Koplan JP. The algebra of condoms and abstinence Sexually Transmitted Disease 2005; 32(4):252-254


Brewer DD, Rothenberg RB, Muth SQ, Roberts JM, Potterat JJ. Agreement in reported sexual partnership dates and implications for measuring concurrency Sex Transm Dis 2006; 33:277-283.


Rothenberg R. Maintenance of endemicity in urban environments: a hypothesis linking risk, network structure and geography. Sex Transm Infect. 2007 Feb;83(1):10-15


Brewer DD, Rothenberg RB, Potterat JJ, Muth SQ. Data-free modeling of HIV transmission in Sub-Saharan Africa. Sex Transm Dis. 2007 Jan; 34(1):54-6


Rothenberg R. Impact Factor Follies Accepted, Epidemiology, 2008

Professional activity
Editor-in-Chief, Annals of Epidemiology 2000-present
Secretary-Treasurer, American STD Association, 2004-present
Principal Investigator, Geography, networks, and disease transmission NIH/NIDA 1 R01
Principal Investigator, Accountable communities: health together. NIH/NIDA 4 R01
Principal Investigator, Merging Theoretical and Empirical Network Data Santa Fe Institute (subcontract with University of Texas, Houston)
Principal Investigator, Acceptability of Pre-exposure Prophylaxis among inner city residents. Joint CDC-GSU grant
Principal Investigator, Evaluation of Prisoner Re-entry Program. Grant from Department of Justice, conducting jointly with Department of Corrections, GA

American College of Physicians (Fellow)
American Public Health Association (Member)
American College of Epidemiology (Fellow; member, Policy Committee)
American Epidemiologic Society (Member)
GSU, University-wide Research Committee
GSU, CHHS Research Committee
Shannon R. Self-Brown, Ph.D. Licensed Clinical Psychologist, SC #1019

CONTACT INFORMATION

Work Address: National SafeCare® Training and Research Center
College of Health and Human Sciences
Georgia State University
Atlanta, GA 30329

Work Phone: (843) 819-9615

Email Address: ssselfbrown@gsu.edu

EDUCATION

Louisiana State University, Baton Rouge, LA 70808
Doctorate of Philosophy, Clinical Psychology
Major: Clinical Psychology (APA accredited program)
Specialty Area: Child Psychology
Minor: School Psychology
Degree: August 2004
Dissertation: Effects of Family Violence and Parental Psychopathology on the Psychological Outcome of Community Violence Exposed Adolescents
Committee Chair: Mary Lou Kelley, Ph.D.

University of West Florida, Pensacola, Florida
Master of Arts, Counseling Psychology
Major: Counseling Psychology
Degree: M.A., August 1997
Thesis: Effects of Classroom Structure and Student Achievement on Student Motivation and Goal Setting for Mathematics.
Committee Chair: Samuel Mathews, Ph.D.

University of West Florida, Pensacola, Florida
Bachelor of Arts, Psychology
Major: Psychology
Degree: B.A., August 1995, Magna Cum Laude

PROFESSIONAL WORK EXPERIENCE

Associate Director, National Safecare® Training and Research Center (July 2008-present)
Georgia State University, Atlanta, GA
Duties: Serve as the associate director of research development for the dissemination and implementation of Project Safecare, an evidence supported prevention program for child neglect.
Supervisor: Daniel Whitaker, Ph.D.
Research Fellow (June 2006-June 2008)
Division of Violence Prevention, Centers for Disease Control and Prevention Foundation, Atlanta, GA.

Duties: Served as the principal investigator for 4 cooperative agreements focused on developing and implementing child maltreatment prevention programs. Provided scientific oversight, collaborated in research design and methodology, program implementation, measurement selection, and data collection and analyses. Additionally, conducted site visits to review program progress and disseminate study findings through presentations and publications.

Supervisor: Daniel Whitaker, Ph.D

NIMH-Sponsored Postdoctoral Fellow. (September, 2004-May 2006)
Training Grant T32 MH18869-16: Child and Adult Trauma Victims: A Training Program (PI: Dean G. Kilpatrick, Ph.D.).
Medical University of South Carolina, Department of Psychiatry and Behavioral Sciences, National Crime Victims Research and Treatment Center. Charleston, SC.

Clinical Duties: Provided trauma-focused assessment, cognitive-behavioral, and family based treatment for children and adults who have experienced some form of traumatic event or victimization. Common diagnoses treated included Posttraumatic Stress Disorder, Major Depressive Disorder, Oppositional Defiant Disorder, and Attention Deficit Hyperactivity Disorder.

Clinical Supervisors: Rochelle Hanson, Ph.D.; Heidi Resnick, Ph.D.

Research Duties: Formulated research ideas, assisted in data collection, conducted statistical analyses, and prepared manuscripts for submission to peer reviewed journals. Assisted in the preparation of grant submissions, and served as part of a research team assessing the effects of the forensic medical examination on children who have been sexually abused, as well as an NIMH-funded grant that is focused on examining best ways to train community based therapists on an empirically supported treatment for child sexual abuse.

Research Supervisor: Rochelle Hanson, Ph.D.

FUNDED GRANTS
Centers for Disease Control and Prevention (October 2008-October 2011)
Title, “Implementing SafeCare to Prevent Child Maltreatment in Underserved Populations”
Funds Requested: $1,350,000
P.I.: Daniel Whitaker, Ph.D.
Status: Awarded

Annie E Casey Foundation
Title “Extending the Reach of Child Maltreatment Prevention in Georgia”
Fund Requested: $35,000
P.I.: Shannon Self-Brown, Ph.D.
Status: Awarded
Doris Duke Charitable Foundation (October 2007 – October 2010)
Title, “National SafeCare Training and Research Center”
Role: Co-Investigator
Funds Requested: $1,321,403
P.I.: John Lutzker, Ph.D.
Status: Awarded

Georgia State University/CDC Collaborative Research Grant for the Social and Behavioral Sciences (October, 2007-October 2009)
Title, “Preventing Childhood Maltreatment in the Wake of Disaster: What Do States Do?”
Funds Requested: $60,000
Role: Co-Principal Investigator
Status: Awarded

National Institute of Mental Health, R21 Rapid Mechanism (October, 2005-October 2008)
Title, “Youth Psychological Functioning in the Aftermath of Hurricane Katrina.”
Funds Requested: $225,000
Role: Co-Investigator
P.I.: Mary Lou Kelley, Ph.D.
Status: Awarded

Administration on Developmental Disabilities (2006 – 2011)
Title, “Marcus Center for Advancing Possibilities, Marcus Institute University Center for Excellence in Developmental Disabilities”
Funds Requested: $1,260,000
Role: Co-investigator
P.I.: John Lutzker, Ph.D.
Status: Awarded

PUBLICATIONS


BOOK CHAPTERS


PRODUCT DEVELOPMENT


CONFERENCE PRESENTATIONS


Lutzker JR, Whitaker DJ, & Self-Brown S (April 2009). Implementations of the SafeCare® model throughout the United States. Symposium to be presented at the 17th National Conference on Child Abuse and Neglect, Atlanta GA.


**POSTER PRESENTATIONS**


Self-Brown, S. LeBlanc, M., Albert, A., Wingate, A., & Kelley, M.L. (November, 2004). Parental Exposure to Traumatic Events as a Predictor of Mental Health Outcomes in Youth
Exposed to Community Violence. A poster presented at the 38th Annual Convention of the Association for Advancement of Behavior Therapy, New Orleans, LA.


**EDITORIAL EXPERIENCE**

<table>
<thead>
<tr>
<th>Guest Editor:</th>
<th>Special Issue on Technology and Child Maltreatment (Fall, 2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ad hoc reviewer:</strong></td>
<td>Violence and Victims (2005-current) Child Abuse and Neglect (2006-current)</td>
</tr>
</tbody>
</table>

**TEACHING EXPERIENCE**

*Course Instructor for Medical Students. Doctoring Curriculum I.*

**Department of Psychiatry and Behavioral Sciences, Medical University of South Carolina, Charleston, SC** (August 2005-December 2005).

  Supervisor: Daniel Smith, Ph.D.

*Teaching Assistant. Child Behavior Therapy: Psychology 7972*

**Department of Psychology, Louisiana State University, Baton Rouge, LA.** (January 2000-May 2000).

  Supervisor: Mary Lou Kelley, Ph.D.

*Teaching Assistant. Advanced Biological Psychology: Psychology 6089*

**University of West Florida, Pensacola, FL** (June 1996-August 1996).

  Supervisor: Jay Gould, Ph.D.

**PROFESSIONAL MEMBERSHIPS**

- Association for Behavioral and Cognitive Therapies
- American Psychological Association

**HONORS**

- Medical University of South Carolina Outstanding Teaching Award for Doctoring Curriculum I, 2005-2006
- Pace Academic Graduate Scholarship, 1995, 1996
- Graduated Magna Cum Laude, 1995
- Member of Phi Kappa Phi Honor Society
- Florida Scholars Undergraduate Scholarship 1992-1995

**PROFESSIONAL REFERENCES**

Rochelle F. Hanson, Ph.D.
Associate Professor
Medical University of South Carolina
Psychiatry and Behavioral Sciences
National Crime Victims Center
165 Cannon Street
Charleston, SC 29425

Alyssa Rheingold, Ph.D.
Assistant Professor
Medical University of South Carolina
Psychiatry and Behavioral Sciences
National Crime Victims Center
165 Cannon Street
Charleston, SC 29425

Mary Lou Kelley, Ph.D.
Professor
Department of Psychology
Louisiana State University
236 Audubon Hall
Baton Rouge, LA 70803
DEREK G. SHENDELL

EDUCATION
University of California, Los Angeles, School of Public Health, Los Angeles, CA. February 2003
**DEnv**, Environmental Science and Engineering Program

Yale University School of Medicine, Department of Epidemiology and Public Health, New Haven, CT. May 1998
**MPH** “with Distinction” in Environmental Health Sciences (Epidemiology, Policy)
Master’s Thesis: “PM2.5 Exposure Assessment and Source Apportionment: Guatemala” Multidisciplinary course work included environmental health, exposure assessment, biostatistics, toxicology and environmental physiology, epidemiology, international and domestic health policy, environmental law, environmental economics, and the interaction of populations (human, ecological), environment and development.

Dartmouth College, Hanover, New Hampshire. June 1996
**AB**, Chemistry with Environmental Studies, *cum laude*, minor in Spanish: U.S. Hispanic/Latin American Literature

EXPERIENCE
1/2008-present School of Public Health, University of Medicine and Dentistry of New Jersey (UMDNJ-SPH)
Assistant Professor, full-time tenure-track position in Department of Environmental and Occupational Health Sciences
Updated and finalized core masters/docotral curriculum class, Introduction to Environmental Public Health Sciences (PHCO0503), which was taught starting spring semester 2008 in-person (Piscataway/New Brunswick campus) and in fall semester 2008 for other campuses on-line (Newark, etc). Director/Principal Investigator, New Jersey Safe Schools Program (funded by New Jersey Department of Education, Office of Career and Technical Education, $225K + various trainings income ~$55-60K per year).

9/2005-5/2008 Institute of Public Health (IPH), College of Health and Human Sciences, Georgia State University (GSU), Atlanta
Assistant Professor, full-time tenure-track position; 20% public health consultant/part-time instructor only 9-12/2005, 1-5/2008
Developed and taught—three semesters per year—four semester-long courses and one independent study/directed readings (PH 8910) in 2006-2007 including three newly developed courses (Indoor/Outdoor Air Quality and the Environment and Health (PH 7155), Environmental Epidemiology (PH 7295)) and Emerging Topics in Occupational and Environmental Health (PH7298, “writing across the curriculum” certification). Updated and finalized core MPH curriculum class (Introduction to Environmental Public Health Sciences, PH 7150), and taught course in-person (weekly topics schedule) as well as on-line (in eight thematic modules, four per half semester). Initiated and led development, communications with DeKalb County partners, and conduct as Principal Investigator of a novel community and school-based field research and trainings (funded by GSURF, ~$48,000, 7/2006- 5/2008): pilot educational training for school nurses; intervention research on reasons for attendance, tardiness and leaving early; built environment and potentially related exposure, health and safety issues for seniors.

Principal investigator of multi-university, domestic/international collaboration, the “U.S. - Ibadan (Nigeria) Partnership for Prevention Sciences Training, Urban Environmental Quality and Community Health,” with GSU International Strategic Initiatives funding (~$7,000 + ~$20,000 inked dedicated by College and IPH, 7/2006-6/2007) and private foundation sources for 2008- ($5,000 from The Atlantic Philanthropies, others TBD).

Coordinator and co-principal investigator of GSU-GA Marathon, LLC Partnership for Interdisciplinary Assessments of Recreational Endurance Athletes at Inaugural/2007 and 2nd/2008 ING GA Marathon and Half- Marathon (funded by GSURF and College, ~$10,000 per year total but no salary allowed, 9/06-5/08); this included being Principal Investigator of the main interdisciplinary on-line survey both years.

