



University Council

January 18, 2019

UNIVERSITY CURRICULUM COMMITTEE – 2018-2019

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Social Work – Harold Briggs

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Graduate School – Amy E. Medlock

Ex-Officio – Interim Provost Libby V. Morris

Undergraduate Student Representative – Ali Elyaman

Graduate Student Representative – Chasity Tompkins

Dear Colleagues:

The attached proposal from the College of Public Health for a new Online Graduate Certificate in Public Health will be an agenda item for the January 25, 2019, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair

University Curriculum Committee

cc: Interim Provost Libby V. Morris

Dr. Rahul Shrivastav

## OUTLINE FOR AN INTERDISCIPLINARY CERTIFICATE PROGRAM

### I. Basic Information

1. **Institution:** University of Georgia                      **Date:** September 10, 2018
2. **School/College:** College of Public Health
3. **Department/Division:** College of Public Health
4. **Certificate Title:** Public Health    *Note: This certificate will only be offered online.*
5. **Level (undergraduate or graduate):** Graduate
6. **Proposed starting date for program:** Summer 2019
7. **Program abstract:**

The University of Georgia College of Public Health proposes a Graduate Certificate in Public Health targeted toward medical residents from hospitals in Athens and NE Georgia, Piedmont and St. Mary's. This program will educate the residents about methods and practices that delineate the field of public health. They will learn about incidence and prevalence of diseases and conditions, methods of disease prevention and health promotion, analysis of health care data, public health organizations, and public health policies and health care system management. These educational goals will be attained through a series of coursework requirements (see Table 1).

To assess the need of this program among the medical residents, we conducted a survey both at Piedmont and St. Mary's hospitals. Results of the survey are found in section #3. Overall, the residents showed great interest in an online Public Health Certificate, as it provides them with flexibility in their schedules and a reasonable timeline to complete the degree. The opportunity for online public health training with an emphasis in population health is an attractive choice to the residents and may help with expanding the hospital's applicant pool, improving the quality of care received by Athens citizens.

The long-range development plan of the UGA College of Public Health related to this certificate is to prepare physicians to provide essential public health services to populations through skills such as leadership, management, and education as well as clinical interventions. In addition, a long-term goal is to expand the program out to the professional public health workforce as part of our mission to train public health professionals across the state.

8. **Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.**

Not applicable.

### II. Response to the Criteria for All Programs

**The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.**

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

**A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.**

The primary objectives are:

- a. Foster communication, education, and scholarship in Public Health
- b. Provide and facilitate career enhancement in Public Health for physicians
- c. Educate on the role and importance of the Public Health physician's knowledge and skills in their practice
- d. Foster the skills needed to understand and reduce the risks of disease, disability, and death in individuals and in population groups

The long-range development plan of the UGA College of Public Health related to this certificate is to prepare physicians to provide essential public health services to populations through skills such as leadership, management, and education as well as clinical interventions.

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

The Graduate Certificate in Public Health will be housed in the College of Public Health. Within the college, the departments that will be involved are: Environmental Health Science, Epidemiology and Biostatistics, Health Policy and Management, and Health Promotion and Behavior.

Discussions regarding this Graduate Certificate in Public Health between the College and Piedmont and St. Mary's hospitals date back to 2016. Over this time, faculty members and administrators from the three institutions have met periodically to discuss the importance and benefits of the program. Currently, the curriculum is finalized and the courses are all in an online format. Courses will be reviewed every three years or as needed to ensure that students are receiving the best possible experience and instruction.

**2. There must be a demonstrated and well-documented need for the program.**

**A. Explain why this program is necessary.**

This graduate certificate program will initially be targeted toward medical residents from hospitals in Athens and NE Georgia. Both hospitals in the Athens community have relatively new residency programs and, as new programs, have been challenged in attracting top-level applicants. Providing greater opportunities for the residents may enhance the hospital's applicant pool. However, the residents' free time is limited, and a traditional program is not realistic. Opportunities for online public health training with an emphasis in population health should be attractive to the residents and may help with expanding the hospital's applicant pool, improving the quality of care received by Athens citizens.

**B. In addition, provide the following information:**

1. **Semester/Year of Program Initiation:** Summer 2019
2. **Semester/Year Full Implementation of Program:** Summer 2021
3. **Semester/Year First Certificates will be awarded:** Summer 2021
4. **Annual Number of Graduates expected (once the program is established):** 15
5. **Projected Future Trends for number of students enrolled in the program:**  
20

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

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

A survey was conducted at Piedmont and St. Mary's hospitals on current hospital residents. The table below presents the residents' responses.

