

ROLLINS  
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# CATALOG

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# 2020-2021



EMORY

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SCHOOL OF  
PUBLIC  
HEALTH

## Rollins School of Public Health

Emory University  
1518 Clifton Road, N.E. Atlanta, Georgia 30322

Rollins School of Public Health Admissions and Student Services: 404.727.3956  
Monday–Friday, 8:30 a.m.–5:00 p.m.

See page [222](#) for additional directory information.

Visit us on the web at [www.sph.emory.edu](http://www.sph.emory.edu).

### EQUAL OPPORTUNITY POLICY

Emory University is dedicated to providing equal opportunities to all individuals regardless of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran's status. Emory University does not discriminate in admissions, educational programs, or employment on the basis of any factor stated above or prohibited under applicable law. Students, faculty, and staff are assured of participation in university programs and in use of facilities without discrimination. The university also complies with all applicable federal and Georgia statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. Any inquiries regarding this policy should be directed to the Emory University Office of Equity and Inclusion, 201 Dowman Drive, Administration Building, Suite 305, Atlanta, Georgia 30322. Telephone: 404.727.6123.

### AFFIRMATIVE ACTION POLICY

Emory University has an approved Affirmative Action Plan and complies with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act Of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable regulations thereunder. Any inquiries should be directed to the Emory University Office of Equal Opportunity Programs.

### AMERICANS WITH DISABILITIES ACT

If you are an individual with a disability and wish to acquire this publication in an alternative format, please contact the associate dean for academic affairs, Rollins School of Public Health, Emory University 1518 Clifton Road, N.E., Atlanta, Georgia 30322. Telephone: 404.727.7703.

Emory University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, doctorate, and professional degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Emory University.

The [Council on Education for Public Health \(CEPH\)](#) is an independent agency responsible for accrediting schools and programs in public health. CEPH accreditation sets a standard by which all accredited schools and programs of public health work to enhance health in human populations, through organized community effort. Accreditation by CEPH means that we have rigorously evaluated the quality and content of our instruction, research, and services programs and have successfully met CEPH's published criteria—and that's important to us. RSPH completed a rigorous self-study process, which involved a systematic and rigorous evaluation of the quality and content of our instruction, research and service programs. This process culminated in the CEPH re-accreditation site visit in October 2019. Upon review of our self-study, CEPH notified the Rollins School of Public Health in March 2020 that it was fully accredited through July 1, 2027 for a seven-year accreditation period—the maximum awarded for schools and programs of public health.

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THE UNIVERSITY RESERVES THE RIGHT TO REVISE PROGRAMS, INFORMATION, REQUIREMENTS, REGULATIONS, OR FINANCIAL CHARGES AT ANY TIME. WHENEVER CHANGES OCCUR, AN EFFORT WILL BE MADE TO NOTIFY PERSONS WHO MAY BE AFFECTED.



There has never been a more exciting or challenging time to enter the field of public health. Today's students must face complex issues, such as the COVID-19 pandemic and other reemerging infectious diseases, chronic diseases, violence, environmental hazards including climate change, access to physical and mental health care, as well as social, economic, and political determinants of health disparities. The No. 5 ranked Rollins School of Public Health of Emory University is preparing students to meet these challenges in an environment unique among schools of public health.

Located in Atlanta, often called the "Public Health Capital of the World," the school is adjacent to the U.S. Centers for Disease Control and Prevention. The national headquarters of CARE, the American Cancer Society, the Arthritis Foundation, the Boys & Girls Clubs of America, and The Carter Center are each fewer than five miles from Rollins. Our students benefit from the school's partnerships with these national and international agencies and with the Georgia Department of Public Health, district health offices, and local health departments. Each of these relationships provides unique opportunities for faculty and students to engage in hands-on research and actual public health practice.

Rollins is an integral part of the Robert W. Woodruff Health Sciences Center of Emory University, which has excellent schools of medicine and nursing, and programs in allied health, as well as the research facilities at the Yerkes National Primate Research Center of Emory University. We offer a flexible schedule of classes to accommodate the needs of students who work full or part time. The master of public health and master of science in public health curricula feature basic coursework in the student's chosen department. Doctoral programs are offered in biostatistics; epidemiology; behavioral, social, and health education sciences; health services research and health policy; nutrition and health sciences; and environmental health sciences. Joint-degree programs are available in conjunction with the schools of business, law, medicine, nursing, physical therapy, physician assistant, and theology, and cross-registration is available with the graduate school.

I am very proud of the school, faculty, staff, and, especially, our students. We welcome applications from individuals interested in combining academic training and knowledge with a commitment to solving the world's health problems. Please visit us in Atlanta or on the web at [www.sph.emory.edu](http://www.sph.emory.edu).

## THE UNIVERSITY

Emory is a university internationally recognized as an inquiry-driven, ethically engaged, and diverse community whose members embrace respect and employ creativity, critique, and collaboration in providing courageous leadership for positive transformation in the world through teaching, research, scholarship, health care, and social action.

Since its founding in 1836, Emory University has grown into a national teaching, research, and service center with an enrollment exceeding 15,400. A coeducational, privately controlled university affiliated with the United Methodist Church, Emory awards more than 4,900 degrees annually. In addition to Rollins, the university's academic divisions include Emory College and Oxford College, Laney Graduate School, and the schools of Medicine, Business, Law, Nursing, and Theology.

Among the centers for specialized research and study at Emory are the Winship Cancer Institute, the Center for Ethics in Public Policy and the Professions, the Emory Center for International Studies, the Center for Healthcare Leadership, the Center for AIDS Research, the Center for Molecular Medicine, the Center for Geriatrics, the Center for Clinical Evaluation Sciences, the Emory Vaccine Center, the Center for Research in Faith and Moral Development, the Michael C. Carlos Museum, and the Center for Russian and East European Studies. Campus-based independent affiliates include the African Studies Association, the American Academy of Religion, the Georgia Endowment for the Humanities, and the National Faculty for the Humanities, Arts, and Sciences.

Emory University maintains formal exchange agreements with the following universities abroad: Oxford and Lancaster (England); St Andrews (Scotland); Beijing, Xiamen, and Xi'an Medical (People's Republic of China); Johannes Kepler (Austria); Kobe and Kansai Gakuin (Japan); Yonsei (Korea); Augsburg, Berlin, Göttingen, and Regensburg (Germany); University of Trieste (Italy); Montpellier University (France); University of Copenhagen (Denmark); the Pushkin Institute and St. Petersburg State University (Russia); and Tbilisi State University (Republic of Georgia).

The university has committed its unique combination of resources to address some of the toughest challenges and greatest opportunities facing the world today—from religion, conflict and peace building, to race and social difference, to issues of global health and new understandings of what makes us human.

### **The Robert W. Woodruff Health Sciences Center**

The Robert W. Woodruff Health Sciences Center joins those components of Emory University concerned with patient care, education of health professionals, research affecting health and illness, and policies for prevention and treatment of disease. The center is named for Robert W. Woodruff, a man whose vision and generosity left a lasting imprint on Emory and the city of Atlanta. The center consists of the following: Emory School of Medicine, Rollins School of Public Health, Nell Hodgson Woodruff School of Nursing, Yerkes National Primate Research Center, Winship Cancer Institute, and Emory Healthcare, the largest, most comprehensive health system in Georgia.



## Mission

*The mission of the Rollins School of Public Health of Emory University is to impact health and well-being through excellence in teaching, research, and the application of knowledge in partnership with domestic and global communities.*

At the Rollins School of Public Health, students learn to identify, analyze, and intervene in today's most pressing public health issues. The school's location in Atlanta, referred to as the "Public Health Capital of the World," is home to the U.S. Centers for Disease Control and Prevention; CARE; the national home office of the American Cancer Society; The Carter Center; the Arthritis Foundation; the Task Force for Global Health; numerous state and regional health agencies; and the patient care, teaching, and health-related research programs of Emory University's Woodruff Health Sciences Center. This setting is ideal for hands-on research and collaborations with the world's leading public health agencies, as well as interdisciplinary work with national and international organizations.

The program is community oriented, and many students bring actual problem-solving experience with them. Students join the Rollins community from all 50 states and more than 50 foreign countries to contribute to the school and apply knowledge to promote health and prevent disease in human populations.

The school comprises six academic departments: behavioral, social and health education sciences; biostatistics and bioinformatics; environmental health; epidemiology; health policy and management; and global health. Twenty-six interdisciplinary centers include the Biostatistics Consulting Center; Center for AIDS Research at Emory University; Center for Behavioral Health Policy Studies; Center for Biomedical Imaging Statistics; Center for Global Safe Water, Sanitation, and Hygiene; Center for the Health of Incarcerated Persons; Center for Humanitarian Emergencies at Emory; Center for Public Health Preparedness and Research; Center for Reproductive Health Research in the Southeast; Center for Spina Bifida Research, Prevention, and Policy; Center for Translational and Prevention Science; Emory Center for Training and Technical Assistance; Emory Global Diabetes Research Center; Emory Prevention Research Center; Emory Program in Cardiovascular Outcomes Research and Epidemiology; Georgia Center for Cancer Statistics; Georgia Center for Diabetes Translation Research; Health and Exposome Research Center – Understanding Lifetime Exposures; Injury Prevention Research Center at Emory; Interfaith Health Program; The Joseph W. Blount Center for Health and Human Rights; Office of Public Health Practice; Region IV Public Health Training Center; Southeastern Center for Air Pollution and Epidemiology; Southeastern Institute for Training and Evaluation; and the Women's and Children's Center.