Dean’s Faculty Advisory Committee (8/06-12/07).

Public Health Institute Student Association faculty mentor (8/06-12/07). IPH lead, with College webmaster, for redesign and maintenance of Internet (5/06-8/07).

May 2005-present Central Valley Health Policy Institute, California State University, Fresno Interdisciplinary Health Policy Research Fellow

Led development and communications with local (Central CA) and state partners as co-Principal Investigator of two pending community-based participatory research proposals to the National Institutes of Health/National Institute of Environmental Health Sciences (R03, pilot studies), on adult environmental health literacy and investigator-initiated schools-based research.

7/1/05-1/3/06 Community Action to Fight Asthma (CAFA-II), CA State Projects Office, Berkeley, CA

Director of State Projects Office and CAFA Statewide Sciences Consultant (50% FTE 8/1/05-1/3/06)

2/23/04-7/1/05 Community Action to Fight Asthma Initiative (CAFA-I), CA State Coordinating Office, Oakland, CA
Interim Executive Director (10/29/04-6/30/05), Director, Environmental Health Sciences & Education (2/23-6/6/04)

- Provided technical assistance supporting a network of four regional centers and local asthma coalitions (LCs; 12 funded, 32 total) working, through policy and environmental interventions in homes and schools, to reduce environmental triggers of childhood Asthma.
- For 2/1-6/30/05, conducted complete technical assistance to LCs in Central CA (three funded, eight total).
- Part of team that designed and authored two printed newsletters and a “Briefing Kit” (thousands distributed). For the “Briefing Kit,” conducted final technical editing and was primary author of fact sheets with “best practices” and science summaries.
- Co-author and project manager for publication and dissemination of data projects on asthma hospitalization rates by legislative districts and by postal zip codes. First author of the CAFA California Asthma Advocacy Data Book, and led its dissemination.
- First author of an invited “case study,” submitted to a major peer-reviewed school health journal. Co-author on “CAFA Case Studies Book,” a project to be completed and published fall 2005.
- Wrote and disseminated ten electronic newsletters (hundreds on e-mail distribution list) 7/04-6/05.
- Assisted in maintenance of, and contributed news and scientific resource postings to, the organization’s Internet pages, e.g., summarized new scientific papers for use by general public.
- Organized and conducted several series of topical conference calls and helped plan and conduct in-person meetings for CAFA grantees. Co-composed fact sheets (English, Spanish) and a proclamation, approved by Board of Supervisors, for Contra Costa County to recognize World Asthma Day in May 2004. Co-led, with health educator from “California Breathing” (state health department initiative), day-long school indoor air and environmental quality (IAQ) trainings in four regions of CA—conducted seminars (in English and in Spanish), including guest speakers, and “hands-on” school site visits with walk-through surveys.
- Co-author of “letters to editor” on asthma and school IAQ submitted to Bay Area and Sacramento newspapers.

11/6/00-3/2/04 Lawrence Berkeley National Laboratory (U.S. DOE, Univ.CA), Berkeley, CA
Senior Research Associate (for 1/2003-3/2/04 only, 60-80% FTE), Visiting Research Scientist (3/5/04-12/31/05)

- Conducted, with multidisciplinary team of environmental health scientists and engineers, school studies in California, Washington and Idaho including indoor air quality, noise, ventilation, thermal comfort, and energy efficiency in relocatable classrooms; ventilation and attendance; traffic measures and respiratory health.
- Developed monitoring schedule and protocols and a new thermal comfort assessment for teachers and students.
- Maintained effective stakeholder collaborations.
- Led conduct of field work.
- Conducted chemical extractions and analyses of aldehyde samples.
- Managed and conducted statistical analyses of the data.
- Authored reports and conference presentations.
- Purchased supplies and monitoring equipment, and managed a LBNL project credit card account.
- Completed environmental health and safety training, and updated certifications. Served as overall coordinator and scientific/technical editor for research program proposals, winter 2003.
- Co-investigator for multidisciplinary proposal on the efficacy of community UV light-based drinking water treatment system—epidemiology (child diarrhea), exposure assessment (recontamination of water), socio-cultural and economic factors (community, household); pilot study 9/03-8/04.

9/03-8/04 Healthy Schools Network, Albany, NY
*Independent Contractor/Environmental Health Scientist*
Composed a science review paper, to accompany a staff policy “white paper,” on school indoor air and environmental quality including recommendations to mitigate or prevent potentially unhealthful conditions and enhance occupant performance. Final products were delivered to the NY State Legislature in winter 2004. Science review paper, as condensed form, submitted winter 2004, and accepted in summer 2004, to a peer-reviewed journal targeting school health stakeholders and researchers.

4/03-5/04 Children’s Environmental Health Network, Washington, D.C. and Berkeley, CA
*Environmental Health Investigator* on staff (write/review proposals only; no compensation)

12/02-12/03 California Department of Health Services, EHLB-IAQ Section, Berkeley/Richmond, CA
*Research Scientist/Database Manager (contractor through PHFE, Inc.); part-time 20-40%*
Reviewed, managed, and conducted statistical analyses of data on biological agents collected in indoor and outdoor air, dust and wet and dry source samples including surface swabs, and building characteristics, temperature and humidity, from the 1994-1998 U.S. EPA BASE Study. Authored meeting notes and conference presentations, and co-authored reports.

7/99-11/00 UCLA School of Public Health, Integrated Environmental Sciences, Irvine, CA
*Project Manager and Research Team Leader*
Worked on field, laboratory, and data entry components of the national Relationship among Indoor, Outdoor, and Personal Air Concentrations (RIOPA) Study of PM2.5 and air toxics for Los Angeles County, CA. Responsible for significant contributions to survey refinement, selection of target communities, participant selection criteria and recruitment methodology, and development of coding and a protocol for the management and analyses of the participant’s time-location-activity pattern data. Managed daily operations of RIOPA, including contact with collaborators to ensure a standard protocol and sample management. Worked with epidemiologists to assess potential relationships between measured indoor / outdoor carbon monoxide, traffic and birth outcomes.
5/98-8/98 National Center for Environmental Health, U.S. CDC, Birth Defects and Genetic Diseases, Chamblee, Georgia

ATPM “Short-term Training” Summer Fellow, Environmental Exposure Assessment
Worked on a study about potential relationships between birth defects and public drinking water disinfection byproducts. Led data abstraction, entry and management activities via on-site collaborations with water treatment facilities. Co-authored questionnaire for Metropolitan Atlanta Birth Defects Risk Factor Study to assess exposure of mothers and fetuses to pollutants.

2/97-5/98 Instituto de Nutrición de Centro América y Panamá (PAHO), Guatemala City, Guatemala, and Yale University School of Medicine, New Haven, CT
Principal Investigator, Field and Laboratory Technician, Database Manager/Analyst
Developed a methodology, ordered and prepared equipment and supplies, and attained four independent sources of funding for a project on ground-level ambient fine particle air pollution, carbon monoxide, and trace elements in urban Guatemala.

1/97-5/97 Yale-New Haven (CT) Hospital, Children's Health Advocacy People Student Researcher/Conference Coordinator, Yale-Sponsored Research
As part of a multidisciplinary organizing committee, directed the Building Coalitions for Connecticut Children conference (4/3-4/97). Led efforts to publish a comprehensive, cross-referenced guide to New Haven's community organizations.

1/95-3/95 Duke University Medical Center, Durham, NC. Undergraduate student internship, orthopedic surgery and pediatric sports injury assessment and prevention (unpaid)
Other work experiences between July 1988 and September 1996 included being an Assistant Camp Counselor (New Canaan, CT, one summer) and the Assistant Tennis Profesional (Roxbury Club, Stamford, CT, seven summers).

PROFESSIONAL MEMBERSHIPS AND SELECTED ACTIVITIES
- Member, Association of Asthma Educators, 2007-present.
- Member of the American Public Health Association (APHA) and Environment section, 1996-present
- Elected by peers nationwide to be Environment Section Governing Council Representative 2006-07
- Member, International Society of Exposure Analysis (ISEA), 1999-present
- Elected by peers to be Student Councilor on Executive Board, 7/2001-6/2002.
- Member, New Jersey Association of Designated Persons (school safety & health), 2008-present.
- Member, state public health associations (Georgia 2006-2008, New Jersey 2009-)
- Member, New Jersey Interagency Working Group on Environmental Education (K-12)

- Member of California interagency working groups on indoor air quality, relocatable classrooms, and school studies (2001-04)
- Member of the Contra Costa County (CA) Asthma Coalition, 1/2003-10/2005
- World Asthma Day work group (1/2004-5/2004);
- Member of Planning Committee (9/2004-7/2005); and,
- Member of the Technical Advisory Group for grant-funded projects (10/2004-12/2005).

SKILLS AND LANGUAGES

- Proficient in Spanish (reading, writing, and public speaking)
- Microsoft Office, SPSS (v.14-&15) and SAS (v.6&8&9, Enterprise Guide v.1.0-1.3), and some GIS experience.

SELECT AWARDS AND FELLOWSHIPS


Led application for and receipt of CAFA Initiative’s “USEPA Children’s Environmental Health Recognition Award,” 2005


“Outstanding Performance Award” and monetary bonus, E.O. Lawrence Berkeley National Laboratory, July 2003.

STAR Graduate Fellowship, USEPA/ORD/NCERQA Health Risk Assessment (focus on children ages 5-18), 9/98-9/01.

University Chancellor's Fellowship, University of California, Los Angeles (UCLA), 1998-2002.

UCLA Center for Environmental Risk Reduction, research training fellowship, 1/00-7/2000.

"Improving Public Health in Southern California" Wilson Endowment, Community Health Sciences, UCLA, 7/99-3/00.

Wilbur Downs International Health Student Travel Fellowship, Yale University, 1997.

SELECT VOLUNTEER WORK AND OTHER EXTRACURRICULAR ACTIVITIES

Faculty, Sigma Phi Epsilon National Fraternity Educational Foundation, Carlson Leadership Academy, fall 2003-present

Part-time paid staff member, Fleet Feet Sports-Pleasant Hill (CA) running/triathlon/fitness store, and running team, 3/04-12/05.
Taught environmental and public health education classes on pollutant and noise measurements, energy efficiency, and general science overviews through LBNL, and nutrition and safe sex practices through Yale University School of Medicine.

Edited or translated (to Spanish) doctor-patient interactions, environmental education materials, and public meeting notices for Yale-New Haven Hospital, Children's Health Environmental Coalition, and Action Now (CA)


*Student representative*, Yale University School of Medicine International Health Committee, 1997-98.

Completed indoor cycling coaching certifications with Schwinn-Nautilus and 24-Hour Fitness, winter 2004.

Recreational competitive athlete in running (5K-10K-1/2 marathon), road biking (50 miles-100 km), tennis (USTA, NJ leagues).

Peer-reviewed journal manuscripts published or “in press”


Peer-reviewed journal manuscripts, “submitted for publication” (alphabetical order by first author’s last name)


Arlotta DM, Shendell DG, Kreuter MK, Allensworth DA, Kay C. The Impact of HealthMPower on Measured Levels of Physical Activity among Students in 13 Georgia Public Schools. *Being revised then re-submitted for publication.*

submission for publication. (This is going through internal review processes for U.S. CDC clearance)


Trade journals and magazines, peer-reviewed and/or editorial board reviewed


Annual Workshop, Southern California section of Society for Risk Analysis, May 18, 2000, Los Angeles (UCLA).


Morandi MT et al. (co-author). Influence of Ambient Air on VOC Indoor Air Concentrations Within the RIOPA Study. 10th Annual Meeting of the International Society of Exposure Analysis, Monterey, CA, October 24-27, 2000.

Weisel CP et al. (co-author). Relationship Between Indoor, Outdoor, and Personal Air Concentrations of VOCs in the RIOPA Study. 10th Annual Meeting of the International Society of Exposure Analysis, Monterey, CA, October 24-27, 2000.


Turpin BT et al. (co-author). An Investigation of Indoor, Outdoor, and Personal Fine Particulate Matter Concentrations and Composition During the RIOPA Study. Annual meeting of the American Association for Aerosol Research, St. Louis, MO, November 2000.


Turpin BT et al. (co-author). Urban Indoor and Outdoor Concentrations and Personal Exposure to PM2.5: Mass Concentrations and Implications from the RIOPA Study. 11th Annual Meeting of the International Society of Exposure Analysis, Charleston, SC, November 4-8, 2001.

**Shendell DG**, Winer AM, Colome SD. Pilot Assessment of Volatile Organic Compound Exposures, Thermal Comfort Parameters, and HVAC-Driven Air Exchange Rates in Public


Jones JM, Shendell DG, Turpin BJ, Weker RA, Colome SD, Winer AM, Weisel CP. Analysis of Personal Exposures to PM2.5 of Los Angeles County, CA Participants of the RIOPA Study. Annual Meeting of the Society of Environmental Toxicology and Aquatic Chemistry (SETAC), Baltimore, MD, November 2001.