*1. Level of interest in Graduate Certificate in Public Health*

	# of Responses	Very Much	Somewhat
Piedmont	13	8 (62%)	2 (15%)
St. Mary's	9	3 (33%)	4 (44%)

*2. Expected Enrollment*

Year	First 2019	Second 2020	Third 2021
New Students	5	10	15

The certificate program may also motivate residents to continue and pursue a Master of Public Health (MPH), applying up to nine credit hours of certificate classes to the traditional MPH program. Additionally, this program could be expanded to help train public health professionals around the state who want to expand their expertise but are unable to take the time to travel to Athens for a traditional MPH program. This certificate will not only fill the community demand, but will also provide additional courses for master's and Ph.D. students.

**B. In addition, provide the following information:**

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

It is expected that minority student enrollment will be equivalent to the proportion of minority students in the total student body.

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

**Provide the following information:**

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

The online Graduate Certificate in Public Health will require 15 credit hours. The College of Public Health's Office of Academic Affairs will be responsible for administering the certificate. The college is committed to teach the following courses at least once a year.

**Table 1. Public Health Certificate Course Requirements (15 hours)**

Course	Credits	Term
BIOS 7010E, Introductory Biostatistics I	3	Fall/Spring
EPID 7010E, Introduction to Epidemiology I	3	Fall/Spring
HPAM 7010E, Introduction to Health Policy and Management	3	Fall/Spring
HPRB 7010E, Social and Behavioral Foundations in Public Health	3	Summer
EHSC 7010E, Fundamentals of Environmental Health Science	3	Summer

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

All courses are already approved in CAPA.

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

The primary purpose of this certificate is to provide a basic understanding of public health to individuals not trained in public health. The required courses are foundational to our Master of Public Health degree and will provide a good basic understanding of the field and how it intersects with other health-related professions. The competencies in these courses were established by our accrediting body and are reviewed every seven years as part of our accreditation process.

There are no in-state Graduate Certificates in Public Health. There are 12 Graduate Certificates nationally that include:

- University of Florida
- Capella University
- University of Vermont
- University of Nebraska
- Oregon State University
- Indiana University
- University of Texas
- University of North Carolina
- Walden University
- George Washington University
- Michigan State University

Some of these certificate curriculums vary in terms of core course composition and area of concentration.

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

While the certificate program itself will not be accredited, the courses used in the certificate program are also used in other degree programs in the College of Public

Health which are accredited. As such, these courses are reviewed and approved by our external accrediting body—the Council on Education for Public Health—to meet standards for the training of public health professionals. They currently meet standards and will continue to do so as they are used in our other programs.

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

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

There are currently five full-time faculty identified to teach each of the courses. The faculty are subject matter experts in their fields and have extensive expertise in online teaching. We have also identified five other faculty members in the same areas of expertise in the event that a core faculty is unable to teach in a particular semester. These courses are currently being offered to our MPH students—we are not creating new courses just for this program.

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

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

**Core Faculty:**

- EPID 7010E, Introduction to Epidemiology I  
Melisa Hallow, Ph.D. Doctorate in Mechanical Engineering, Georgia Institute of Technology.  
Area of expertise: Disease progression in the areas of cardiovascular, renal diseases, and diabetes, dynamic modeling physiology, and pharmacology. Dr. Hallow creates computer models that predict how diseases such as diabetes will respond to drug therapies. She teaches public health courses in chronic disease epidemiology and clinical trial design, as well as engineering courses.
- BIOS 7010E, Introductory Biostatistics I  
Hanwen Huang, Ph.D. Doctorate in Statistics, University of North Carolina at Chapel Hill.  
Area of expertise: statistical machine learning and data mining, high dimensional data analysis, Bayesian statistics, dynamic modeling. During the past five years, Dr. Huang has taught Introductory Statistics I and II, Linear and generalized Linear Models, and Advance Biostatistical Inference.
- HPAM 7010E, Introduction to Health Policy and Management  
Grace Bagwell Adams, Ph.D. Doctorate in Public Administration and Policy, University of Georgia, Athens.  
Area of expertise: Food and obesity policy. Dr. Bagwell instructs Introduction to Health Policy, Women's Health Policy, Social Insurance, Research Methods, Program Evaluation, and Poverty Policy in the United States.
- EHSC 7010E, Fundamentals of Environmental Health Science  
Travis Glenn, Ph.D. Doctorate in Zoology, Evolution, and behavior emphasis, University of Maryland, College Park, MD.