Almost 200 full-time, doctoral-level faculty members teach and conduct research in areas such as mathematical modeling of infectious disease transmission, exploration of relationships between nutrition and chronic disease, and investigation of cancer causation and control. Other research interests include identifying the social determinants of health; AIDS; developing church-based health promotion programs to foster changes in nutrition and other health-related behaviors; detecting and preventing adverse outcomes in occupational settings; COVID-19 surveillance, risk, and prevention; and evaluating the cost of health care and the allocation of health resources.

Rollins offers dual-degree programs with Emory's business, medical, nursing, theology, graduate, and law schools, and with the physician's assistant and physical therapy program. In addition to these programs, the schools of public health and medicine collaborate on many levels. Research areas of mutual interest include nutrition, Alzheimer's disease, and the prevention and control of AIDS, cardiovascular disease, cancer, and adverse reproductive outcomes.

## ROLLINS SCHOOL OF PUBLIC HEALTH

Rollins also draws strength from several unique local resources. The U.S. Centers for Disease Control and Prevention, the federal agency dedicated to developing and applying disease prevention and control programs, provides more than half of the school's 200-plus adjunct faculty members. Over 1,100 Rollins alumni are currently employed by the CDC. The Carter Center is involved in global health intervention programs that provide students with Applied Practice Experience opportunities. The school also shares research activities with the national headquarters of the American Cancer Society and international headquarters of CARE, both based in Atlanta.



## Rollins School Of Public Health Of Emory University

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### Core Competencies

Upon graduation a student with an MPH/MSPH should be able to:

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy, or practice.
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels.
7. Assess population needs, assets, and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.
18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.
21. Perform effectively on inter-professional teams.
22. Apply systems thinking tools to a public health issue.



## Department of Behavioral, Social, and Health Education Sciences

### MPH in Behavioral, Social, and Health Education Sciences

Upon completion of the MPH degree, graduates will be able to:

- Analyze public health history for perspective on current health problems.
- Apply the socio-ecological framework or other theories to examine public health research.
- Select study designs to plan health promotion research.
- Select valid and reliable instruments to measure variables in public health research.
- Synthesize a range of multidisciplinary scientific literature to generate a research question.
- Use behavioral and social science theories to guide data analysis that examines health outcomes for specific populations.
- Engage stakeholders to inform a community assessment or evaluation.
- Apply qualitative or quantitative methods to public health research or practice.
- Implement an evaluation plan to assess public health programs.
- Describe ethical principles relevant to public health research and practice.

### PhD in Behavioral, Social, and Health Education Sciences

Upon completion of the PhD degree, graduates will be able to:

- Design theoretically-informed interventions that operate at multiple levels to prevent disease, reduce health risks, or improve quality of life.
- Develop original research questions and describe research designs and advanced statistical analysis plans to address those research questions.
- Conduct original, theoretically-informed research directly related to the social sciences, behavioral sciences, and/or health education in the context of public health.
- Develop the skills needed to teach students about public health content.
- Apply principles of ethical conduct to public health research.

## Department of Biostatistics and Bioinformatics

### MPH in Biostatistics

Upon completion of the MPH degree, graduates will be able to:

- Identify statistical issues in contemporary public health problems.
- Perform power and sample size calculations to assist in the design of clinical or observational studies.
- Use statistical software for advanced data management.
- Analyze continuous data using linear regression models and discrete data using generalized linear models.
- Analyze right-censored data with time-to-event regression models.
- Analyze correlated data (longitudinal and multi-level) using mixed effect and marginal models.
- Explain fundamental concepts of probability and inference used in statistical methodology.

### MSPH in Biostatistics

Upon completion of the MSPH degree, graduates will be able to:

- Identify statistical issues in contemporary public health problems.
- Perform power and sample size calculations to assist in the design of clinical or observational studies.
- Use statistical software for advanced data management.
- Analyze continuous data using linear regression models and discrete data using generalized linear models.
- Analyze right-censored data with time-to-event regression models.
- Analyze correlated data (longitudinal and multi-level) using mixed effect and marginal models.

- Assess the impacts of assumptions in advanced statistical analysis using probability and statistical theory.
- Apply concepts in probability and statistical theory to define performance or extend basic statistical analysis techniques.
- Assess technical accuracy and performance of advanced analytic methods.

### **BA/MSPH in Biostatistics**

The MSPH competencies related to this degree are the same as the MSPH in Biostatistics competencies.

### **PhD in Biostatistics**

Upon completion of the PhD degree, graduates will be able to:

- Conduct independent research in the application of biostatistics.
- Develop and assess new statistical theory as needed.
- Develop and assess new statistical methods to address a broad range of complex biomedical or public health problems.
- Conduct complex statistical analyses for a broad range of applications.
- Teach statistical theory or methodology at multiple levels.

## **Gangarosa Department of Environmental Health**

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### **MPH in Environmental Health**

Upon completion of the MPH degree, graduates will be able to:

- Explain major environmental risks to human health ranging from the local to global scale.
- Apply the principles of exposure science to characterize environmental exposures.
- Describe how the principles of toxicology can be used to assess health effects of environmental exposure.
- Apply the principles of epidemiology to assess health effects of environmental exposures.
- Explain major policy issues in environmental health.
- Evaluate the risks posed by environmental hazards using risk assessment methods.

### **MPH in Global Environmental Health**

Upon completion of the MPH degree, graduates will be able to:

- Explain major environmental risks to human health ranging from the local to global scale.
- Apply the principles of exposure science to characterize environmental exposures.
- Describe how the principles of toxicology can be used to assess health effects of environmental exposure.
- Apply the principles of epidemiology to assess health effects of environmental exposures.
- Explain major policy issues in global environmental health.
- Use qualitative and quantitative data sources to assess global health outcomes or risk factors, including temporal trends such as past or current patterns, as well as projected future trends, and distribution by socioeconomic and demographic predictors.
- Exhibit professional values that demonstrate diplomacy, commitment to social justice or health equity, or respect for the unique cultures, values, roles or responsibilities or expertise represented by other professions, communities or groups working in global health.
- Apply ethical reasoning to the design, implementation or evaluation of global health programs, policies, or practice.
- Describe select causes or consequences of health inequities within or across contexts.
- Apply qualitative or quantitative methods to inform the design or implementation of global health research or practice.

### **BS/MPH in Environmental Studies and Environmental Health**

The MPH competencies related to this degree are the same as the MPH in Environmental Health competencies.

### **MSPH in Environmental Health and Epidemiology**

Upon completion of the MSPH degree, graduates will be able to:

- Explain major environmental risks to human health ranging from the local to global scale.
- Apply the principles of exposure science to characterize environmental exposures.
- Describe how the principles of toxicology can be used to assess health effects of environmental exposures.
- Apply the principles of epidemiology to assess health effects of environmental exposures.
- Explain major policy issues in environmental health.
- Formulate an environmental epidemiology research question and study aims.
- Appraise the strengths, limitations, and differences and similarities of various study designs with respect to given research questions.
- Calculate and interpret basic design-specific measures of association and their standard errors.
- Critique epidemiologic results in a causal framework.
- Describe distributions of morbidity, mortality and risk factors in terms of magnitude, time, place, and population.

### **PhD in Environmental Health Sciences**

Upon completion of the PhD degree, graduates will be able to:

- Apply advanced methods for assessing human exposures to environmental agents.
- Explain the actions of environmental exposures on human health via cellular and molecular processes, including risk factors that can modify these actions.
- Apply epidemiologic and risk assessment methods to describe the risks associated with exposure to environmental agents.
- Conduct a novel research project that addresses key challenges in environmental health sciences.

## **Department of Epidemiology**

### **MPH in Epidemiology**

Upon completion of the MPH degree, graduates will be able to:

- Formulate a research question and study aims.
- Differentiate among the strengths, limitations, and differences and similarities of various study designs.
- Calculate and interpret basic design-specific measures of association and their standard errors.
- Differentiate among design-specific sources and types of systematic error.
- Differentiate between the main types of effect modification and the methods of recognizing and accounting for it.
- Describe distributions of morbidity, mortality, and risk factors in terms of magnitude, time, place, and population.
- Utilize statistical software to conduct epidemiological analysis.
- Interpret epidemiologic results in a causal framework.
- Prepare a written report of advanced epidemiologic information.

**MSPH in Epidemiology**

Upon completion of the MSPH degree, graduates will be able to:

- Formulate a research question and study aims.
- Appraise the strengths, limitations, and differences and similarities of various study designs with respect to given research questions.
- Calculate and interpret basic design-specific measures of association and their standard errors.
- Assess impact of different design-specific types of systematic error.
- Differentiate between the main types of effect modification and the methods of recognizing and accounting for it.
- Describe distributions of morbidity, mortality, and risk factors in terms of magnitude, time, place, and population.
- Utilize advanced statistical programming in performing epidemiological analysis.
- Critique epidemiologic results in a causal framework.
- Write a manuscript to report the results of an epidemiologic study in a written scientific report that is suitable for submission for publication in a peer-reviewed journal.