Weisel, CP, et. al (co-author). Influence of Mobile Sources on Ambient and Personal Air: Evaluation Within the RIOPA Study. Annual meeting of the International Society of Exposure
Analysis (12th) and the International Society of Environmental Epidemiology (14th), Vancouver, B.C., Canada, August 11-15, 2002. Abstract published in *Epidemiology*, 13 (4), S98.

**Shendell DG**, Tsai FC, Macher JM, Burton L. Airborne allergens, bacteria, and fungi in 100 office buildings: Study, sampling and database design and selected results from the BASE study. 5th International Conference on Bioaerosols, Fungi, Bacteria, Mycotoxins and Human Health, Saratoga Springs, NY, September 10-12, 2003, pages 80-81. [oral and poster]


**Shendell DG**. Available Public Health Sciences Information and Data Resources to Reduce Environmental Triggers of Childhood Asthma through for Interventions and Policy Advocacy.
Presented as talk at Central California Children’s Institute Asthma Leadership Summit, California State University-Fresno, May 5, 2005.


**Shendell DG.** Summary of Available Science-Based Projects and Activities of CAFA Grantees: Reducing or Preventing Exposures to Environmental Asthma Triggers Through Evidence-Based Policy Advocacy and Interventions. Presented as talk at *CHEST 2005 7th Annual Asthma and COPD Coalitions Symposium*, Montreal, Quebec, Canada, November 2, 2005.

**Shendell DG, Rawling M-M, Foster CF.** Indoor and Outdoor Interventions to Reduce or Prevent Exposures to Environmental Asthma Triggers. Presented as oral roundtable at *CHEST 2005 7th Annual Asthma and COPD Coalitions Symposium*, Montreal, Quebec, Canada, November 2, 2005.


Shendell DG, Alexander MA, Huang YH, Snyderburn A. Working to Enhance Adult Environmental Public Health Sciences (EPHS) Literacy to Improve Asthma Management at Public Primary Schools. Oral plenary presentation (2nd morning) at the 5th Annual Region VII Healthy Sustainable Indoor Environments Conference, October 2-3, 2008, Kansas City, KS.


Shendell DG, Alexander MA, Sanders DL, Jewett A, Yang J, Huang Y. Enhancing Surveillance of Reasons for Attendance, Tardiness and Leaving Early at Primary Schools to Inform Planning

Christine Stauber, PhD, MS

EDUCATION

Doctor of Philosophy, Environmental Science
School of Public Health, University of North Carolina at Chapel Hill
Area of Specialization: Environmental Health Sciences
Minor: Epidemiology
August 2006

Master of Science, Environmental Science
College of Agriculture, University of Arizona
Dec 2000

Bachelor of Science, Environmental Science
College of Agriculture, University of Arizona
Dec 1997

RESEARCH

Assistant Professor
Georgia State University, Institute of Public Health  Aug 2008
- present

Environmental Health Sciences
• Teach core courses in Environmental Health Sciences
• Mentor graduate students and research projects
• Develop research program in both laboratory and field based environmental health and microbiology
• Develop a laboratory capacity for environmental health laboratory research and class

Consultant, Water and Sanitation Program, World Bank
Scaling up sanitation and handwashing – Impact evaluation  Nov 2007-present
• Assess laboratory capacity for microbiological analysis of fecal matter in Tanzania
• Assist with analysis of laboratory capacity and sampling plan for drinking water analysis plan in India
• Assisted with refining microbiological sampling plan to evaluate environmental hygiene of households
• Reviewed and revise comprehensive household demographic and health survey in Lima, Peru
• Participated in field test of household demographic and health survey in Lima, Peru
• Piloted environmental sample collection and analysis methods for detecting E. coli in drinking water, on hands and sentinel objects

Consultant, North Carolina State Laboratory of Public Health, Emerging Infectious Disease Fellow Research Project
Assessing parasite prevalence in migrant farmworker populations in North Carolina  July 2007-
May 2008
- Assisted with data analysis to assess how social and demographic characteristics may contribute to the spread of parasitic disease in farm worker populations and to the food chain
- Reviewed and advised data analysis plan
- Assisted with data entry system and database development in EpiInfo
- Administered questionnaires in Spanish at health clinics and farms in eastern North Carolina in summer 2007

Postdoctoral Research Assistant
University of North Carolina, Environmental Microbiology and Virology Lab

Randomized controlled trials of plastic biosand water filter July 2007-July 2008
- Manage and coordinate multi-country randomized controlled trials of biosand water filter
- Meet with local and international stakeholders to coordinate and organize logistics
- Develop research proposals and supporting materials for field studies
- Train and supervise study coordinators for each location (Cambodia, Ghana, Honduras)

Low-cost, simple methods to detect fecal contamination of drinking water July 2007-July 2008
- Mentor students in research to detect E. coli in water by alternative methods and under conditions that mimic resource limited environments such as developing countries
- Assist with experimental design and data analysis

Sustainability of the concrete biosand water filter May 2007-July 2008
- Assist student in evaluating epidemiologic data to assess long-term health impact of biosand water filter in Bonao, Dominican Republic
- Supervised student summer project
- Developed and implemented field study for assessing sustainability of household water treatment technology

Graduate Research Assistant
University of North Carolina, Environmental Microbiology and Virology Lab

Dissertation Completion Fellowship, Graduate School Aug 2006-May 2007
- Drafted technical reports, publications, and presentations for various research projects
- Utilized epidemiological analysis techniques to determine ability of low-cost water treatment technologies to reduce transmission of diarrheal diseases
- Used principle components analysis of assets to develop an economic index for household wealth when self-reported income was lacking
- Developed and formatted database and data analysis plan of epidemiological data collected during field trial of biosand water filter
- Organized and archived data collected in the field
- Mentored two students: one in laboratory techniques and another in a field research on evaluating the sustainability of the biosand water filter
- Assisted Prof. Mark D. Sobsey as part of a team of four doctoral students in developing a new graduate level UNC course entitled “Global Water Sanitation and Health”

**Randomized controlled trial of the concrete biosand filter**  
Feb 2005-Aug 2006  
- Organized bilingual meetings for aid agencies, non-governmental organizations and government health and water sectors  
- Presented information to help with policy decisions on household water treatment technology for underserved communities in Dominican Republic  
- Managed project staff and funds for health impact study of the biosand water filter  
- Provided logistical support for all laboratory supplies and data collection system  
- Created sampling and analysis plan for study sample collection  
- Developed laboratory training materials in Spanish and trained personnel in basic water microbiology laboratory tests

**Laboratory studies on the effectiveness of the plastic biosand water filter**  
Jan 2004-Jan 2005  
- Performed cost-effectiveness, comparative analysis of three point of use water treatment technologies  
- Developed experimental design and protocols for laboratory experiments to measure reduction of viruses and bacteria via biosand water filter  
- Managed research team of three students

**Graduate Research Assistant**  
*University of Arizona, Environmental Microbiology and Virology Lab*

**Field work in Central America**  
Jun 1999-Feb 2000  
- Developed and initiated a summer project to sample and analyze for the presence of *Cyclospora* sp. in surface waters in Panama  
- Organized a bilingual component of laboratory workshop on molecular detection of bacteria for conference in February 2000 at Universidad del Valle, Guatemala City, Guatemala

**Evaluation of the Effect of Heavy Metals on the Soil Microbial Community**  
Aug 1997-Dec 2000  
- Performed molecular techniques such as polymerase chain reaction and denaturing gradient gel electrophoresis to identify soil bacteria  
- Analyzed soil to quantify levels of heavy metals and organic chemicals via atomic absorption spectroscopy and high pressure liquid chromatography respectively

**TEACHING and WORK EXPERIENCE**

**Adjunct Faculty, Chemistry, Mesa Community College, AZ**  
Aug 2001-
Dec 2002
- Developed lectures on basic concepts in beginning level chemistry for students with diverse levels of understanding
- Developed course syllabus, lecture materials, in-class exams, take home assignments and in-class assessment opportunities
- Created in-class, group-work activities to reinforce lecture materials
- Organized supporting materials to prepare students for departmental proficiency exams

**Teaching Assistant, University of Arizona, Tucson, AZ**
1999-2000
- Developed lectures to instruct undergraduate and graduate students in techniques in environmental microbiology
- Designed laboratory reports and exams to evaluate learning

**Intern, Arizona Department of Environmental Quality, Tucson, AZ**
Jan 1998 - Sept 1998
- Organized bilingual, bi-national conference on pollution prevention in Ambos Nogales area to develop collaboration among industry on both sides of the US-Mexico border
- Developed bilingual pollution prevention materials
- Researched pollution prevention programs that were applicable to industry in Mexico

**GRANTS and AWARDS**

**Office of International Affairs, International Strategic Initiative, Georgia State University**
Summer 2009 -
*Strengthening Collaboration on Research and Evaluation (SCORE) for Water and Health in the Dominican Republic*, Funding: $11,000

**College of Health and Human Sciences Intramural Grant, Georgia State University**
Fall 2008
*Evaluation of fecal bacterial contamination on children’s toys in a randomized controlled trial of the plastic biosand filter in Honduras: does water treatment improve household hygiene?*
Funding: $5,000

**Environmental Protection Agency’s P³ Award**
2008
*Development and Evaluation of Three Simple, Low-Cost, Low-Tech Tests for Microbial Fecal Indicators in Drinking Water*, Funding: $10,000

**Environmental Protection Agency’s P³ Award**
2006
*Comparative Analysis of Three Point of Use Technologies*, Funding: $85,000


**PRESENTATIONS and POSTERS (2007-2009)**


**PROFESSIONAL AFFILIATIONS**

- American Society for Microbiology
- American Society for Tropical Medicine and Hygiene
- International Water Association
- International Society for Environmental Exposure
- International Society for Exposure Assessment
KYMBERLE LANDRUM STERLING, DrPH, MPH

Institute of Public Health
Georgia State University
140 Decatur Street
Urban Life Building, Room 878
Atlanta, GA 30303

Academic Appointment

2008- Assistant Professor of Health Promotion and Behavior
Georgia State University, Institute of Public Health, Partnership for Urban Health Research

Education

2005 Community Health Sciences
Health Promotion/Health Education Module
University of Texas Health Science Center at Houston, School of Public Health

Chair: Pamela M. Diamond, PhD    Faculty Advisor: Alfred McAlister, PhD

1998 Maternal and Child Health
Community Health Sciences Department
Tulane University School of Public Health and Tropical Medicine, New Orleans, LA

1997 Cell and Molecular Biology
Cell and Molecular Biology Department
Newcomb College, Tulane University, New Orleans, LA

Academic Experience

2005 –2008 Post Doctoral Research Associate, National Cancer Institute, Cancer Education and Career Development Program (NCI Grant #5R25CA057699-13) Institute for Health Research and Policy, University of Illinois at Chicago, Supervisor: Robin Mermelstein, PhD

Project: Social-Emotional Contexts of Adolescent Smoking Patterns (NCI # 5P01CA098262-02) PI: Robin Mermelstein, PhD
- Assisted with longitudinal data collection and manuscript development on 1200 9th and 10th grade students in the greater Chicago area
Academic Experience (cont)

Project: Helping Young Smokers Quit, co-funded by the Robert Wood Johnson Foundation, Centers for Disease Control and Prevention, and National Cancer Institute PI: Susan Curry, PhD
  - Assisted with manuscript writing and submission and submitting abstracts to national conferences for presentation

2002 – 2005 **Predoctoral Fellow**, National Cancer Institute, Cancer Prevention and Control Training Program (PI: Patricia Dolan Mullen, NCI Grant #2R25CA577), Center for Health Promotion and Prevention Research, University of Texas at Houston School of Public Health, Supervisor: Patricia Dolan Mullen

2000-2005 **Research Assistant II**, Texas Multi Cultural Regional Community Tobacco Studies (PI: Alfred McAlister, NCI Grant # 5R01CA086295-04), University of Texas Health Science Center at Houston, School of Public Health
  - Assisted with collecting data on high school students in the greater Houston area
  - Involved with data analysis, manuscript writing and submission
  - Submitted abstracts to national conferences for presentation

Other Professional Experience

1999 – 2000 **Program Coordinator**
Tulane-Xavier National Center of Excellence in Women’s Health, New Orleans
Responsible for the design and implementation of mobile clinical services and community health education services to medically underserved populations.
  - Collected regional and national mobile clinical services data
  - Conducted community needs assessment
  - Developed and implemented community health programs (Odyssey House of New Orleans)
  - Conducted key informant interviews and focus groups
  - Presented project findings to the Office of Women’s Health

1998 **Public Health Advisor**
Office of Louisiana State Senator Paulette Irons, New Orleans
Assisted the Louisiana Initiative of Teenage Pregnancy Prevention (LITPP) coalition with the implementation of the “Baby Think it Over” project, a program designed to curtail teenage sexual activity and prevent teenage pregnancy.
  - Implemented and pilot tested program in area high school and community-based organizations
  - Developed program health education materials
Courses Taught

2009-2010
**Instructor**, Social and Behavioral Aspects of Public Health, Georgia State University, Atlanta, GA

2008-
**Instructor**, Introduction to Health Promotion, Georgia State University, Atlanta GA

Spring 2008
**Invited Lecturer**, Health and Wellness, University of Texas at San Antonio, San Antonio, TX
Presented an Introduction to Health Promotion Theory and Practice lecture and facilitated group-based discussions in the Health and Wellness Course at the University of Texas at San Antonio.