Area of Expertise: Fundamentals of environmental health science, environmental genomics, and genomics technology. Dr. Glenn instructs Fundamentals of Environmental Health, and Environmental Genomics.

- HPRB 7010E, Social and Behavioral Foundations in Public Health Ivonne-Marie Berges, Ph.D. Doctorate in Preventive Medicine and Community Health, University of Texas Medical Branch, Galveston, Texas.  
Area of Expertise: Health education and promotion, gerontology, quality of life. Dr. Berges instructs Social and Behavioral Foundations of Public Health, Quality of Life in Measurement in Disability and Chronic Diseases, and Biopsychosocial Perspective of Disability in Adult Populations.

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

The courses are currently being taught, and it is not expected that we will need to add new faculty.

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

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

Some courses will need online access to library resources. Links to those resources are included in all syllabi.

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

No laboratory resources will be required. The certificate will use the UGA Learning Management System, eLearning Commons with Desire2Learn platform. In addition, the College of Public Health (CPH) OIT Helpdesk ticketing system will provide online learning support via the helpdesk ticketing system. The development of the courses from face-to-face format to online versions is taking place in the CPH Office of Online Learning (CPH/OOL) video/recording production studio under the supervision of the director and instructional designer. The CPH/OOL will be responsible for the ongoing quality of the program and will ensure that instructional facilities follow best practices in online teaching.

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

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

No physical facilities are needed. This is an online program.

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

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

The certificate program will be taught by the faculty who teach the online E-courses and/or other interested faculty. Faculty who are on a nine-month appointment will receive additional salary to teach these online courses during the summer session. The program will rely on existing resources in the Office of Academic Affairs. This includes administrative support staff, the CPH Director of Online Learning (Dr. Ivonne-Marie Berges), and the instructional technologist (Eastern Cueva).

The certificate program will advertise through program brochures, posters, and web ads. The main campus Office of Online Learning will assist to develop a marketing plan for the certificate.

The projected costs for students will be the same as those in the face-to-face MPH Program, with an additional UGA e-rate of \$275.

Please see below estimated costs and revenues.

<b>Expenditures</b>	<b>Estimated Annual Budget</b>
<b>Faculty/Support Staff</b>	
Director's Time (10% effort/year)	\$7,000
Technical Support (20% effort/year)	\$8,000
Instructors (Summer Session)*	\$16,000
<b>Operating Costs</b>	
Recording Studio's Equipment/Supplies	\$5,000
Program Advertising/Marketing	\$12,000
Courses up-dates/Renewals	\$3,500
<b>Total</b>	<b>\$51,500</b>

<b>Revenue Sources</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
New tuition with e-rate	\$50,475	\$100,950	\$151,425

\*New students: FY 2019, 5 students; FY 2020, 10 students; FY 2021, 15 students

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

This program will not have any assistantship funds coming from UGA. Potentially, the only funds offered could come from the hospitals' sponsorships.

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

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

The College of Public Health is committed to supporting this program and understands that we will need to provide financial support during the first few years until it is fully operational.

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

This program will be offered online. There is no need for physical facilities, therefore no need for capital funding.

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

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

Potential students will apply as non-degree seeking graduate students through the Graduate School unless they are in a UGA graduate program. The Graduate School's admissions standards will be used for non-degree seeking students. The program will allow degree-seeking students; however, it will not be marketed directly to those candidates since the primary targets are external students.

Dr. Ivonne-Marie Berges (CPH Director of Online Learning), with the assistance of Eastern Cueva (Instructional Technology Development Associate), will be responsible for the general management of the certificate. This includes recruitment, class scheduling, and student advising. Student advising will be centralized to the Certificate. Dr. Berges will be the primary advisor and if there is a need, she will coordinate with the Advising System staff centralized in the college. Dr. Berges will have the responsibility to review students' progress, grades, and goals once per semester. These discussions could take place in person, over the phone, or via email.

## Approvals on File

**Proposal:** Graduate Certificate in Public Health (Online only)

**College:** College Public Health

**Proposed Effective Term:** Summer 2019

School/College:

- College of Public Health Associate Dean, Dr. Mark Wilson, 7/19/2018
- College of Public Health Dean, Dr. Phillip Williams, 7/20/2018

Graduate School:

- Graduate School Dean, Dr. Suzanne Barbour, 11/14/2018