**MPH in Global Epidemiology**

Upon completion of the MPH degree, graduates will be able to:

- Formulate a research question and study aims.
- Differentiate among the strengths, limitations, and differences and similarities of various study designs.
- Calculate and interpret basic design-specific measures of association and their standard errors.
- Differentiate among design-specific sources and types of systematic error.
- Differentiate between the main types of effect modification and the methods of recognizing and accounting for it.
- Describe distributions of morbidity, mortality, and risk factors in terms of magnitude, time, place, and population.
- Utilize statistical software to conduct epidemiological analysis.
- Interpret epidemiologic results in a causal framework.
- Prepare a written report of advanced epidemiological information on a topic relevant to global and/or underserved populations in a written scientific report.
- Use qualitative and quantitative data sources to assess global health outcomes or risk factors, including temporal trends such as past or current patterns, as well as projected future trends, and distribution by socioeconomic or demographic predictors.
- Demonstrate reflexivity or humility regarding power, privilege, culture, or professional paradigms, acknowledging strengths, limitations, biases, or influence.
- Exhibit professional values that demonstrate diplomacy, commitment to social justice or health equity, or respect for the unique cultures, values, roles or responsibilities or expertise represented by other professions, communities or groups working in global health.
- Apply ethical reasoning to the design, implementation, or evaluation of global health programs, policies, or practice.
- Describe select causes or consequences of health inequities within or across contexts.

**MSPH in Global Epidemiology**

Upon completion of the MSPH degree, graduates will be able to:

- Formulate a research question and study aims.
- Appraise the strengths, limitations, and differences and similarities of various study designs with respect to given research questions.
- Calculate and interpret basic design-specific measures of association and their standard errors.
- Assess impact of different design-specific types of systematic error.

- Differentiate between the main types of effect modification and the methods of recognizing and accounting for it.
- Describe distributions of morbidity, mortality, and risk factors in terms of magnitude, time, place, and population.
- Utilize advanced statistical programming in performing epidemiological analysis.
- Critique epidemiologic results in a causal framework.
- Write a manuscript to report the results of an epidemiologic study on a topic relevant to global and/or underserved populations in a written scientific report that is suitable for submission for publication in a peer reviewed journal.
- Use qualitative and quantitative data sources to assess global health outcomes or risk factors, including temporal trends such as past or current patterns, as well as projected future trends, and distribution by socioeconomic or demographic predictors.
- Demonstrate reflexivity or humility regarding power, privilege, culture, or professional paradigms, acknowledging strengths, limitations, biases, or influence.
- Exhibit professional values that demonstrate diplomacy, commitment to social justice or health equity, or respect for the unique cultures, values, roles or responsibilities or expertise represented by other professions, communities or groups working in global health.
- Apply ethical reasoning to the design, implementation, or evaluation of global health programs, policies, or practice.
- Describe select causes or consequences of health inequities within or across contexts.

### **PhD in Epidemiology**

Upon completion of the PhD degree, graduates will be able to:

- Evaluate epidemiologic research.
- Formulate an epidemiologic research question that addresses a gap in the literature.
- Develop an epidemiologic research study addressing a gap in the literature.
- Conduct independent research using epidemiologic methods.
- Communicate the results of epidemiologic research to a scientific audience.

## **Department of Health Policy and Management**

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### **MPH in Health Policy**

Upon completion of the MPH degree, graduates will be able to:

- Describe how the organization and financing of health services influence access, quality, and costs.
- Apply management principles to planning, organizing, leading, and controlling health care enterprises.
- Apply skills in financial accounting to healthcare administration decisions.
- Apply principles of health economics in analyzing the behavior of health care market stakeholders.
- Conduct economic evaluations of health care services.
- Utilize public finance theory to assess the efficiency and equity of proposals to reform the financing and delivery of health care services.
- Incorporate legal principles of public health law in the assessment of health policies.
- Prepare health policy briefings suitable for the range of policy stakeholders involved with the formulation and implementation of a health policy under consideration at the national, state, and local level.
- Employ quantitative analytic tools to assess health care needs and services in population-based research.
- Apply the tools of policy analysis to make quantitative predictions about the impact of policy changes.
- Communicate evidence-based alternatives for public health policies, both in writing and through oral presentation.

**MPH in Health Care Management**

Upon completion of the MPH degree, graduates will be able to:

- Describe how the organization and financing of health services influence access, quality, and cost.
- Apply management principles to planning, organizing, leading, and controlling health care enterprises.
- Apply skills in financial accounting to health care administration decisions.
- Apply principles of health economics in analyzing the behavior of health care market stakeholders.
- Apply analytic tools and theories to guide the management of financial assets in health care organizations.
- Incorporate human resources management principles in administering health care organizations.
- Apply marketing concepts in the design of health services.
- Incorporate legal principles in the administration and/or management of health care services.
- Develop a proposal to reflect different aspects of supervisory-level general management responsibilities in a health services delivery organization.
- Execute both an operations management and a strategic management analysis in the role of a health services consultant.

**MSPH in Health Services Research**

Upon completion of the MSPH degree, graduates will be able to:

- Describe how the organization and financing of health services influence access, quality, and cost.
- Apply principles of health economics in analyzing the behavior of health care market stakeholders.
- Conduct economic evaluations of health services.
- Utilize public finance theory to assess the efficiency and equity of proposals to reform the financing and delivery of health care services.
- Conceptualize a theoretically grounded original research project.
- Analyze an original research question using quantitative methods.
- Interpret findings from an original research investigation, identifying strengths and limitations of the analytic approach.
- Conduct a scientific presentation and communicate key steps of an original research investigation.
- Function as a team collaborator in the design and conduct of a health services research investigation.

**PhD in Health Services Research and Health Policy**

Upon completion of the PhD degree, graduates will be able to:

- Describe major problems in health services and policy that are currently the subject of empirical investigations.
- Apply economic or political science concepts, theories, and methods to the framing and analysis of research questions in health services and policy.
- Apply advanced economics or political science methods to relevant research questions in health services and policy.
- Communicate concepts and methods of health services and health policy research to students, professionals, and other stakeholders.
- Conduct a health services or health policy research investigation suitable for peer-reviewed publication as an independent researcher.
- Function as an interdisciplinary team collaborator in the design and conducting of a health services or health policy research investigation.

## Hubert Department of Global Health

### **MPH in Global Health with a Concentration in Infectious Disease**

Upon completion of the MPH degree, graduates will be able to:

- Use qualitative and quantitative data sources to assess global health outcomes or risk factors, including temporal trends such as past or current patterns, as well as projected future trends, and distribution by socioeconomic or demographic predictors.
- Demonstrate reflexivity or humility regarding power, privilege, culture, or professional paradigms, acknowledging strengths, limitations, biases, or influence.
- Exhibit professional values that demonstrate diplomacy, commitment to social justice or health equity, or respect for the unique cultures, values, roles or responsibilities or expertise represented by other professions, communities or groups working in global health.
- Apply ethical reasoning to the design, implementation, or evaluation of global health programs, policies, or practice.
- Describe select causes or consequences of health inequities within or across contexts.
- Apply qualitative or quantitative methods to inform the design or implementation of global health research or practice.
- Apply principles of infectious disease epidemiology, laboratory detection, or clinical characteristics to identify specific infectious pathogens or diseases.
- Interpret the geographic or demographic distributions and morbidities or mortality of major infections in the U.S. or globally.
- Discuss strategies to prevent and control infectious diseases.
- Explain the environmental, behavioral, or social factors that contribute to the emergence, re-emergence, or persistence of infectious diseases.
- Explore approaches for developing and maintaining surveillance for infectious diseases.

### **MPH in Global Health with a Concentration in Sexual Reproductive Health and Population Studies**

Upon completion of the MPH degree, graduates will be able to:

- Use qualitative and quantitative data sources to assess global health outcomes or risk factors, including temporal trends such as past or current patterns, as well as projected future trends, and distribution by socioeconomic or demographic predictors.
- Demonstrate reflexivity or humility regarding power, privilege, culture or professional paradigms, acknowledging strengths, limitations, biases, or influence.
- Exhibit professional values that demonstrate diplomacy, commitment to social justice or health equity, or respect for the unique cultures, values, roles or responsibilities or expertise represented by other professions, communities or groups working in global health.
- Apply ethical reasoning to the design, implementation, or evaluation of global health programs, policies, or practice.
- Describe select causes or consequences of health inequities within or across contexts
- Apply qualitative or quantitative methods to inform the design or implementation of global health research or practice.
- Critique current sexual and reproductive or population health policies or programs.
- Discern the quality or appropriateness of data sources to measure sexual and reproductive health or population issues.
- Apply methods to measure fertility, its regulation, mortality, or migration.
- Develop a policy or project to address a sexual and reproductive health or population problem.
- Propose recommendations to address fertility, its regulation, mortality, or migration.