Fall 2005
**Invited Lecturer**, Behavior and Cancer Prevention and Control, Northwestern University, Chicago, IL
Presented a synopsis of the history of tobacco use in the United States to graduate medical students.

Spring 2005
**Teaching Assistant**, Latent Variable Models and Factor Analysis, University of Texas Health Science Center, School of Public Health
Assisted instructor with preparation of classroom lectures; assisted students with course homework assignments; graded students’ course homework assignments; presented relevant lectures to the class; and assisted students with final class project.

Fall 2002
**Problem Based Learning Facilitator**, Health Promotion Theory and Methods I, University of Texas Health Science Center, School of Public Health
Assisted students with core theoretical material and to develop a health promotion and/or health education intervention, and participated in relevant seminars.

Spring 2002
**Invited Lecturer**, Leadership in Adolescent Health (LEAH), Baylor College of Medicine, Dept. of Adolescent and Sports Medicine, Houston
Lectured residents, nurses, and social workers about adolescent tobacco use and presented sample intervention options to promote cessation among adolescent smokers.

Fall 2001
**Invited Lecturer**, Concepts in Health Science, Rice University, Houston
Lectured undergraduate students about adolescent tobacco use and presented sample intervention options to promote cessation among adolescent smokers.
Publications


Sterling, K.L.; Mermelstein, R; Turner, L; Diviak, K; Flay, B.; and Shiffman, S. Nicotine Dependence Syndrome Scale (NDSS): psychometric properties and prediction of smoking behavior change among adolescents, *Addictive Behaviors*, in press. DOI: 10.1016/j.addbeh.2009.03.016


Published Reports


Conference presentations and abstracts


Conference presentations and abstracts (cont)


Sterling, K.L; Pallonen, U.; and McAlister, A. Psychosocial factors associated with smoking cessation among adolescents. Abstract submitted and accepted for oral presentation at the 2003 National Conference on Tobacco or Health, Boston.

Landrum, K. and Meshack, A. Texas Teens Against Tobacco Use: A smoking cessation intervention for high school students. Abstract submitted and accepted for oral presentation at the 2002 National Conference on Tobacco or Health, San Francisco.

Funded Research

Active

Principal Investigator Childhood Obesity: Identifying Developmental Trajectories and Early Life Determinants, Georgia State University College of Health and Human Sciences Intramural Grant, 12/2008-12/2009 ($4900)

Editorial Activity

Reviewer, Journal of American College Health
Health Promotion Practice
American Journal of Health Promotion

Scholarly Activity with Students

MPH Thesis Committee
Renee Peterkin, MPH, 2009
Bina Ali, MPH Candidate, 2009

MPH Capstone Committees
Jamie Woods, MPH, 2009
Professional Development & Additional Training

2006  National Institutes of Health, National Cancer Institute, Division of Cancer Control and Population Sciences, 2nd Biennial Career Development Workshop to Increase Diversity in Research Funding

2002  Public Health Trainee, Leadership in Adolescent Health (LEAH) Training Programs, Baylor College of Medicine, Dept. of Adolescent and Sports Medicine, Houston, TX

Statistical Skills

- AMOS, version 4.0 (Path Analysis and Structural Equation Modeling software)
- Mplus, version 3.0  (Confirmatory Factor Analysis and Structural Equation Modeling software)
- LISREL, version 8.2 (Confirmatory Factor Analysis and Structural Equation Modeling software)

Professional Affiliations

2007-present  American Public Health Association (APHA)
2005- present  Society for Research on Nicotine and Tobacco (SRNT)
2005- present  American Society for Preventive Oncology (ASPO)

Awards & Honors

2005-2007  National Institutes of Health, Loan Repayment Program for Pediatric Research

2005  Inductee, Delta Omega Honorary Society in Public Health

1993 -1997  Louisiana State Legislative Scholarship Recipient, Tulane University
SUMMARY OF QUALIFICATIONS
Dedicated educator and researcher with experience in preventive health sciences, public health, and behavioral science. Experienced in development of emerging graduate distance education modalities. Expertise in urban aging studies and enhancement of older adults' quality-of-life through health promotion. Specialized in interdisciplinary, community-based interventions focused on urban and older adult populations.

EDUCATION
University of Alabama at Birmingham – School of Education, Human Studies Department
Doctor of Philosophy: Health Education / Health Promotion, 2003
Dissertation: Smoking Cessation Counseling for Cystic Fibrosis Patient Caregivers and Significant Others: Perceptions of Care Center Directors and Nurse Coordinators

University of Alabama at Birmingham – School of Public Health
Master of Public Health, 2000
Concentration: Maternal and Child Health

University of Alabama, Tuscaloosa
Master of Social Work, 1999
Concentration: Health
Thesis: Comparative Study of the Australian versus American Medical and Community-Based Models of Mental Illness Treatment

Saint Norbert College, De Pere, WI
Bachelor of Arts: English and Spanish, 1995
International Studies: Toledo, Spain, program through University of Minnesota (Fall 1994) and Mexico through University of Wisconsin - Eau Claire (Summer 1994)

POST GRADUATE COURSEWORK
Social Marketing Field Course, University of South Florida, 6/2005
Impact of Children’s Environmental Tobacco Smoke Exposure, American Thoracic Society, Atlanta, GA, 5/02
Intervention Mapping, University of Houston School of Public Health, 6/2002

FELLOWSHIPS & HONORS
Community-Based Falls Prevention Research Recognition Award, Phipps Corporation, 4/2008, NY, NY
Health Education Leadership Society Member, Eta Sigma Gamma, 2/2004
Campbell Felch/Wyeth Award for Research in Continuing Medical Education, 9/2003
Health Education Graduate Scholar of the Year Award, University of Alabama at Birmingham School of Education, 4/2003 and 5/2002
Kappa Delta Pi Honor Society, 4/2003
Graduate Research Day Winner (1st Place), University of Alabama at Birmingham, 3/2003
Research and Teaching Fellowship, Department of Human Studies, University of Alabama at Birmingham School of Education, 2000 – 2002
Federal Maternal and Child Health Traineeship, University of Alabama at Birmingham, School of Public Health, 1999 – 2000
Graduate Scholar Award Recipient, University of Alabama, Tuscaloosa, 1998 – 1999
NCAA Division I Scholar Athlete Award, Loyola University, Chicago, IL, 1991 – 1992

Professional Experience
Research, Data Management, and Quality Improvement Experience

Journal of General Internal Medicine Manuscript Reviewer (7/2007 – Present)

Journal of Elder Abuse and Neglect Associate Editor (7/2006 – 12/2007)

New York University Nurse Faculty Practice Primary Care Clinic
Quality Improvement Champion (5/2007 – Present)
• Oversee quarterly quality indicator measurements.

New York University College of Dentistry
• In conjunction with the NYU PEARL (Practitioners Engaged in Applied Research and Learning) network, developed research protocols.
• Contributed health promotion expertise and assisted with protocol development, implementation, and results dissemination.

Associate Research Scientist/Adjunct Assistant Professor (9/2005 – 4/2006)
• Served as health promotion specialist for NYU Oral Cancer Research Center for adolescent and adult health promotion with minority target population.
• Collaborated with Dean Alfano of NYU College of Dentistry and Dean Fulmer of NYU College of Nursing in study to investigate clinical and preventive linkages with underserved, urban populations that can be fostered through combined operational models of dentistry and advanced practice nursing.

Alabama Quality Assurance Foundation
• Performed organizational strategic planning and management/evaluation of interventions and systems to serve Medicare beneficiaries throughout the state. Targeted efforts to underserved beneficiaries.
• Helped develop nationally-recognized Internal Quality Improvement Data Capture System.
• Provided training to nursing homes, hospitals, and physician office located throughout state in electronic medical record implementation, clinical decision support tools, as well as statistical process control methods. Led employee training, team-building, and taught
Institute for Healthcare Improvement methodology (including disease management and indicator bundling) to both internal and external groups.

- Served as Chair of the Professional Education Committee, which involved developing and approving Continuing Medical Education and Continuing Educational Units and leading re-accreditation tasks.
- Acted as Chair of Performance Improvement Committee that oversaw IQC database and other performance improvement efforts.

**University of Alabama at Birmingham**

*Center for Outcomes and Effectiveness Research and Education Scientist* (9/2003 – 10/2005)

**Alabama State Quality Award**

- Served as a trained Quality Award Examiner for state award; award sectors mirror National Baldrige criteria of education, business/industry, healthcare, and non-profit.

**University of Alabama at Birmingham, School of Medicine, Division of Continuing Medical Education.**


**University of Alabama at Birmingham School of Public Health, Maternal and Child Health Department**

- Contributed to all phases of community-based evaluation research projects include manuscript development and Alabama Resource Directory project involving compilation of a statewide electronic database and website of maternal and child health services and outreach.

**Society of Public Health Education**

*Manuscript Reviewer* (2002 – Present)

**American Public Health Association Conference**


**Morehouse School of Medicine**

*Journal Reviewer* (2001)

**Research Consultant** (2001)
- Performed spectrum of research duties including data collection and management, analysis, program evaluation, report writing, and presentation creation for Fast ForWord program adopted by Jefferson County Board of Education.

**University of Alabama at Birmingham, School of Education**

*Manuscript Reviewer* (10/2000)

**University of Alabama at Birmingham, School of Education**
Graduate Research Assistant (2000 – 2001)
- Involved with educational program evaluation and report writing for Alabama Supercomputing Program and 21st Century Learning Grants.

University of Alabama at Birmingham, School of Public Health, Department of Maternal & Child Health
Graduate Research Assistant (1999 – 2000)
- Focus: community-based research.

Teaching Experience
Georgia State University
Institute of Public Health
Partnership for Urban Health Research
Assistant Professor (8/2008 – Present)
- Teach graduate Evaluation Research, Social and Behavioral Aspects of Public Health, Research Methods
- Affiliate faculty member of the Gerontology Institute, Center for Healthy Development, Emory Center for Injury Control.

New York University
Department of Epidemiology & Health Promotion, College of Nursing & College of Dentistry
Adjunct Assistant Professor (4/2006 – 6/2008)

University of Alabama
Health Sciences Department
Adjunct Faculty (9/2005 – Present)
Assistant Professor (2/2004 – 8/2005)
- Instruction specialty in evaluation, behavioral theory, and independent studies
- Taught, advised, and counseled distance education masters students; revised curriculum.
- Instructed all major core and independent online courses

University of Alabama
Health Sciences Department
Adjunct Faculty (2003 – 2004)
- Instructed graduate level Certified Health Education Specialist study course.

University of Alabama at Birmingham
Health Education Department
Adjunct Faculty (2001 – 2003)
Instructor (2000 – 2001)
- Taught co-developed requisite course for all education majors, Quality of Life.

University of Alabama at Birmingham
Health Education Department
Teaching Assistant (2001)
Helped develop syllabi and computer problems for graduate introductory statistics course and served as substitute instructor.

University of Alabama at Birmingham
Health Education Department
Lecturer (1999 – 2003)

Grant Awards
- Georgia Underage Drinking Prevention Initiative, Evaluation Director
- South Atlanta for the Environment, Community Action for a Renewed Environment, Evaluator and Quality Assurance Advisor. Award from the EPA, project based in NPU-V.
- Jonas Foundation Grant, Evaluator and Co-Director of Nurse Practitioner Primary Care Clinic. The purpose of the project is to meet the unmet healthcare needs of an urban population who does not have a medical home, yet may be receiving dental treatment. Function also as Quality Improvement Champion, steering committee member, and developer of social marketing plan. Awarded $300,000.
- RAND / Hartford Foundation Interdisciplinary Geriatric Research Center. Central writer for a 2-year Interdisciplinary Geriatric Research Center grant, involving 5 NYU Colleges/Schools: Nursing, Dentistry, Medicine, Public Service and Social Work. Grant cycle began 11/1/2006. Role: Center Coordination Director and Junior Investigator in the Elder Mistreatment Screening in Dental Clinic Pilot Study and the Falls Prevention Pilot Study in a New York City Naturally Occurring Retirement Community (NORC). Grant award $200,000.
- New York State Department of Mental Health & Aging. Consultant to develop and test a video intervention to train long-term care staff on the prevention of resident-to-resident elder mistreatment. PI: J Teresi.
Other Grant Experience


- Association of Schools of Public Health, Scholarship, Training, and Education Program for Tobacco Use Prevention Project (Step-Up). Doctoral Dissertation Grant Submission.

- April, 2006. Trans Dental Practice-Based Research Network Osteonecrosis of the Jaws [ONJ] Case-Control Study. Grant Award from the National Institute of Dental and Craniofacial Research.


- CDC Reducing Secondhand Smoke. With Dr. Connie Kohler, UAB School of Public Health, Department of Health Behavior, and Dr. Anne Turner-Henson, UAB School of Nursing, Department of Research. Awarded October 1, 2002, $175,000 for 2 years. Written in as Program Manager.

- Sickle Cell Disease and Newborn Screening Program, Maternal and Child Health Bureau. With Dr. Joseph Telfair, UAB School of Public Health, Department of Maternal and Child Health.
Health. Awarded September 1, 2002, $750,000 for first year. Written in as Assistant Evaluator.

**Social Work Experience**

**La Causa**, Milwaukee, WI  
- Aided in development of electronic tracking and review system of children in out-of-home foster care placements for La Causa, Inc. (Wisconsin’s only bilingual social service agency) in conjunction with State Department of Family Services.

**Washington Hospital Center Medical**, Washington, D.C.  
- Primary focus in maternal and child health, as well as casework with the HIV service, burn and trauma unit, and cases requiring Spanish interpretation.

**Northport Druid City Hospital**, Northport, AL  
- Served social work needs of a diverse clientele providing psychosocial assessments, intake, support group facilitation, and treatment and discharge planning to those in crises.

**Prince Charles Hospital, Aspley Community Clinic, and Stepping Stone Community Center**  
*Mental Health Social Work Intern* (Summer 1998)  
- Collected data for a graduate, independent study of mental health care models comparing U.S. and Australian mental healthcare service delivery.

**Research Projects**

**Program Director, Alabama Practice-Based Continuing Medical Education Network**  
- Managed all aspects of collaborative partnership formed between UAB and the AQAF (Alabama Quality Assurance Foundation.)
  - Helped network to enhance quality of health care delivered to Medicare beneficiaries by targeting primary care physicians who are most often initial and/or only provider of care for Medicare patients. AQAF was contracted to focus on several processes of care including CHF, PNE, SIP, the management of diabetes and mammography screening across all healthcare settings.
  - Assisted with recruitment efforts, program planning and implementation, CME content development, and extensive evaluation.
  - Contributed to outreach and assessment topics included: clinical decision support systems, electronic medical records, hospital data submission, diabetes barriers analysis, mammography screening, and non-steroidal anti-inflammatory drug prescribing practices.

*Taking Care of Yourself with Arthritis*
• Translated evidence-based arthritis telephone help line protocol into tailored Web-enabled self-help application for arthritis sufferers. (http://www-cme.erep.uab.edu/ArthritisPatient/welcome.html)

**HIV/AIDS Research Development Evaluation**

• Partnered with Dr. Sten Vermund and colleagues at UAB School of Medicine to evaluate growth of HIV/AIDS research at UAB over previous decade.
• Evaluated international researchers who have received HIV/AIDS research training through various UAB programs.

**RESEARCH**

**2008**


October, 2008: Poster Presentation. International Conference on Urban Health, Vancouver, Canada. Assessing Domestic Fall Risk Among Independently Living Older Adults in NYC.

April, 2008: Poster Presentation. Latin America Geriatrics Society, Cartegena, Columbia. Gonzalez, Strasser, Rolita. Impacto de poblacion latina geriatrica en la gran manzana: es posible prevenir caidas en las NORC’s?


**2007**


**2006**


**2005**


2004


2003


2002


2001


Presentations by Invitation

PUBLICATIONS

PEER-REVIEWED ARTICLES


BOOK CHAPTERS


PROFESSIONAL CERTIFICATIONS
First Aid and AED/CPR (9/2006 – Present)
Certified Health Education Specialist (4/2002 – Present)
Certified Professional in Healthcare Quality (6/2005 – Present)

PROFESSIONAL AFFILIATIONS
American Association of Continuing Medical Education
American Dental Education Association
American Public Health Association
American Association for Health Education
Gerontology Society of America
National Association of Social Work
American Healthcare Quality Association

COMMUNITY LEADERSHIP
National Gerontology Society of America, Annual Conference Committee Member, 2009
Evaluation Committee Member, National Conference on Health Communication, Marketing, and Media, 2009
Member, Georgia State Tobacco Task Force, September, 2008
Member, American Public Health Association, Gerontology & Health Promotion Sections, April 2007 – Present
Member, Cornell Institute for Translational Research on Aging, March 2007 – 5/2008
Editorial Board Member, Journal of Elder Abuse and Neglect, 12/2006 – Present
Advisory Board Member, South Asian Health Initiative, 1/2006 – 5/2008
Leadership Development Committee Member, University of Alabama, 1/2005 – 8/2007
Alabama Quality Award Examiner, Alabama Productivity Center, UA School of Business, 2004 & 2005
Strategic Planning Committee Member, Alabama Quality Assurance Foundation, 12/2003 – 7/2005
Professional Education Committee Member, AL Arthritis Prevision & Treatment Coalition, 7/2003 – 7/2005
Consulting Panel Member, Arthritis Education in the Workplace program pilot, 6/2003 – 7/2004
Committee Member, American Public Health Association, Health Promotion, 2002 – 2003
CURRICULUM VITAE
MONICA H. SWAHN Ph.D., MPH
September, 2009

Address: Urban Life Building, Room 847
P.O. Box 3995, Atlanta, GA 30302-3995
Phone: 404-413-1148
Fax: 404-413-1140
Email: MSwahn@gsu.edu

EDUCATION

2001 Ph.D., Department of Epidemiology, University of Pittsburgh
1998 MPH, Department of Epidemiology, University of Pittsburgh
1994 B.S., Department of Psychology, University of Pittsburgh

ACADEMIC AND PROFESSIONAL APPOINTMENTS

2008-Present Associate Dean for Research
College of Health and Human Sciences
Georgia State University

2007-Present Associate Professor
Institute of Public Health
Partnership for Urban Health Research
Georgia State University

2008-Present Affiliate Research Faculty
Center for School Safety, School Climate and Classroom Management
College of Education
Georgia State University

2007-Present Affiliate Faculty/Associate Director for Research
Center for Injury Control
Rollins School of Public Health
Emory University

2006-2007 Dixie E. Snider Fellow
Office of the Chief Science Officer
Office of the Director
Centers for Disease Control and Prevention
2005-2006  Deputy Associate Director for Science  
Office on Smoking and Health  
National Center for Chronic Disease Prevention and Health Promotion  
Centers for Disease Control and Prevention

2000-2005  Epidemiologist  
Division of Violence Prevention  
National Center for Injury Prevention and Control  
Centers for Disease Control and Prevention

1998-2000  Association of Teachers of Preventive Medicine (ATPM) Fellow  
Division of Violence Prevention  
National Center for Injury Prevention and Control  
Centers for Disease Control and Prevention

1996-1998  Psychiatric Epidemiology Research Training Fellowship  
Department of Epidemiology,  
Graduate School of Public Health  
University of Pittsburgh

1996  Association of Schools of Public Health (ASPH) Summer Internship  
Division of Violence Prevention  
National Center for Injury Prevention and Control  
Centers for Disease Control and Prevention

1994-1995  Research Associate/ Research Specialist  
Western Psychiatric Institute and Clinic,  
University of Pittsburgh School of Medicine

ACHIEVEMENTS AND AWARDS
2007  Outstanding Performance, Special Act/Service (Financial) Award, CDC
2007  Exceptional Performance, Financial Award, CDC
2006  Selected as the first Dixie Snider Fellow, CDC
2006  Outstanding Performance, Financial Award, CDC
2005  Outstanding Performance, Special Act/Service (Financial) Award, CDC
2004  Outstanding Performance, Financial Award, CDC
1999  Invited to Student Workshop, Society for Epidemiologic Research Meeting
1998  Association of Teachers of Preventive Medicine Fellowship
1998  University of Pittsburgh Recognition
1997  Elected Vice-President, Doctoral Student Organization, GSPH, U. of
1996-1998  Awarded a Psychiatric Epidemiology Research Training Fellowship
1996     University of Pittsburgh Recognition

ACADEMIC, PROFESSIONAL, AND COMMUNITY SERVICE

Academic and Professional Service

2009  CDC Special Emphasis Panel Member - Reviewer: Prevention Research Centers


2008  CDC Special Emphasis Panel Member - Reviewer: Elimination of Health Disparities through Translation Research

2008  Member, College of Health and Human Sciences, Strategic Planning Committee, Faculty Advisory Committee, Bylaws Committee, Research Committee.


2001-2007  CDC Objective and Technical Reviewer for External Funding Awards

2006  Guest Lecture “The Interrelatedness of Dating Violence, Peer Violence, and Suicide Attempts among Adolescents,” Morehouse School of Medicine

2005  Session Chair and Organizer “Examining the Overlap, Typologies, and Risk Factors for Different Forms of Violent Behaviors among Youth,” American
Society of Criminology Meeting, Toronto, Canada
2004-2006 Guest Lectures “Violence as a Public Health Problem,” Emory University
2004 Grant Reviewer for the National Science Foundation
2004 Abstract Reviewer, American Public Health Association Meeting
2003 State Technical Assistance Team, North Carolina, STIPDA
2002-2003 Performance Evaluation Standards Workgroup, DVP, CDC
2002 Abstract Reviewer, Safety in Numbers Conference, NCIPC, CDC

Community Service
2009-Present Vice-President, Oak Grove Elementary School Foundation
2008-Present Parent Representative, Oak Grove Elementary School Council, DeKalb County
2005-2006 Member, Community Health and Education Advisory Council, Gwinnett County
2004-2006 Board Member, PTA Shiloh Elementary School, Gwinnett County
2005-2009 Parent Representative, Swedish School of Atlanta
2003-2005 President, Swedish School of Atlanta
2001-2003 Vice-President, Swedish School of Atlanta

Professional Training
2008 Summer Research Institute in Suicide Prevention, NIMH funded training, Department of Psychiatry, University of Rochester, NY
2005 Dynamic Leadership, Atlanta, GA
1999 A Public Health Approach to Accident and Injury Prevention, Karolinska Institutet, Stockholm, Sweden
1997 Principles and Practices of Injury Prevention, The Johns Hopkins University Summer Institute, Baltimore, MD

Courses Taught
PH 7285 Social Determinants of Health
PH 7265 Epidemiology and Prevention of Violence
PH 8910 Directed Reading: An Examination of Youth Violence and its Impact

Thesis, Capstone, and Dissertation Committees
MPH Thesis December 2008: Dena M. Elimam. Political, Economic, Social, and Health-
related Correlates of HIV/AIDS Prevalence in the Eastern Mediterranean Region of WHO. [Committee Chair]

**MPH Thesis December 2008: Bethany West.** A Closer Look at Gender Specific Risks in Youth Suicidal Behavior Trends: Implications for Prevention Strategies. [Committee Chair]

**MPH Thesis May 2009: Elizabeth Gaylor.** Physical Fighting and Suicidal Ideation among Students in Uganda: A Comparison between Boys and Girls in an Urban and Rural Setting. [Committee Chair]

**MPH Thesis July 2009: Maria Cecilia Miranda.** The Impact of Primary Language Spoken at Home and Overweight among Latino Boys and Girls in the United States [Committee Chair]

**MPH Thesis July 2009: Etobssie Wako.** Prevalence and Correlates of Gender Based Violence among Conflict Affected Women: Findings from Two Congolese Refugee Camps in Rwanda [Committee Chair]

**MPH Thesis July 2009: Karen O’Quin.** Examination of County Level Differences in Drinking Consequences, Urbanicity, Poverty, and Alcohol Outlet Density among the Most-at-Risk and Least-at-Risk Counties in Georgia. [Committee Member]

**MPH Capstone July 2009: Megan Reynolds.** An Evaluative Study of Safe Kids Georgia Coalition Programming Within the Context of Childhood Injury Rates [Committee Member]

**PUBLICATIONS**


PAPERS UNDER REVIEW


Swahn M. H., Bossarte R. M., Musa Elimam, D., Gaylor E. Prevalence and Correlates of Suicidal Ideation and Physical Fighting: A Comparison between Students in Botswana, Kenya, Uganda, Zambia, and the U.S.A.


Swahn M. H., Bossarte R. M., Ashby, Meyers, J. Early Alcohol Use and Suicide Attempts among Middle and High School Students: Findings from the 2006 Georgia Student Health Survey.

Bossarte, R.M., Swahn, M. H. The Associations between Early Alcohol Use and Suicide Attempts among Adolescents with a History of Major Depression.


Swahn M. H, Alemdar M., Hamburger, M. Alcohol and Violence among Urban Youth: Correlates of Alcohol-related Fighting versus Other Physical Fighting.