**MPH in Global Health with a Concentration in Public Health Nutrition**

Upon completion of the MPH degree, graduates will be able to:

- Use qualitative and quantitative data sources to assess global health outcomes or risk factors, including temporal trends such as past or current patterns, as well as projected future trends, and distribution by socioeconomic or demographic predictors.
- Demonstrate reflexivity or humility regarding power, privilege, culture or professional paradigms, acknowledging strengths, limitations, biases, or influence.
- Exhibit professional values that demonstrate diplomacy, commitment to social justice or health equity, or respect for the unique cultures, values, roles or responsibilities or expertise represented by other professions, communities or groups working in global health.
- Apply ethical reasoning to the design, implementation or evaluation of global health programs, policies, or practice.
- Describe select causes or consequences of health inequities within or across contexts
- Apply qualitative or quantitative methods to inform the design or implementation of global health research or practice.
- Describe the magnitude, distribution, and trends of nutrition problems in populations.
- Assess the nutritional status of individuals using anthropometric, diet, and biochemical methods.
- Evaluate the causes and consequences of malnutrition.
- Evaluate the efficacy or effectiveness of nutrition programs or policies.
- Propose innovative approaches to address nutrition problems.

**MPH in Global Health with a Concentration in Community Health and Development**

Upon completion of the MPH degree, graduates will be able to:

- Use qualitative and quantitative data sources to assess global health outcomes or risk factors, including temporal trends such as past or current patterns, as well as projected future trends, and distribution by socioeconomic or demographic predictors.
- Demonstrate reflexivity or humility regarding power, privilege, culture or professional paradigms, acknowledging strengths, limitations, biases, or influence.
- Exhibit professional values that demonstrate diplomacy, commitment to social justice or health equity, or respect for the unique cultures, values, roles or responsibilities or expertise represented by other professions, communities or groups working in global health.
- Apply ethical reasoning to the design, implementation or evaluation of global health programs, policies, or practice.
- Describe select causes or consequences of health inequities within or across contexts
- Apply qualitative or quantitative methods to inform the design or implementation of global health research or practice.
- Evaluate health needs and assets of communities to promote social justice or social and behavioral change.
- Apply principles of community-based projects to address common goals for health and development with local, national, and international counterparts.
- Develop frameworks or approaches to monitor and evaluate program goals, objectives, targets, or operations.
- Apply the tools of financial management in public, nonprofit organizations, or community organizations.
- Assess management challenges in public, nonprofit organizations, or community organizations.



### **Accelerated MPH in Global Health**

Upon completion of the MPH degree, graduates will be able to:

- Use qualitative and quantitative data sources to assess global health outcomes or risk factors, including temporal trends such as past or current patterns, as well as projected future trends, and distribution by socioeconomic or demographic predictors.
- Demonstrate reflexivity or humility regarding power, privilege, culture or professional paradigms, acknowledging strengths, limitations, biases, or influence.
- Exhibit professional values that demonstrate diplomacy, commitment to social justice or health equity, or respect for the unique cultures, values, roles or responsibilities or expertise represented by other professions, communities or groups working in global health.
- Apply ethical reasoning to the design, implementation, or evaluation of global health programs, policies, or practice.
- Describe select causes or consequences of health inequities within or across contexts.
- Apply qualitative or quantitative methods to inform the design or implementation of global health research or practice.

### **PhD in Nutrition and Health Sciences**

Upon completion of the PhD degree, graduates will be able to:

- Apply the fundamentals of nutrition science including methods of nutrition assessment.
- Evaluate scholarly work, programs, and interventions including work completed by peers in nutrition health sciences.
- Conduct independent research using appropriate research design and methods in the field of nutrition.
- Communicate current knowledge about key concepts in human nutrition science to students and peers.
- Develop the skills needed to teach students about nutritional science and health.

### **Executive MPH Program**

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#### **MPH in Applied Epidemiology**

Upon completion of the MPH degree, graduates will be able to:

- Describe distributions of morbidity, mortality and risk factors.
- Apply basic principles of public health surveillance in the practice of public health.
- Identify key sources of data for epidemiologic purposes.
- Formulate a research question and study aims.
- Differentiate among the strengths and limitations of various study designs.
- Calculate and interpret basic design-specific measures of association and their standard errors.
- Conduct basic epidemiologic research using multivariable models (e.g., linear, logistic, Cox, Poisson regression).
- Interpret individual published epidemiologic studies in which the major epidemiologic study designs are used.
- Utilize statistical programming packages in preparing scientific reports.
- Communicate epidemiologic information in a written scientific report.
- Recognize potential ethical issues in epidemiologic studies.

**MPH in Applied Public Health Informatics**

Upon completion of the MPH degree, graduates will be able to:

- Support development of strategic direction for public health informatics within the enterprise.
- Participate in development of knowledge management tools for the enterprise.
- Use informatics standards.
- Ensure that data needs of a project or program stakeholders are met.
- Support information system development that meets public health program needs.
- Manage IT operations related to project or program (for public health agencies with internal IT operations).
- Monitor IT operations managed by external organizations.
- Communicate with cross-disciplinary leaders or team members.
- Evaluate information systems or applications.
- Participate in applied public health informatics research for new insights or innovative solutions to health problems.
- Contribute to development of public health information systems that are interoperable with other relevant information systems.
- Support use of informatics to integrate clinical health, environmental risk, or population health.
- Evaluate solutions that ensure confidentiality, security, and integrity while maximizing availability of information for public health.
- Conduct education or training in public health informatics.

**MPH in Prevention Science**

Upon completion of the MPH degree, graduates will be able to:

- Apply behavioral theories across systems levels of the socio-ecological framework in addressing public health issues.
- Assess the effects of public health interventions or programs.
- Develop materials to address real-world public health problems.
- Apply educational theory or instructional design models to the development of workforce training.
- Evaluate ethical considerations for public health interventions.
- Incorporate the use of public health informatics in professional practice.
- Incorporate research design or program planning skills in the development of grant proposals.

### ADMISSION TO THE MPH, MSPH, AND EXECUTIVE MPH PROGRAMS

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#### Degree-Seeking

Departments admit degree-seeking applicants only starting in the fall semester (August). Under special circumstances, applicants may be considered in other semesters. The sequence of courses is designed for students entering in the fall.

The priority deadline for the receipt of the completed and verified application and all required supporting documents from all applicants for fall semester is January 5 or the next business day, should it fall on a holiday or weekend. The Rollins School of Public Health participates in a centralized application service called SOPHAS (Schools of Public Health Application Service). Applicants can access the admissions application through <https://www.sph.emory.edu/admissions/index.html>. All application materials should be sent directly to SOPHAS.

A complete set of application documents includes the following: the online application (includes personal statement and work/research/volunteer history), one transcript from each postsecondary institution attended (international transcripts must be evaluated by World Education Services [WES]), completed reference letters from at least two individuals, and an official graduate-level entrance examination score report. Please note that due to the COVID-19 pandemic, GRE test scores are optional for all students applying for the fall of 2021.

Admission is competitive; therefore, applications should be submitted well in advance of the deadline. Applications received or completed after the deadline will be considered on a space available basis. Applicants whose files are completed by the January 5 deadline are typically notified of their admission decision within eight weeks.

For additional information regarding the application process, please refer to the Rollins admission website, <https://sph.emory.edu/admissions/master/index.html>.

#### Admission Requirements

Minimum requirements for admission include satisfactory completion of a four-year baccalaureate degree or its equivalent and a strong interest in a career in public health. Work or academic experience in a health-related field is highly desirable, but not required for admission.

In general, applicants are required to submit test scores from the Graduate Record Examination (GRE). Please note that due to the COVID-19 pandemic, Rollins is offering a GRE optional policy for any student applying for fall 2021 admission. Applicants who have completed doctoral-level degrees from a U.S. institution are not required to submit GRE scores unless otherwise specified by the department. Applicants who have recently taken the Medical College Admissions Test (MCAT) may submit these scores as alternatives to the GRE, except for the Department of Biostatistics and Bioinformatics. Some dual-degree programs accept other entrance examinations.

Should applicants choose to submit a GRE score, there is no minimum score required. A minimum GPA of 3.0 is preferred. It is important to note that all submitted components are evaluated in the context of the overall application and other supporting documents.

The program encourages applications from international students who demonstrate proficiency in speaking, reading, writing, and understanding the English language. All applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and to earn a minimum score of 550 (213 computer-based test, 80 Internet-based test). Such applicants should schedule and take the TOEFL as one of the first steps in the admission process. The International English Language Testing System (IELTS) is also acceptable. A minimum score of 6 is preferred. Applicants who are permanent residents of the U.S. or who have completed a degree from a U.S. institution are not required to submit TOEFL scores.

Applications to the MPH and MSPH degree programs are reviewed and applicants are admitted by a specific department selected by the applicant. Departments may have additional minimum admission requirements to those listed here. Applicants for the MPH or MSPH degree program should review the individual department's admission selection in this catalog and comply with any additional requirements.

The Executive MPH (EMPH) Program requires a minimum of three years professional experience in a field related to public health. The priority deadline for the EMPH program is February 15. Admission requirements for the EMPH vary by track. The GRE is not required for admission to the EMPH program. Please visit the Rollins website at <https://sph.emory.edu/admissions> for specific information.

### Special Standing

Non-degree seeking students may register for certain RSPH courses. Individuals interested in taking courses as special standing students must first complete the special-standing application and submit official transcripts that show bachelor's degree conferral in English. International applicants should submit TOEFL scores. The special standing application deadline is typically one month prior to the start of the semester of anticipated enrollment. Students who are interested in enrollment for the second session should meet this deadline as well.