Swahn, M.H., Bossarte R.M. Choquet, M. Early Substance Use Initiation and Suicidal Ideation and Attempts among Students in France and the U.S.
SELECTED PRESENTATIONS


Swahn, M. H. (2001). *Psychosocial Correlates of Physical Fighting and Alcohol-Related Fighting among Adolescent Drinkers.* American Public Health Association Meeting, Atlanta, GA.


Swahn, M. H. (2001). *Types and Patterns of Violent Behavior among Adolescent Females.* SafeUSA Meeting, Atlanta, GA.


Swahn, M. H., & Saltzman, L. E. (2004). *Alcohol Use as a Risk Factor for Intimate Partner Violence among Young Adults.* American Society of Criminology Meeting, Nashville, TN.


Swahn, M. H., Bossarte, R. M. (2007). *Defining and Quantifying High-Risk: Comparing Risky Behaviors by Youth in Disadvantaged Urban Communities to the U.S. Average*. American Society of Criminology, Atlanta, GA.


**RESEARCH SUPPORT**

**Active Grants**

American Foundation for Suicide Prevention
Swahn (PI) 09/08- 08/10 10%
$31,626 (Per Year)
*Determining the Effects of Early Alcohol Use on Suicide Attempts in Early Adolescence through Young Adulthood*

This study will investigate the impact of early alcohol use on suicide attempts and the factors that may influence the link between alcohol use and suicide attempts, in a nationally representative study of adolescents and young adults.

Role: PI

Centers for Disease Control and Prevention RO1 Van Dulmen (PI) 09/08-08/11
18.7%
$79,703 (Georgia State Subcontract; Per Year)
*Prospective Risk and Protective Factors for Suicide and Co-occurring Risk Behaviors*

The project seeks to identify the risk and protective factors for suicide ideation and attempts in adolescents and young adults across socio-cultural contexts.
Role: Co-Principal Investigator

**Previous Grants**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Investigator</th>
<th>Start Date – End Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSU Research Foundation</td>
<td>Swahn (PI)</td>
<td>11/07 – 12/08</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$4,510</td>
<td></td>
</tr>
<tr>
<td><em>Alcohol Initiation and Suicide</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This study investigates the impact of early alcohol use on suicide attempts among adolescents and young adults. Funding provides support for obtaining data, software, and equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role: PI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Investigator</th>
<th>Start Date – End Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSU Research Foundation</td>
<td>Swahn (PI)</td>
<td>7/08-6/09</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td><em>Alcohol Initiation and Suicide</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This study investigates the impact of early alcohol use on suicide attempts among adolescents and young adults. Funding provides support for additional Graduate Research Assistants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role: PI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDUCATION

August, 1993  M.S., Psychology, Villanova University.

PROFESSIONAL EXPERIENCE

8/08 – present  Director, National SafeCare® Training and Research Center, Professor, Institute of Public Health, Georgia State University
1/08 – 8/08  Director, National SafeCare® Training and Research Center, Marcus Institute
4/08 – 8/08  Associate Professor, Emory University School of Medicine, Department of Pediatrics
7/02 – 12/07  Behavioral Scientist and Team Leader, Centers for Disease Control and Prevention, Division of Violence Prevention, Prevention Development and Evaluation Branch
10/05 - 1/06  Acting Branch Chief, Centers for Disease Control and Prevention, Division of Violence Prevention, Prevention Development and Evaluation Branch
11/01 – 6/02  Behavioral Scientist, Centers for Disease Control and Prevention, Division of Violence Prevention, Prevention Development and Evaluation Branch
5/97 – 11/01  Behavioral Scientist, Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention, Epidemiology Branch

9/96 – 4/97  Research Associate & Assistant Professor, Institute for Behavioral Research and Department of Psychology, University of Georgia.

9/93 – 6/96  Research and Teaching Assistant, Psychology Department, University of Georgia

1/91 – 6/93  Research Assistant, Psychology Department, Villanova University.

10/90 – 5/91  Research Assistant, Center for Research In Education and Human Development, Temple University.

CURRENT GRANT FUNDING

9/2009 – 9/2012  Effectiveness and cost-effectiveness of coaching models to promote implementation of an evidenced-based parenting program (R18 CE001733-01), Principle Investigator, Awarded by the Centers for Disease Control and Prevention, $1,326,779.


10/2008 – 10/2011  Implementing SafeCare to Prevent Child Maltreatment: A Study of Training Models. (R18-CE01479). Principal Investigator, Awarded by the Centers for Disease Control and Prevention, $1,341,037 over 3 years


**PENDING GRANT FUNDING**

*Using technology to enhance training and implementation of the SafeCare parent-training program for reducing child maltreatment.* (Whitaker, PI), submitted to the Centers for Disease Control and Prevention as part of Emory’s application to Grants for Injury Control Research Centers. Priority Score: 174

**COMPLETED GRANT FUNDING**


9/1999 – 9/2001  A longitudinal study of the development of female adolescent’s norms, attitudes, and beliefs about romantic and sexual relationships, and how those norms, attitudes, and beliefs influence their sexual risk behavior. Principle Investigator, Awarded from the Office of Women’s Health, Centers for Disease Control and Prevention. $270,000 over 3 years

**TRAINING CONTRACTS**

6/2009 – 5/2010  SafeCare training for the Colorado Judicial Department, $73,000

6/2008 – 6/2009  SafeCare training for the Washington, Department of Social Services, $76,000

10/2008 – 10/2010  SafeCare training for the State of Georgia, Department of Human Resources, $1,001,000

4/2008 – 4/2011  SafeCare training for the United Way of San Diego, $163,000

**PEER-REVIEWED PUBLICATIONS**

**Whitaker DJ, Le B, & Niolon PH.** (In Press). Persistence and desistence of intimate partner violence across relationships: Results from a national study. *Journal of Interpersonal Violence*


collaboration to improve intimate partner violence services for underserved communities. *Public Health Reports, 119*, 590-593.


**BOOKS**


Whitaker, DJ, & Reese L.E. (2008). *Preventing intimate partner violence in racial and ethnic minority communities: CDC’s Demonstration Projects.* Centers for Disease Control and Prevention, Atlanta GA.

**BOOK CHAPTERS**


Whitaker, DJ. (2008). Editor’s introduction. In DJ Whitaker & LE Reese (Eds.) Preventing intimate partner violence in racial and ethnic minority communities: CDC’s Demonstration Projects. Centers for Disease Control and Prevention, Atlanta GA.


**REPORTS/NON-REFEREED PUBLICATIONS**


**UNDER REVIEW AND IN PREPARATION**


Whitaker DJ, Hall DM, Niolon PH, Leifker F. Motives and precipitants of intimate partner violence for men and women: A review. In preparation

CONFERENCE PRESENTATIONS


Whitaker DJ. (Sept, 2006) Risk and protective factors for the perpetration of child sexual abuse: A review and meta analysis. Panel discussion at the Association for the Treatment of Sexual Abuse. Chicago, IL.


Whitaker DJ & Cook S. (Oct, 2005) What is the impact of state standards on treatment programs for men who batter? Pilot studies examining monitoring and evaluation of treatment programs. Social and Behavioral Science Symposium, Centers for Disease Control and Prevention and Georgia State University, Atlanta GA.


407


Lutkzer JR, Whitaker DJ, Campbell RC, Filene J. (July 2002). *Collaboration between Oklahoma University Health Sciences Center and the Centers for Disease Control and Prevention.* Paper presented at the 13th annual International Family Violence Conference, Portsmouth, NH.


**Whitaker, D. J.** (April, 1996). *Goal abstractness and judgments about goals and goal-related events*. Paper presented at the Psi Chi 19th Annual Convention for the Behavioral Sciences, Athens, GA.


WORKSHOPS, TRAINING, COLLOQUIA

Whitaker, D.J & Self-Brown S (September 2009). SafeCare: Program, evidence and implementation. Invited presentation at the Public Children’s Services Association of Ohio, Columbus, OH.


HONORS & AWARDS

2008 Certificate of recognition for service to the Centers for Disease Control and Prevention’s Institutional Review Board.
2008 Nominee for Centers for Disease Control and Prevention Shepard Award, Best paper in Prevention Science category
2007 National Center for Injury Prevention and Control Directors Award for Research
2007 Finalist for Behavioral and Social Science Working Group Award for Excellence in Behavioral and Social Science Research in Public Health at CDC for publication (Koenig, Whitaker, et al., 2007)
2007 CDC/ATSDR Honor for Communication Services (Group Category) for contributing to Handbook for Injury and Violence Prevention
2005 AMA National Advisory Council on Violence and Abuse Certificate of Recognition
1989 Graduated Magna Cum Laude, SUNY Albany
1987 Psi Chi National Honor Society

PROFESSIONAL MEMBERSHIPS
American Psychological Association, Division 37
American Professional Society on the Abuse of Children (APSAC)
Society for Prevention Research

**COMMITTEES AND SERVICE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 2008</td>
<td>College of Health and Human Sciences, Strategic Planning committee, Objective leader</td>
</tr>
<tr>
<td>August, 2008</td>
<td>Partnership to End Domestic Violence, Evaluation Subcommittee member</td>
</tr>
<tr>
<td>Jan 2008</td>
<td>National Family Preservation Network, Advisory Board Member</td>
</tr>
<tr>
<td>Aug. 2007</td>
<td>Tenure reviewer, Dr. Lynette Feder, Portland State University</td>
</tr>
<tr>
<td>May 2006</td>
<td>Healthy Families Georgia Advisory Committee Member</td>
</tr>
<tr>
<td>Aug, 2006</td>
<td>Division of Violence Prevention, Strategic planning for Intimate Partner Violence</td>
</tr>
<tr>
<td>Oct 2006</td>
<td>Division of Violence Prevention, Intimate Partner Violence subject matter expert</td>
</tr>
<tr>
<td>Nov, 2006</td>
<td>CDC, Healthy Child Goal expert meeting</td>
</tr>
<tr>
<td>Feb 2006</td>
<td>CDC’s Healthy Homes workshop strategic goal planning meeting</td>
</tr>
<tr>
<td>Nov 2005</td>
<td>American Medical Association’s National Advisory Council on Violence and Abuse</td>
</tr>
<tr>
<td>July, 2005</td>
<td>Selection committee for selecting CDC’s Goals Team Leader position</td>
</tr>
<tr>
<td>August 2002</td>
<td>Objective Review Panel member, Reducing Sexual Risk for HIV Transmission in Substance-Using Men who have Sex with Men, Centers for Disease Control and Prevention</td>
</tr>
<tr>
<td>Jan - May 2002</td>
<td>Planning committee, 2002 CDC’s National Injury Prevention Conference</td>
</tr>
<tr>
<td>July 2001</td>
<td>Grant panel reviewer, RFA 01099, Research on Community Cancer Control, Centers for Disease Control and Prevention</td>
</tr>
<tr>
<td>Nov 2001</td>
<td>Division of Violence Prevention, Violence Against Women working group</td>
</tr>
<tr>
<td>Nov, 2001</td>
<td>Division of Violence Prevention, Child Maltreatment working group</td>
</tr>
<tr>
<td>May 1998</td>
<td>Centers for Disease Control and Prevention Institutional Review Board</td>
</tr>
</tbody>
</table>

**MENTORSHIP**

<table>
<thead>
<tr>
<th>Period</th>
<th>Mentee</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/02 – 9/03</td>
<td>Jill Filene, MPH, Fellow, Association for Schools of Public Health</td>
</tr>
<tr>
<td>9/03 – 9/04</td>
<td>Courtney Pippen, MPH, Fellow, Association of Teacher of Preventive Medicine</td>
</tr>
<tr>
<td>6/04 – 8/04</td>
<td>Grace Ojegiri, MPH Student, Summer research assistant</td>
</tr>
<tr>
<td>9/04 – 9/05</td>
<td>Hilary Oliphant, MPH, Emory University, CDC fellowship (Regular Fellow)</td>
</tr>
<tr>
<td>9/05 – 9/06</td>
<td>Phyllis, Niolon, PhD, Postdoctoral fellow, Violence Prevention in Communities of Color</td>
</tr>
<tr>
<td>1/05 – 9/06</td>
<td>Brende Le, PhD Candidate, Tulane University, Association for Schools of Public Health, and Dissertation committee member</td>
</tr>
<tr>
<td>9/05 – 9/06</td>
<td>Dyanna Charles, MPH, Emory University, Thesis committee member</td>
</tr>
<tr>
<td>6/6 – 1/08</td>
<td>Shannon Self-Brown, PhD, CDC Foundation Fellow</td>
</tr>
</tbody>
</table>
6/07 – 8/07  Caren Kaplan, MPH student, Emory University, summer research internship
6/07 – 8/07  Ashley Winning, MPH student, Emory University, summer research internship
6/07 – 8/07  Frea Leifker, MPH, Emory University, summer research internship
5/09 – present  Ashwini Tiwari, MPH Candidate, Georgia State University
5/09 – present  Kim Frederick, MPH Candidate, Georgia State University

EDITORIAL BOARDS

Child Maltreatment
Partner Abuse

AD-HOC JOURNAL REVIEWER

AIDS
AIDS Care
American Journal of Preventive Medicine
American Journal of Public Health
Child Maltreatment: Guest editor for special issue focusing on technology
Criminal Justice and Behavior (2009)
Family Planning Perspectives
Journal of Adolescent Research
Journal of Clinical Psychology and Psychiatry
Journal of Health Care for the Poor and Underserved
Journal of Interpersonal Violence
Journal of Traumatic Stress (statistical reviewer)
Partner Abuse (2009)
Pediatrics
Personality and Social Psychology Bulletin
Preventive Medicine
Sexual Abuse: Research and Treatment
Social Cognition
Violence Against Women

TEACHING EXPERIENCE

Summer, 1995  Introduction to Psychology, Summer 1995 University of Georgia
Fall/Spring, 1996-1997  Introduction to Psychology – Honors, University of Georgia
Fall/Spring, 1995-1996  Social Psychology Research Methods Lab Teaching Assistant
The following staff and faculty members serving on the IPH APR Self-Study Committee have contributed countless time and energy to this effort. Their signatures below indicate approval of the final self-study report as submitted:

_________________________  12/1/09
Courtney Burton  

_________________________  12/1/09
Michael Eriksen  

_________________________  12/1/09
Elizabeth Majestic  

_________________________  12/1/09
Frances McCarty  

_________________________  12/1/09
Christine Stauber  

_________________________  12/1/09
Sheryl Strasser
Evidence for Rationale or Criteria

The IPH follows the impact factor guidelines and values as published by *Intercollegiate Studies Institute* [ISI] and the Journal Citation Reports [JCR]. The following table presents the impact factor scores of journal titles in which IPH faculty published their work during the review period. The range of values for IPH faculty publications range from .3 to 28.4.

<table>
<thead>
<tr>
<th>Name of Journal</th>
<th>Impact Factor</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Journal of Preventive Medicine</td>
<td>3.766</td>
<td>ISI</td>
</tr>
<tr>
<td>American Journal of Public Health</td>
<td>4.241</td>
<td>ISI</td>
</tr>
<tr>
<td>Annual Review of Public Health</td>
<td>6.04</td>
<td>ISI</td>
</tr>
<tr>
<td>California Cancer Journal for Clinicians</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Child Abuse and Neglect</td>
<td>2.0</td>
<td>ISI</td>
</tr>
<tr>
<td>Child Maltreatment</td>
<td>1.88</td>
<td>ISI</td>
</tr>
<tr>
<td>Diabetes Research Clinical Practice</td>
<td>1.8</td>
<td>JCR</td>
</tr>
<tr>
<td>Environmental Science Technology</td>
<td>7.4</td>
<td>JCR</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>5.406</td>
<td>ISI</td>
</tr>
<tr>
<td>Ethnicity and Disease</td>
<td>0.857</td>
<td>JCR</td>
</tr>
<tr>
<td>Health Education Research</td>
<td>2.3</td>
<td>ISI</td>
</tr>
<tr>
<td>International Journal of STD and AIDS</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Journal of Healthcare for the Poor and Underserved</td>
<td>1.058</td>
<td>ISI</td>
</tr>
<tr>
<td>Journal of Human Hypertension</td>
<td>2.637</td>
<td>JCR</td>
</tr>
<tr>
<td>Journal of Infectious Diseases</td>
<td>1.42</td>
<td>ISI</td>
</tr>
<tr>
<td>Journal of Interpersonal Violence</td>
<td>1.473</td>
<td>JCR</td>
</tr>
<tr>
<td>Journal of Positive Behavioral Intentions</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Journal of Primary Prevention</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Journal of Public Health Management Practice</td>
<td>0.895</td>
<td>ISI</td>
</tr>
<tr>
<td>Journal of Rural Health</td>
<td>1.245</td>
<td>ISI</td>
</tr>
<tr>
<td>Journal of Study on Alcohol and Drug Use</td>
<td>2.306</td>
<td>JCR</td>
</tr>
<tr>
<td>Journal of Urban Health</td>
<td>1.34</td>
<td>ISI</td>
</tr>
<tr>
<td>Lancet</td>
<td>28.4</td>
<td>ISI</td>
</tr>
<tr>
<td>Nurse Practitioner</td>
<td>0.37</td>
<td>ISI</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>4.5</td>
<td>ISI</td>
</tr>
<tr>
<td>Public Health Reports</td>
<td>1.299</td>
<td>ISI</td>
</tr>
<tr>
<td>Science Total Environment</td>
<td>2.579</td>
<td>Elsevier</td>
</tr>
<tr>
<td>Sexually Transmitted Infections</td>
<td>2.571</td>
<td>ISI</td>
</tr>
<tr>
<td>The Behavioral Therapist</td>
<td>2.743</td>
<td>Elsevier</td>
</tr>
<tr>
<td>Tobacco Control</td>
<td>4.438</td>
<td>ISI</td>
</tr>
<tr>
<td>Water Research</td>
<td>3.587</td>
<td>Elsevier</td>
</tr>
</tbody>
</table>
### APPENDIX TABLE G-1 (SUMMARY)

#### STUDENT/FACULTY RATIOS, FY 2007-2009

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td># TT Faculty</td>
<td>4</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>106</td>
<td>129</td>
<td>139</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>1 to 27</td>
<td>1 to 18</td>
<td>1 to 17</td>
</tr>
<tr>
<td></td>
<td>FY 2007</td>
<td>FY 2008</td>
<td>FY 2009</td>
</tr>
<tr>
<td># Graduate Faculty</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary: Strengths and Weaknesses of the University Library Collection and Services

In general, the University Library’s collection of monographs, serials, and databases supports the Institute of Public Health through the master’s level. Recently (June 2009) the Institute pursued a doctorate level program and the library’s collection was evaluated and deemed supportive in this regard as well. Our peer-ranking for journal purchases has GSU exceeding similar schools such as University of Colorado Denver, University of Pennsylvania, Virginia Commonwealth University, Hunter College, Drexel University Health Sciences, and San Francisco State University.

Our monograph strengths extend to global health, AIDS research emerging infectious diseases, environmental and occupational health sciences, immunology, virology, biostatistics, bioinformatics, epidemiology, research methods, genomics, and the use of geographic information systems. Other subject areas such as psychology, sociology, anthropology, communications, and ethics are also well represented in the library collection. The library also offers support in the areas of health administration, health policy, public administration, business, public health law, health ethics, and economics.

The recent library evaluation for the doctorate program proposal did not reveal any weaknesses in the collection.

Relevant Library Statistics

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Number of related databases added in last three years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of related databases cancelled in last three years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of monograph titles supporting program</td>
<td>11,725</td>
<td></td>
</tr>
<tr>
<td>Percentage of available universe</td>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>
of related monograph titles purchased through approval plan during previous fiscal year.

<table>
<thead>
<tr>
<th>Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of library instruction courses taught for department during previous fiscal year.</td>
<td>9 classes for 91 students and 5 faculty</td>
</tr>
<tr>
<td>Number of library consultations held with students from department during previous fiscal year.</td>
<td>45</td>
</tr>
</tbody>
</table>

Electronic Resources
Students and faculty in the Department of Public Health rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for Public Health research.

<table>
<thead>
<tr>
<th>GSU Library Subscription Databases</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database</td>
<td></td>
</tr>
<tr>
<td>Global Health (at EBSCOhost)</td>
<td>Global Health is a public health database that provides information on international health, biomedical life sciences, non-communicable diseases, public health nutrition, food safety and hygiene, and much more. This database contains information from more than 3,500 serials, books, conference proceedings, patents, and much more. Material included in the database originates from more than 125 countries and over 50 languages. Global Health contains material from Abstracts on Hygiene and Communicable Diseases, Review of Medical and Veterinary Entomology, Tropical Diseases Bulletin, Nutrition Abstracts and Reviews, World Agricultural Economics and Rural Sociology Abstracts and many more. This database contains nearly 900,000 health records dating back to 1973.</td>
</tr>
<tr>
<td>MEDLINE with Fulltext (at EBSCOhost)</td>
<td>MEDLINE (with Full Text) (at EBSCOhost) combines the National Library of Medicine's bibliographic</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>MEDLINE with Full Text</td>
<td>The complete MEDLINE file of citations to articles from 1966 to the present - links from MEDLINE citations to full-text articles from 90 journals 1990 to the present - images available for all titles dating as far back as January 1997 - MeSH (Medical Subject Headings) indexing with tree numbers, tree hierarchy and explosion capabilities to search abstracts from current biomedical journals, citations from Index Medicus, the International Nursing Index and the Index to Dental Literature.</td>
</tr>
<tr>
<td>PubMed</td>
<td>The PubMed search system provides access to the PubMed database of bibliographic information, which is drawn primarily from MEDLINE and PreMEDLINE. In addition, for participating journals that are indexed selectively for MEDLINE, PubMed includes all articles from that journal, not just those that are included in MEDLINE. Finally, PubMed also provides access to the molecular biology databases included in NCBI's Entrez retrieval system. It is expected that access to additional National Library of Medicine databases will be added in the future.</td>
</tr>
<tr>
<td>Partners in Information Access for the Public Health Workforce</td>
<td>A collaboration of U.S. government agencies, public health organizations and health sciences libraries designed to help the public health workforce find and use information effectively to improve and protect the public's health.</td>
</tr>
<tr>
<td><strong>GALILEO Databases</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Database</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Global Health</td>
<td>Global Health is a public health database that provides information on international health, biomedical life sciences, non-communicable diseases, public health nutrition, food safety and hygiene, and much more. This database contains information from more than 3,500 serials, books, conference proceedings, patents, and much more. Material included in the database originates from more than 125 countries and over 50 languages. Global Health contains material from Abstracts on Hygiene and Communicable Diseases, Review of Medical and Veterinary Entomology, Tropical Diseases Bulletin, Nutrition Abstracts and Reviews, World Agricultural Economics and Rural Sociology Abstracts and many more. This database contains nearly 900,000 health records dating back to 1973.</td>
</tr>
<tr>
<td>MedlinePlus (at National Library of Medicine/National Institutes of Health)</td>
<td>Directs you to information to help answer health questions. MedlinePlus brings together authoritative information from The National Library of Medicine (NLM), the National Institutes of Health (NIH), and other government agencies and health-related organizations. Preformulated MEDLINE searches are included in MedlinePlus and give easy access to medical journal articles. MedlinePlus also has extensive information about drugs, an illustrated medical encyclopedia, interactive patient tutorials, and latest health news.</td>
</tr>
</tbody>
</table>
Appendix H  Goals and Objectives

**Goals and Objectives**
The IPH is steadily growing and has identified strengths throughout this self-study. The IPH is expanding in terms of faculty, student body, productivity, external funding support and research, as well as diversification of service to GSU, Georgia, and beyond. Comparison data indicates that the GSU IPH is on par with other Universities in terms of specific parameters, despite having fewer resources. IPH’s activities are aligned with the strategic focus of GSU and the CHHS to become one of the nation’s premier research universities located in an urban setting.

As a result of our self-study, the IPH has agreed on the following goals in teaching, research, and service. A new CCHS strategic plan has been developed for the years 2008-2012. There are direct linkages between the IPH APR goals and objectives with that document. It is clear in this report that IPH and its programs strive to achieve the mission statement of the College to “provide leadership and pursue excellence in teaching, scholarly endeavors, and service activities addressing health, well being and social justice.” This is accomplished through a unique professional and academic interdisciplinary environment and a community-focused approach that enriches student learning, fosters leadership development, and furthers the pursuit of science. The goals and objectives stated continue to be in alignment with this mission.

**IPH Goals and Objectives Academic Program Review 2009**

**Teaching.** The IPH teaching goals address the CHHS strategic Goal 1: To enhance and establish comprehensive educational initiatives to address health, well being, and social justice.

**GOAL T1: To establish a doctoral program.** According to both current students and alumni, the interest in a PhD is demonstrable. Public health programs with doctoral level training are eligible for increased funding opportunities, which would help augment IPH’s capacity to garner additional external research support.

*Objective 1.1:* To obtain doctoral program approval. The application is currently being vetted through the GSU/Board of Regents systems.

*Objective 1.2:* To increase faculty size to meet growing student body.

**Goal T2: To increase course offerings at both the undergraduate and graduate levels.**

*Objective 2.1:* To develop more general undergraduate courses so that students may become interested in IPH graduate study. Note, having doctoral students may help us expand undergraduate course offerings.

*Objective 2.2:* To develop distance hybrid courses that may appeal to non-traditional, campus-based students.

*Objective 2.3:* To develop more research course offerings. This would meet a need that has been expressed but students and alumni.

**Goal T3: To enhance our evaluation of quality.**

*Objective T3.1:* To revise learning objectives so they more directly relate to competency attainment.