Enrollment of special-standing students is contingent on the availability of space and department and/or program approval. Students in special standing are ineligible for federal financial aid or any funding from RSPH. Students in special standing may complete the degree-seeking application process and will be considered on the same basis as other applicants. Admission offers to students in special standing does not extend to acceptance in a degree-seeking program.

If admitted to a degree program, students may apply up to nine semester hours of special-standing coursework toward the MPH or MSPH degree. Additional information and application forms may be found at <https://sph.emory.edu/academics/special-standing-students/index.html>. The tuition for special-standing students is \$ 2,270 per credit, plus fees.

### Transient Status

Students who are enrolled at another academic institution but wish to earn graduate credit at Emory and transfer the credit to that university may take coursework at Rollins. Such students should complete a transient status application that certifies good standing in another program. The degree-granting institution must also authorize the enrollment in selected courses. Transcripts and letters of recommendation are not required. Transient applications must be completed no later than thirty days prior to the semester selected for enrollment. Enrollment of transient students in courses is contingent upon the availability of space and the permission of the department(s) and/or program. The transient applicant must apply for each semester of enrollment.

## FINANCIAL INFORMATION

### Financial Aid

Financial aid application and loan information is available through the Emory University Office of Financial Aid. Students may reach this office at [gradfinaid@emory.edu](mailto:gradfinaid@emory.edu) or 404.727.6039. Loan options include the unsubsidized Stafford and Graduate PLUS Loans. Eligibility for loans and some funding opportunities can vary based on citizenship status. Information regarding student funding opportunities can be found on the RSPH website at <https://sph.emory.edu/admissions/tuition/ways-to-pay/index.html>. Additionally, the public health section of the Office of Financial Aid website is another resource for information about managing your financial aid: [studentaid.emory.edu/apply/pubh/](https://studentaid.emory.edu/apply/pubh/). Federal education guidelines and RSPH enrollment policy

## EDUCATIONAL RESOURCES

specify that students receiving institutional funding and/or federal aid maintain [satisfactory academic progress](#). Additionally, you must maintain both [satisfactory academic progress](#) and [good academic standing](#) as detailed by the Rollins School of Public Health for all semesters of your academic program plan.

### Rollins Earn and Learn Award

The Rollins Earn and Learn (REAL) Award provides funding for master's-level public health students to support their academic interests with an applied public health experience. Student work opportunities are an integral part of the Rollins experience. Each year, more than 500 students find public health work opportunities with agencies such as the Centers for Disease Control and Prevention, CARE, American Cancer Society, The Carter Center, Children's Healthcare of Atlanta, and other local agencies while pursuing advanced studies. Additionally, many students find opportunities working on faculty research grants within the Rollins School of Public Health and throughout the Emory University/Emory Healthcare systems. These experiences may fulfill practicum requirements (also referred to as Applied Practice Experiences) and may lead to thesis/capstone opportunities, referred to as Integrative Learning Experiences.

Eligibility for the award is based on the submission date of the FAFSA and availability of funds. Funds are earned and paid directly to students through biweekly paychecks. The amount of the award is the maximum the student may earn for the academic year. Students typically work 10–20 hours per week. The wage for graduate students is \$13.50/hour. Students may apply for positions through Emory's online system, Rollins Opportunity Link (Handshake). Access to Rollins Opportunity Link will be provided to incoming students in early August, followed by a public health job fair after orientation.

### Cost of Living

Information regarding university and off-campus housing may be obtained from the Office of Residential Services ([housing.emory.edu](https://housing.emory.edu)). Additionally, the Cost of Living Guide has been developed as a resource that can offer suggestions and additional information about cost savings and funding (<https://www.sph.emory.edu/admissions/tuition/cost-living/index.html>).



**Tuition and Fees 2020-2021 Academic Year**

Tuition and fees are subject to annual increases:

Degree Program	Length of Degree Program	Full-Time Semester Rate**
MPH (excludes EMPH)	4 semesters	\$17,920
MPH	3 semesters	\$23,900
MSPH	4 semesters	\$20,700
Dual Degree and 4+ 1 Programs	2 semesters	\$27,710
Accelerated MPH for External Graduate Professional programs	2 semesters	\$27,710
Executive MPH	6 semesters (3 course schedule) 9 semesters	\$11,950 \$1,850/credit hour
Part-time MPH/MSPH Non-degree rate Graduate in Residence	(5+ semesters)	\$2,270/credit hour \$2,270/credit hour \$1,100/semester

Fees: All students will be charged the following fees per semester:

Administrative fee (first semester only)- \$350; Transcript fee (first semester only)- \$70; Activity fee- \$97; Recreation and Athletic fee- \$150; Mental Health and Counseling fee- \$91

\*\*All full-time degree-seeking students (with the exception of the distance program) are expected to be registered for at least nine credits per semester and will be charged the semester rate. Students are responsible for paying the total tuition for their academic plan (number of semesters x current tuition semester rate).

**Tuition Adjustment Policy**

A student may completely withdraw from Emory with permission from the appropriate school dean. Unofficial withdrawal results in 100 percent forfeiture of tuition. When officially withdrawing, the student may be eligible for a refund of payments depending upon the date of withdrawal. Refunds are only processed for complete withdrawal. Financial aid awards that pay part or all of the student charges are prorated accordingly. Refunds for federal (Title IV) aid recipients will be prorated in accordance with federal regulations. No refunds are issued until all semester charges are paid in full. See the [Deadlines page](http://studentfinancials.emory.edu/deadlines.aspx) on Student Financial Services webpage (<http://studentfinancials.emory.edu/deadlines.aspx>) for the Emory Tuition Adjustment schedule.

**Honors and Awards****Delta Omega**

Delta Omega is the national honorary society for public health professionals. Founded in 1924, it now has chapters at most schools of public health. Each year the chapter elects members from the student body, faculty, and alumni based on scholarship (among students), teaching, research (among faculty), and community service (among alumni).

**James W. Alley Award**

This award, in memory of James W. Alley, state health officer for Georgia from 1973 until 1990, recognizes the graduating MPH student who, in the eyes of the faculty and students, has provided the greatest service to disadvantaged populations during his or her career.

## EDUCATIONAL RESOURCES

### **Eugene J. Gangarosa Award**

This award, named after the former director of public health at Emory, is presented to the graduating student who has demonstrated a creative approach to solving public health problems and who shows promise for outstanding service in the international arena.

### **Thomas F. Sellers Jr. Award**

This award, named after the former chair of community health at Emory, is presented to the Rollins faculty member who exemplifies the ideals of public health and who serves as a role model and mentor to his or her colleagues. The award is given to an individual who, like the man for whom it is named, represents the best qualities of collegiality.

### **Charles C. Shepard Award**

This award, in memory of an outstanding scientist at the U.S. Centers for Disease Control and Prevention, is presented to the graduating student who is deemed by the faculty to have prepared the most scholarly thesis.

### **Rollins Student Government Association Faculty Member of the Year**

This award, selected by students, honors an outstanding faculty member who demonstrates leadership, a genuine concern for students, and a sense of academic excellence. It is awarded annually by the Rollins Student Government Association (RSGA).

### **Rollins Student Government Association Staff Member of the Year**

This award, selected by students, honors an outstanding staff member who demonstrates leadership and a genuine concern for students. It is awarded annually by RSGA.

## Student Organizations

The Rollins School of Public Health is made up of myriad groups and actively engaged individuals. The following pages list the current organizations chartered by our student government association, but new student organizations may form. All student organizations are advised by the Assistant Director for Student Engagement in the Office of Admission & Student Services, and supported by Rollins.

### **Rollins Student Government Association (RSGA)**

RSGA is the governing student assembly of the Rollins School of Public Health. The purpose of RSGA is to advocate for students and enrich the experience of their time at Rollins. RSGA addresses students' needs and concerns regarding school facilities, current administration, academia, extracurricular activities, and more. RSGA presides over department student representatives of Rollins and the student organizations. The annual budget of the RSGA and Rollins student organizations are allocated from the student activity fees paid by students. Annual elections for the executive board and departmental representative positions are held each October or November.

### **Association of Black Public Health Students (ABPHS)**

ABPHS is designed to enhance the experience of minority students attending the Rollins School of Public Health, to encourage community engagement, and to raise consciousness of health issues concerning Black communities in the U.S. and abroad. ABPHS strives to augment the graduate experience by providing opportunities for academic support, professional growth, community service, and social bonding within the Rollins community and greater Atlanta metro area.

### **Emory Global Health Organization (EGHO)**

The goal of EGHO is to facilitate engagement in global health outside the classroom. To accomplish this, EGHO works through several different committees, each of which focuses on an important aspect of student interests. Through these communities, EGHO works to engage in

global health issues through service and advocacy; foster global health awareness and encourage the growth of a global perspective; increase resources and opportunities available to all students with an interest in global health; and build connections with each other and with professionals in the field.

#### **Emory Mental Health Association (EMHA)**

The mission of EMHA is to foster a community of positive mental health, awareness of negativity, and stigma reduction. EMHA works to communicate this mission to Emory students and the greater Atlanta community with a shared goal of changing the conversation on mental health to one of acceptance and support. EMHA hosts several events throughout the year bringing mental health professionals and Emory students together to educate the community and advocate for current mental health topics.

#### **Emory Reproductive Health Association (ERHA)**

ERHA promotes reproductive health and rights awareness through community outreach, research and fund-raising locally and globally. The purpose of ERHA is to increase awareness of current local and global reproductive health issues through educational outreach through guest speakers, films, and distribution of information; be actively involved in the Emory and Atlanta communities by volunteering with local organizations focused on disparities in reproductive health; and to fundraise for reproductive causes, more specifically the Global Elimination of Maternal Mortality Due to Abortion (GEMMA) fund established by Roger Rochat.

#### **Emory Students for One Health (ESOH)**

One Health is an approach that recognizes that the health of people is connected to the health of animals and the environment. ESOH provides learning and professional development opportunities that focus on collaborative, multisectoral, and transdisciplinary approaches in local and global communities. Additionally, it is a multidisciplinary organization that seeks to achieve optimal health outcomes while recognizing the interconnection between people, animals, plants, and their shared environment.

#### **Georgia Public Health Association (GPHA)**

GPHA, a nonprofit corporation organized for the purpose of promoting the public and personal health of Georgia's citizens, is the largest public health organization in the Southeast. It provides many opportunities for networking with public health professionals, attending continuing education seminars, and advocating for public health issues concerning Georgians.

#### **Health Organization for Latin America (HOLA)**

HOLA is a student-led organization dedicated to promoting, advocating for, and informing about the health of Latinos in the U.S. and abroad. HOLA works toward its mission by sponsoring academic lectures on topics relevant to Latino health, coordinating volunteer opportunities that benefit Latino populations, and connecting students and organizations that have a shared interest in promoting the health of Latinos. Additionally, HOLA strives to create a sense of community among students with a common passion for Latin America, through periodically hosting social events throughout the year.

#### **Humanitarian Emergency Response Team (HERT)**

HERT aims to provide students with an opportunity to collaborate with public health professionals and contribute to research projects related to complex humanitarian emergencies. Members are selected through a competitive application process.

#### **Queer/Trans Collaborative at Rollins (QTC)**

QTC is a consortium of LGBTQ+ (lesbian, gay, bisexual, transgender, queer, and other fluid identity) individuals connected to the Rollins School of Public Health. QTC is committed to increasing visibility, academic discourse, networking opportunities, future leaders, and solidarity among LGBTQ+ persons.



## EDUCATIONAL RESOURCES

### **Rollins Association for Cancer Prevention and Control (RACPAC)**

RACPAC is a professional graduate school organization aimed at connecting Rollins students with public health professionals and opportunities in the cancer field. Our mission is cancer prevention through advocacy, fundraising, community involvement and volunteering.

### **Rollins Environmental Health Action Committee (REHAC)**

REHAC believes that the environment influences our health and as health advocates we must also promote a safe and sustainable community. It seeks to improve and protect our living and working environment through locally focused and collaborative education, action and reaction.

### **Rollins mHealth Collaboration (RmC)**

The RmC provides student and faculty a forum to explore the global mobile health phenomenon while building practical skills in mobile tech systems design, implementation, scaling and evaluation. Their two priority areas include: Introducing students and faculty to the field of mHealth and educating students and faculty in mHealth systems design, implementation, scaling, and evaluation.

### **Rollins Latinx Alianza (RLA)**

RLA is a student-led organization that fosters a space for solidarity, mobilization, and the education advancement of Latinx students, undocumented students, and allies at Rollins School of Public Health.

### **Rollins Peace Corps Community (RPCC)**

RPCC is an organization where Returned Peace Corps Volunteers and other graduate students at Rollins network with their fellow colleagues.

### **Students for Social Justice (S4SJ)**

S4SJ is a network of students committed to equity, change, and social justice within our personal, academic, and professional lives. S4SJ seeks to create a network of diverse friends and coworkers in order to form coalitions which bring a social justice framework to various topics; and to mobilize students for actions, advocacy and community engagement.

### **Student Outbreak and Response Team (SORT)**

SORT is a collaborative effort between the DeKalb County Board of Health and the Rollins School of Public Health's Center for Public Health Preparedness & Research, whose mission is "To promote future public health leadership by providing students with hands-on experiences that contribute to improved community health." SORT provides current public health students with the opportunity to apply public health theory in practical settings. Students are chosen annually at the start of the fall semester via a competitive process to participate in this program.

### **WASH Action Research & Practice (WARP)**

Students in WARP are committed to breaking the cycle of poverty and disease in developing countries through increasing access to safe drinking water, adequate sanitation, and appropriate hygiene. Students in WARP collaborate with faculty members to host events that feature WASH researchers in the Atlanta-area and increase awareness of WASH-related diseases.

## Grading System

The symbols A, A-, B+, B, B-, C, and S (satisfactory) indicate credit, and F and U (unsatisfactory) indicate failure and no credit. The symbol W indicates withdrawal without penalty, WF indicates withdrawal while failing, and WU indicates unsatisfactory withdrawal. No course credit will be awarded for grades of F, U, W, WF, or WU. When a course, seminar, or research activity is scheduled to last for more than one semester, the notation IP (in progress) will be made at the end of the semester, and will remain until the final grade is awarded.

## Quality Points

For each semester hour of credit, quality points are computed as follows:

A = 4.0  
 A- = 3.7  
 B+ = 3.3  
 B = 3.0  
 B- = 2.7  
 C = 2.0  
 F = 0

The grade of S carries academic credit but no quality points; U carries neither academic credit nor quality points. The grades of W, S, and U are not used in computing a student's grade point average (GPA). The grade of WF is counted as an F in computing a student's GPA.

## Incompletes (I) and In Progress (IP)

Two tentative notations may be given within the grading structure. When a course, seminar, or research activity is intended to last more than one semester, the notation IP (in progress) is made at the end of the grading period until the final grade is given. The **In Progress** notation is usually given for Integrative Learning Experiences and/or the applied practice experience.

**An Incomplete (I)** is issued when a student does not complete assigned coursework during the prescribed period. There are often unforeseen circumstances at the end of the semester that result in the failure to complete the final assignment, project, or final exams such as illness or a family emergency. Upon the determination that an Incomplete will be given, the faculty member and the student should meet and agree on what needs to be done to meet the requirements of the course and the length of time in which the assignments must be completed. If the student does not complete the work within the agreed timeframe or at the most, one traditional academic semester (fall and spring), the Incomplete shall convert to an IF.

If a student indicates before the course is 75% complete (this is a suggested guideline) that he/she will not be able to complete the course and would like to drop the class, the student may **withdraw** from the course. An Incomplete should not be given in such an instance. The student must complete the course withdrawal form and have the instructor sign the form and indicate if the student should receive a W (withdraw passing) or a WF (withdraw failing). The student must turn the form into the departmental assistant/associate director of academic programs.

## Satisfactory/Unsatisfactory (S/U) Grading

Students may register for elective courses using a satisfactory/unsatisfactory (S/U) grading basis rather than a letter grade grading basis with the permission of the course instructor. The grade of S indicates at least passing coursework (B-). All core courses must be taken for a letter grade. No more than six credit hours may be taken under the S/U grading basis, not including credits for which the only grading basis is S/U.

## ACADEMIC POLICIES

### Grade Appeal Procedure

In keeping with the principles of academic freedom, responsibility for evaluation of a student's work rests with the course instructor. The grade appeal process is designed to ensure that the grading system is applied fairly to all individuals in the class.

When students believe that their work merits a different grade than that assigned by the course instructor, they should first contact their instructor as soon as possible, not to exceed one month after the grade is posted in OPUS. The instructor and student should discuss the grade.

If, following a discussion with the instructor, students believe their work was not fairly assessed, they may submit an appeal in writing within two weeks (and with any documents at issue) to the department assistant/associate director of academic programs (ADAP) in which the course was offered. This material will be reviewed in a timely way by the department chair in consultation with the course instructor.

Should students believe the department review to be unfair, they may appeal the decision in writing and within two weeks, to the executive associate dean for academic affairs, who may consult the academic standards committee. The student will be notified of the review outcome by the executive associate dean for academic affairs.

### Variable Credit

Some designated courses, such as thesis, special study project, and directed study, are taken on a variable credit (VC) basis. Students should discuss with their advisers the number of hours for which to register. Other courses available for variable credit will be indicated on the schedule of courses.

### Repeating Courses

A course with the letter R after the course number indicates a course that has varying topics and may be repeated for credit.

### Grade Point Average and Academic Probation

Students are required to maintain an overall GPA of 2.70 for graduation. Students whose cumulative GPA falls below 2.70 after having attempted at least ten credit hours will be placed on academic probation in the traditional program, or six hours for students participating in the Executive Master of Public Health program. Students on probation must raise their cumulative GPA to 2.70 within the next ten attempted credit hours of enrollment for students in the traditional program and the next six attempted credit hours of enrollment for the students in the Executive Master of Public Health program. Failure to do so will result in exclusion from the program. Once the student has again achieved a 2.70 GPA and probation has been removed, the 2.70 GPA must be maintained until graduation. If the student again falls below the 2.70 GPA, they will be excluded from the program and has 30 days to appeal the exclusion.