*Objective T3.2:* To systematically survey alumni in order to track job placement, recognition, and productivity of our alumni.
Research. The IPH goals in this section address the CHHS strategic plan Goal 2, which is to promote a culture of research and scholarship that advances knowledge, learning, understanding, and discovery in the health and human sciences. An expanded faculty and research network will bolster our research capacity.

**Goal R1: To strengthen our public health and disability niche**
Objective R1.1: To integrate the work of the Center for Healthy Development into the IPH. The Center of Healthy Development adds value and an area of specialty that other Georgia and comparison institutions do not have. IPH can seize the opportunities this partnership brings to the current teaching, research and service agenda.

**Goal R2: To expand the work of the Partnership for Urban Health Research center.**
**Objective R2.1:** Increase our global networks to build upon current international research projects.

**Goal R3: To increase students’ opportunities to gain research experience**
**Objective R3.1:** To increase the amount of funding for graduate research assistantships through external grants. This objective is in line with the University’s goal to support students through “a strategic balance of teaching and research assistantships . . . “. IPH is actively involved in striking the right balance between teaching and research assistantships.

**Goal R4: To continue to expand interdisciplinary research**
**Objective R4.1:** Increase collaboration between IPH and other university departments/centers

Service. The IPH service goals address CHHS strategic Goal 4, which is to increase the community presence, connections and visibility of the CHHS. IPH service goals ensure the continuance and reward for professional and community service activities that balance the research and teaching of the faculty and will continue to grow the national profile of the IPH.

**Goal S1: To enhance our stewardship with local, state, national and community partners**
**Objective S1.1:** In light of the unprecedented stimulus funding and strategic health care reform initiatives, IPH is poised to expand their contributions and expertise to community partners so they will be able to enhance their capacity to serve the public’s health needs. The University’s strategic plan includes a commitment to have its programs “contribute to the economic, educational, social, professional, and cultural vitality of the city, the state, and the region”. IPH is in a unique position to contribute to this goal by expanding our community outreach efforts by applying for grants involving partnerships with local organizations and building upon current partnerships.

**Objective S1.2:** To maintain and increase the connections between the IPH and other university programs. As noted in Section A, the IPH faculty have worked with various programs across the university, and these activities have helped to enhance IPH’s profile within GSU. We would like to continue and expand these connections with other units, such as the Gerontology Institute, Social Work, Criminal Justice, Policy Studies.

A final long-term vision is for the IPH to become a School of Public Health. This goal is contingent upon the successful implementation of the goals included in this self-study. The aspiration to become a School of Public Health would help to expand diverse areas of expertise among our growing faculty and enhance our capacity to train more public health professionals from undergraduate through doctoral-level preparation. This would meet the dire need that is being emphasized in light of the nation’s historic health care reform and economic crisis.
Appendix I    Original OIR Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Asst.</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Asst.</th>
<th>Permanent FT*</th>
<th>Visiting</th>
<th>PT**</th>
<th>GTA</th>
<th>Other***</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007 Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>FY 2007 Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>FY 2007 Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>FY 2007 Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>FY 2007 Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>FY 2007 Hisp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>FY 2007 Nat.Am.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>FY 2007 Mixed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>FY 2007 Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>FY 2007 White</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>FY</td>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>FY</td>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Asian</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Black</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Hisp</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Nat.Am.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Mixed</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Unknown</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>White</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Female</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>Black</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hisp</td>
<td>Nat.Am.</td>
<td>Mixed</td>
<td>Unknown</td>
<td>White</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Includes instructor, lecturer, clinical, research

**Includes PTI and partial contract

***Includes academic professional, academic administrator, general administrator, adjunct
<table>
<thead>
<tr>
<th>PROGRAM TYPE</th>
<th>MAJOR</th>
<th>CONCENTRATION</th>
<th>FY 2007 DEGREES</th>
<th>FY 2008 DEGREES</th>
<th>FY 2009 DEGREES</th>
<th>3 YR. AVG. DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CER PH</td>
<td>10</td>
<td>1</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>1</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>MASTERS PH</td>
<td>106</td>
<td>14</td>
<td>129</td>
<td>36</td>
<td>139</td>
<td>31</td>
</tr>
<tr>
<td>TOTAL</td>
<td>106</td>
<td>14</td>
<td>129</td>
<td>36</td>
<td>139</td>
<td>31</td>
</tr>
</tbody>
</table>

<p>| TOTAL        | 116   | 15            | 138             | 43              | 147             | 39                | 133.7             | 32.3              |</p>
<table>
<thead>
<tr>
<th>FY 2007 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY TYPE</td>
</tr>
<tr>
<td>TENURE TRACK</td>
</tr>
<tr>
<td>NONTENURE TRACK</td>
</tr>
<tr>
<td>PTI</td>
</tr>
<tr>
<td>GTA</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY 2008 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY TYPE</td>
</tr>
<tr>
<td>TENURE TRACK</td>
</tr>
<tr>
<td>NONTENURE TRACK</td>
</tr>
<tr>
<td>PTI</td>
</tr>
<tr>
<td>GTA</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY 2009 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY TYPE</td>
</tr>
<tr>
<td>TENURE TRACK</td>
</tr>
<tr>
<td>NONTENURE TRACK</td>
</tr>
<tr>
<td>PTI</td>
</tr>
<tr>
<td>GTA</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
### TABLE B-5

**Average Annual # of Faculty Members by Rank and Tenure Status**

<table>
<thead>
<tr>
<th></th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>3 YR AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>T Asc P</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>T Ast P</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TT Prof</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>TT Asc P</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0.7</td>
</tr>
<tr>
<td>TT Ast P</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3.3</td>
</tr>
<tr>
<td>Total TT</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>6.3</td>
</tr>
<tr>
<td>NTT</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3.3</td>
</tr>
<tr>
<td>Total FT</td>
<td>7</td>
<td>9</td>
<td>13</td>
<td>9.7</td>
</tr>
<tr>
<td>PTI</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>GTA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total PT</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.3</td>
</tr>
</tbody>
</table>

**Average Annual Credit Hours by Level**

<table>
<thead>
<tr>
<th></th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>3 YR AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Core</td>
<td>96</td>
<td>108</td>
<td>112</td>
<td>105</td>
</tr>
<tr>
<td>UG Lower</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UG Upper</td>
<td>0</td>
<td>422</td>
<td>309</td>
<td>244</td>
</tr>
<tr>
<td>Grad</td>
<td>1,951</td>
<td>2,309</td>
<td>3,090</td>
<td>2,450</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,047</td>
<td>2,839</td>
<td>3,511</td>
<td>2,799</td>
</tr>
<tr>
<td>Faculty Type</td>
<td>FY 07</td>
<td>FY 08</td>
<td>FY 09</td>
<td>3 YR AVG</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>TT</td>
<td>1,348</td>
<td>1,565</td>
<td>2,357</td>
<td>1,757</td>
</tr>
<tr>
<td>NTT</td>
<td>363</td>
<td>425</td>
<td>271</td>
<td>353</td>
</tr>
<tr>
<td>TOTAL FT</td>
<td>1,711</td>
<td>1,990</td>
<td>2,628</td>
<td>2,110</td>
</tr>
<tr>
<td>PTI</td>
<td>48</td>
<td>42</td>
<td>75</td>
<td>55</td>
</tr>
<tr>
<td>GTA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL PT</td>
<td>48</td>
<td>42</td>
<td>75</td>
<td>55</td>
</tr>
<tr>
<td>DEPT</td>
<td>FY</td>
<td>LEVEL</td>
<td>COURSE</td>
<td>NUMBER OF SECTION</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>CORE</td>
<td>PERS 2002</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7010</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7011</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7014</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7015</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7019</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7020</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7140</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7150</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7155</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7160</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7170</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7250</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7270</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7275</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7280</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7290</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7295</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7298</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7300</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7350</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7600</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7650</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7960</td>
<td>4</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7980</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 7990</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 8001</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 8100</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>PH 8910</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY07</td>
<td>GRAD</td>
<td>STAT 7010</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>CORE</td>
<td>PERS 2002</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>UPPER</td>
<td>BIOL 3690</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>UPPER</td>
<td>BIOL 4870</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>UPPER</td>
<td>HHS 3000</td>
<td>4</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7010</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7011</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7012</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7014</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7015</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7016</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7019</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7020</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7140</td>
<td>2</td>
</tr>
<tr>
<td>Code</td>
<td>FY</td>
<td>Type</td>
<td>Component</td>
<td>Action</td>
</tr>
<tr>
<td>------</td>
<td>----</td>
<td>------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7150</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7155</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7160</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7250</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7265</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7270</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7275</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7280</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7285</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7290</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7300</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7525</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7600</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7960</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7980</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 7990</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 8001</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 8100</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY08</td>
<td>GRAD</td>
<td>PH 8910</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>CORE</td>
<td>PERS 2002</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>UPPER</td>
<td>HHS 3000</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7010</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7011</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7012</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7014</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH 7016</td>
<td></td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>3</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>3</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>1</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>2</td>
</tr>
<tr>
<td>IPH</td>
<td>FY09</td>
<td>GRAD</td>
<td>PH</td>
<td>3</td>
</tr>
</tbody>
</table>
# TABLE E-1a
## MEAN STANDARDIZED GRADUATE ADMISSION TEST SCORES
### FY 2007 - FY 2009

<table>
<thead>
<tr>
<th>FY</th>
<th>DEGREE</th>
<th>MAJOR</th>
<th>CONC</th>
<th>ACADEMIC PROGRAM</th>
<th>GRE</th>
<th>GRE</th>
<th>GRE</th>
<th>GRE</th>
<th>GRE</th>
<th>GRE</th>
<th>GRE</th>
<th>GRE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VERB</td>
<td>TOTAL</td>
<td>VERB</td>
<td>TOTAL</td>
<td>VERB</td>
<td>QUANT</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>MPH</td>
<td>PH</td>
<td></td>
<td></td>
<td>434</td>
<td>972</td>
<td>500</td>
<td>1128</td>
<td>510</td>
<td>631</td>
<td>1141</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>MPH</td>
<td>PH</td>
<td></td>
<td></td>
<td>443</td>
<td>956</td>
<td>521</td>
<td>1110</td>
<td>520</td>
<td>591</td>
<td>1111</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>MPH</td>
<td>PH</td>
<td></td>
<td></td>
<td>440</td>
<td>967</td>
<td>513</td>
<td>1131</td>
<td>506</td>
<td>620</td>
<td>1126</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY</th>
<th>DEGREE</th>
<th>MAJOR</th>
<th>CONC</th>
<th>ACADEMIC PROGRAM</th>
<th>GMAT</th>
<th>GMAT</th>
<th>GMAT</th>
<th>GMAT</th>
<th>GMAT</th>
<th>QUANT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VERB</td>
<td>TOTAL</td>
<td>VERB</td>
<td>TOTAL</td>
<td>VERB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>MPH</td>
<td>PH</td>
<td></td>
<td></td>
<td>27</td>
<td>464</td>
<td>32</td>
<td>560</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>MPH</td>
<td>PH</td>
<td></td>
<td></td>
<td>27</td>
<td>449</td>
<td>30</td>
<td>513</td>
<td>28</td>
<td>35</td>
<td>530</td>
</tr>
<tr>
<td>2009</td>
<td>MPH</td>
<td>PH</td>
<td></td>
<td></td>
<td>34</td>
<td>503</td>
<td>37</td>
<td>555</td>
<td>37</td>
<td>29</td>
<td>555</td>
</tr>
</tbody>
</table>
## TABLE E-1b

**SELECTION RATIO OF APPLICANT/ACCEPTED GRADUATE STUDENTS**

**FY 2007 - FY 2009**

<table>
<thead>
<tr>
<th>FY</th>
<th>DEGREE</th>
<th>MAJOR</th>
<th># OF APPLICANTS</th>
<th># OF ACCEPTED</th>
<th>ACCEPT RATIO</th>
<th># OF ENROLLED</th>
<th>ENROLL RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>MPH</td>
<td>PH</td>
<td>195</td>
<td>67</td>
<td>34.4%</td>
<td>36</td>
<td>53.7%</td>
</tr>
<tr>
<td>2008</td>
<td>MPH</td>
<td>PH</td>
<td>250</td>
<td>70</td>
<td>28.0%</td>
<td>43</td>
<td>61.4%</td>
</tr>
<tr>
<td>2009</td>
<td>MPH</td>
<td>PH</td>
<td>280</td>
<td>82</td>
<td>29.3%</td>
<td>55</td>
<td>67.1%</td>
</tr>
</tbody>
</table>
## APPENDIX TABLE G-1 (SUMMARY)

### STUDENT/FACULTY RATIOS, FY 2007-2009

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td># TT Faculty</td>
<td>4</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>106</td>
<td>129</td>
<td>139</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>1 to 27</td>
<td>1 to 18</td>
<td>1 to 17</td>
</tr>
<tr>
<td></td>
<td>FY 2007</td>
<td>FY 2008</td>
<td>FY 2009</td>
</tr>
<tr>
<td># Graduate Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>