### Dismissal for Academic Deficiency

Any student on academic probation who is unable to raise their GPA above a 2.7 within nine credit hours (or six hours for EMPH) will be excluded from Rollins School of Public Health. The student may appeal the dismissal directly to the Academic Standards Committee. The Academic Standards Committee will then make the decision of what steps, if any, the student is to take for reinstatement. This information is to be conveyed in written form to the student. A student who has been dismissed from the MPH/MSPH program may not approach faculty members regarding grade changes unless the student has received specific instructions from the Academic Standards Committee. If a student, without specific instructions from the Academic Standards Committee, contacts a faculty member regarding conditions for changing their status, the faculty member will refer the student directly back to the Academic Standards Committee.

## Attendance

Although attendance generally is not recorded, students are expected to attend all classes and to negotiate absences with the course instructor.

## Time Limit

Only course credits earned within five years prior to graduation may be applied toward the 42-credit hour degree requirement for a master of public health, or the 48-credit hour degree requirement for a master of science in public health. Students who exceed the five-year limit may be required to repeat courses. Under extraordinary circumstances, students may petition the executive associate dean for academic affairs with the support of their department chair for one extension, provided the petition is initiated no less than one semester before the five-year limit. The extension will be for a period of one year.

## Graduation Requirements

Students must submit a formal application in OPUS for a degree to be awarded in a particular semester. Submitting the degree application in OPUS is due during the early part of the semester in which the student intends to graduate. There is a \$25 fee for applications submitted after the university deadline. There is no penalty for a student who applies for a degree but fails to complete all requirements for the degree in that semester. Please note, however, that all students must submit an application in the semester in which they intend to graduate, even if they have submitted an application in past semesters. If students are enrolled in a dual degree program, they must submit separate applications with each school. Students must be enrolled during the semester in which they intend to graduate.

- An overall GPA of 2.70 is required for graduation.
- Students must pass all required MPH/MSPH core and department core courses.
- Students must have completed at least 42 semester hours (MPH) or 48 semester hours (MSPH) within five years from original enrollment.
- Students must complete their financial responsibility of paying the total tuition for their academic plan (4 semesters, 3 semesters, Dual Degree and 4+1 Programs, Executive MPH, and Part-time)
- A passing grade (B- or better or S) must be achieved on the SSP/Thesis or in the Capstone Course.
- Students must complete an applied practice experience and have completed the information in the Web Portal for clearance.
- Students are required to be enrolled in the semester in which they wish to graduate.
- Students who wish to graduate in any semester MUST file an "Application for Degree" before the deadline for that semester.

Each semester, the deadline to apply for graduation is listed on the Academic Calendar. **All requirements must be met before a student is awarded the MPH or MSPH degree.** Students must have completed ALL coursework and degree requirements to participate in the graduation ceremonies including their thesis, special studies project, or Integrative Learning Experience.

## Graduate in Residence (GIR) Status

Graduate in Residence is a special registration category reserved for eligible Rollins students. To be eligible to register as a GIR, students must have satisfactorily registered for all degree requirements, fulfilled their financial requirements, and be in the final stages of completing their degree.

Students enrolled in this status will be assessed a reduced tuition rate. Students registered as GIR will be considered full-time, will be eligible for limited federal loans, and will have the on-campus privileges of all full-time students. The GIR status carries no academic credit and is not required to complete a Rollins degree program.

**Students may be registered as a GIR for no more than three semesters.**

## ACADEMIC POLICIES

Before a student is registered for their second or third semester as GIR, continued progress towards the completion of the degree must be demonstrated to the department. If a student is not able to demonstrate progress towards completing degree requirements, the department may determine to deny this registration until due progress is demonstrated.

### Leaves of Absence

A student in good academic standing may be granted up to two one-year leaves of absence upon recommendation of the student's department and approval of the dean. The student must demonstrate that during this period he or she must (or plans to) interrupt progress toward the degree. The student should be aware that the university will not certify to loan officers or governmental agencies that a student on leave of absence is in residence or actively pursuing a course of study.

**For the purpose of determining eligibility for leave of absence, a student must be in good academic standing and have resolved all incomplete work.** Time spent in leave of absence does not count toward the five-year limit. Students beyond this limit are not eligible for leave, but may apply for extension of the time within which to complete degree requirements, in full accord with the rules governing such extensions. In progress (IP) grades in a student's Integrative Learning Experience and/or Applied Practice Experience do not negatively impact the student's academic standing.

Leaves of absence are not to be used to resolve academic difficulties, reconsider continuation in study, or finish incomplete work. Rather, this policy is intended to allow students to "step out of" academic work for a specified period, during which they will be unable to continue work in any way, as when required to take advantage of a unique professional opportunity, deal with short-term disabilities, or meet competing responsibilities of a nature which preclude meaningful work toward the degree.

A student desiring to return to the Rollins School of Public Health after a leave of absence should request readmission at least 30 days prior to the beginning of the term in which they wish to return.

### Academic Advisement

Upon admission to the program, degree-seeking students are assigned advisers. Advisers for students will be their department's assistant/associate director of academic programs and designated faculty.

### Coursework at Other Colleges/Institutions

Degree-seeking students in the MPH and MSPH programs may take courses at other Emory schools with permission from the course instructor and the approval of their department. Graduate-level courses may count as electives towards the student's degree completion. Students may also take classes at Emory College (undergraduate school) as additional courses, but these credits will not count towards the completion of degree requirements. Students may petition the department and the executive associate dean for academic affairs for permission to take relevant courses unavailable at Emory University at other Council on Education for Public Health (CEPH) accredited institutions. Rollins participates in the Atlanta Regional Commission for Higher Education (ARCHE) cross-registration agreement. Students wishing to enroll in courses outside Emory should try to enroll at one of these participating institutions, if possible. Complete information pertaining to cross-registration is available at the University Registrar's Office.

If a particular course is not available at an ARCHE member institution, the student may enroll as a transient student at a CEPH accredited nonmember institution. Student requests to cross register or enroll as a transient student should be submitted in writing to the assistant/associate director of academic programs and the department chair at least one month prior to registration. These requests should include a description of the CEPH competencies, course learning objectives, course

requirements, and required readings associated with the proposed course. Additional information about cross registration is available from the University Registrar at 404.727.6042.

### Transfer Credit

Up to six semester hours of transfer credit may be allowed for relevant graduate-level courses taken at a CEPH accredited academic institution for core coursework or another academic institution for elective credits within the five previous years, provided these credits were not used toward another degree. The transcript must reflect a grade of B or better for transfer credit to be granted. The request for transfer credit must be approved by the department chair or designee where the course is taught.

The acceptance of transfer credits does **NOT** prorate or change the student's responsibility for full payment of the established tuition plan for their degree.

### Dual Degree Transfer Credit

Up to four (4) semester hours of transfer credit may be allowed for relevant graduate-level courses taken at a CEPH accredited academic institution for core coursework or another academic institution for elective credits. Transfer credits must have been completed within three years prior to enrollment in the initial degree program and not used toward another degree. The transcript must reflect a grade of B or better for transfer credit to be granted. The request for transfer credit must be approved by the department chair or designee where the course is taught.

### Certificate Program Transfer Credit

Credits from another academic institution **may not be transferred** towards the completion of a stand-alone certificate program. If an applicant has completed coursework at the graduate school level at a CEPH-accredited academic institution that he/she believes is similar in content, the applicant may submit a request to waive that particular course, affording them the opportunity to take another related course to complete the certificate requirements.

### Course Audit

The charge for audit courses is the same as for credit courses. Courses audited may not later be used for credit by examination, nor may they be transferred to credit courses after the end of the course change period. Individuals interested in auditing a Rollins course must complete the admission process and officially register for the course. Although the tuition fee is the same for credit courses, ***audit hours do not count toward eligibility for federal financial aid.***

### Transfer Between Departments

Students may request a transfer from one department to another. The department to which the student seeks to transfer will review the student applicant. Both departments must agree to the transfer. Notification of agreement should be sent to Enrollment Services.

### Curriculum Policy

The Rollins Education Committee decides curriculum policy. The purpose of the Education Committee shall be to initiate, develop, establish, and interpret standards pertaining to the curriculum of the MPH and MSPH degrees and their delivery and to approve, review, and evaluate academic course offerings at Rollins.

### Student Course Petitions

Student course petitions requesting course waivers, course credit, and transfer credit must first be approved by the appropriate department chair(s) before the course is offered or taken. Additional information and details regarding criteria and process for submitting course petitions may be found here: [https://www.sph.emory.edu/rollins-life/documents/Course\\_petition19-20.pdf](https://www.sph.emory.edu/rollins-life/documents/Course_petition19-20.pdf).

### Enrollment During Semester of Graduation

Rollins requires that students be enrolled in the university during the semester in which they graduate.

## ACADEMIC POLICIES

### PhD Programs

Academic policies for the PhD programs may be obtained from Laney Graduate School at [gs.emory.edu](http://gs.emory.edu).

### Immunization Requirement

For the protection of the health of the Emory community and with a goal of making our campus environment as healthy as possible, immunizations are required of all students prior to enrollment at Emory University. Effective fall 2018, Emory University requires that all students and all new international students receive the required immunizations prior to enrollment. Entering students are required to provide documentation of all required immunizations using the Emory University Student Health Services Immunization Form. This form must be signed by a healthcare provider and returned to Emory University Student Health Services prior to enrollment. Students who fail to comply will be blocked from pre-registration for their second term of enrollment. Detailed information on the university's immunization requirement is posted on the Student Health Services website at [http://studenthealth.emory.edu/hs/new\\_students/immunization/index.html](http://studenthealth.emory.edu/hs/new_students/immunization/index.html)

### Student Grievance Procedure

Rollins students who wish to file a grievance or complaint that does not fall within the jurisdiction of the Rollins Student Honor and Conduct Code should first discuss the concern with the departmental assistant/associate director of academic programs. Depending on the nature and/or complexity of the complaint, the assistant/associate director of academic programs may either choose to address the issue with the appropriate parties themselves or to share the grievance with the department chair for further review and discussion.

Students who are not satisfied with the resolution through these channels may present their grievance to the dean of student affairs. The dean of student affairs may choose to address the issue and resolve the grievance on an informal basis. If the student is not satisfied with this methodology, he/she may file a formal complaint.

To file a formal complaint, the student must submit a written statement addressed to the dean of student affairs. The statement must state the charge to be considered, describe fully the nature of the complaint, the evidence, and all circumstances surrounding the event(s). The dean of student affairs will convene a meeting of an Ad Hoc Grievance Committee, comprised of two faculty members and one student who are not affiliated with the department linked to the grievance. The Grievance Committee will review the written complaint. The Grievance Committee may request additional information from the grievant as well as statements and additional information from other persons involved in the situation. If necessary the Grievance Committee may request a meeting with these persons.

On the basis of the written statement and additional information, the Grievance Committee will make a recommendation to the executive dean for academic affairs, providing supporting documentation. Taking into consideration the information and supporting documentation provided, the executive dean for academic affairs will determine the legitimacy of the grievance and any further action to be taken. The executive dean for academic affairs will inform the student and the Grievance Committee of the final determination.

A student may appeal the determination to the Grievance Appeal Council through the executive dean for academic affairs. The executive dean for academic affairs will preside over this session. The decision of the Grievance Appeal Council is final.

Use of the Rollins school grievance procedure will not prejudice in any way a student's rights under the University Student Grievance Procedure.

This section contains the specific policies adopted by the various governing bodies of Rollins. All students at Rollins are subject to the rules and regulations of the university as set forth in the Emory University Campus Life Handbook and in the Rollins catalog. Students should be familiar with these policies.

## General University Policy

### Registration

Registration is conducted on the dates indicated on the academic calendar. Students not completing registration on regular registration days are charged a late registration fee of \$150. Registration is not permitted after the schedule change period. Registration for any term is not complete until all requirements have been fulfilled and financial responsibilities are met. All matriculated, degree-seeking students are expected to preregister each semester.

### Cancellation and Withdrawal

Students who need to withdraw from the university due to some hardship are required to complete a withdrawal form. This form can be obtained from enrollment services and requires permission of the department assistant/associate director of academic programs. An adjusted proportionate reimbursement of tuition and fees will be granted within the first five weeks of a semester for a complete withdrawal. Refunds for first-time Emory University students who are federal (Title IV) aid recipients will be prorated in accordance with the Higher Education Amendments of 1992 and any related regulations. A student who is dismissed will not receive a refund. No refund is received for partial cancellation of classwork after the deadline for the last day for course changes listed in the academic calendar. For more detailed information about refunds, refer to the refund schedule in the Emory University Schedule of Courses Bulletin, or call the Bursar's Office at 404.272.6089.

## Transportation, Vehicle Registration, Parking, and Traffic Regulations

Metro Atlanta Rapid Transit Authority (MARTA) buses connect Emory to the rapid-rail system and all parts of the city. Students who intend to have cars on campus must adhere to the following regulations:

1. All students operating automobiles, motorcycles, and scooters at Emory must register their vehicles with the Parking Office at the beginning of every academic year immediately after arriving on campus or as soon as the vehicle is acquired. Proof of ownership is required at the time of registration. There is typically an annual fee for registration, which must be paid at the time of registration. The Parking Office is located at 1945 Starvine Way. For Fall 2020, Transportation and Parking Services modified the parking price structure. For additional information, see this site: <https://transportation.emory.edu/student-parking>.
2. University traffic regulations are specified in a booklet provided at the time of vehicle registration. Persons with vehicles on campus are expected to know and abide by these regulations.

## FERPA

The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student educational records. These rights include:

### The right to inspect and review your education records.

Each student has a right of access to their education records, except financial records of the student's parents and confidential letters of recommendation.

Requests for access specifying the records to be inspected should be made in writing to the University Registrar, 200 Dowman Drive, 100 Boisfeuillet Jones Center, Atlanta, GA 30322. The university will comply with a request within a reasonable time, at most within 45 days. In the usual case, arrangements will be made for the student to read their records in the presence of a staff member.



## ACADEMIC POLICIES

### **The right to consent to disclosures of personally identifiable information contained in your educational records, except to the extent that FERPA authorizes disclosure without consent (i.e. Directory Information).**

Release of student educational information is generally not done at Emory University without the express, written consent of the student. However, there are some exceptions. For example, directory information includes the following, and may be released without the student's consent:

- Name
- Whether or not the student is currently enrolled
- The school or division in which the student is or was enrolled and the class/year
- Dates of enrollment including full-time or part-time status
- Degree or degrees earned, date of degree, major area of concentration and academic honors received
- Awards of merit and participation in officially recognized activities and sports
- Address and telephone number
- Electronic mail address

Please note that you have the right to withhold the release of directory information. To do so you must complete an Information Release form. This form is available from the Office of the Registrar. Please note some important details regarding placing a "No Release" on your record:

Emory University receives many inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, the news media, and honor societies. By having a "No Release" on your record, no information will be released, even to those people. Your name will not appear in the University Directory or the Commencement Bulletin. The university has the obligation to comply with subpoenas and court orders regardless of the student's request to block this information.

A "No Release" applies to all elements of directory information on your record. Emory University does not apply a "No Release" differentially to the various directory information data elements.

### **The right to request the amendment of your education records.**

Requests for amendment to education records should be made in writing to the University Registrar, 200 Dowman Drive, 100 Boisfeuillet Jones Center, Atlanta, GA 30322. The University will respond to a request within a reasonable time after receipt of the request. If the request to amend is denied, the University will inform the student of its decision and his or her right to a hearing.

### **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.**

Students who feel their rights under FERPA have been violated can review information from the Department of Education's Family Compliance Office and file a complaint at the following link <https://studentprivacy.ed.gov/file-a-complaint>

For further information on FERPA and Emory University's policy statement on confidentiality and release of information please select the following link: <http://www.registrar.emory.edu/records-transcripts/ferpa.html>

Questions concerning FERPA may be referred through email to the Office of the Registrar at [registr@emory.edu](mailto:registr@emory.edu).

## Rollins School of Public Health Honor and Conduct Code

Rollins requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student and must uphold academic integrity. Students are expected to engage in ethical conduct consistent with the field of public health or Emory University. Allegations of violations of the Honor and Conduct Code undergo a preliminary investigation by the Associate dean for student affairs or her appointee. The matter may be resolved at that point or referred to a formal Hearing Committee consisting of students and faculty members who make their recommendation to the executive associate dean for academic affairs. Students may petition to appeal that decision, in which case a second Hearing Committee may be convened. Policies and procedures governing honor and conduct code violations are contained in this document.

### Introduction

In accordance with university bylaws, the president of the university has delegated to the dean and faculties of each school the responsibility of designing honor and conduct codes for its students. The Rollins Honor and Conduct Code was established to ensure personal responsibility and professional standards consistent with the field of public health and the missions of both Emory University and Rollins. In cases where the code has been alleged to be compromised, it sets forth a set of procedures to deal with the allegations. This code applies to any student registered in a Rollins course. Registered students are responsible for upholding all aspects of the code.

### Student Academic Honor

Rollins requires that all material submitted by a student in fulfilling his or her academic course of study must be the original work of the student and must uphold academic integrity at the graduate level.

It is the obligation of every student to know the regulations regarding academic misconduct. Ignorance of these regulations will not be considered a defense. If a student is unclear about whether something violates the academic integrity of a course assignment and/or degree requirement, it is their responsibility to seek clarity with the instructor and/or academic advisor. In situations outside the classroom, the student should seek clarifications from an appropriate Rollins official.

### Violations of Student Academic Honor

Violations of academic honor include any action by a student indicating dishonesty or a lack of academic integrity. Violations of academic honor include but are not limited to cheating, plagiarism, falsifying research data, falsification and forgery of university academic documents, facilitating academic dishonesty, and providing false evidence.

- *Cheating* includes, but is not limited to, seeking, acquiring, receiving, or passing information intended to facilitate performance on an examination prior to its authorized release or during its administration, or attempting to do so. Cheating also includes seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination, or attempting to do so.
- *Plagiarism* is the act of presenting as one's own work the expression, words, or ideas of another person, whether published or unpublished (including the work of another student) without proper acknowledgment.
- *Falsifying data* includes, but is not limited to, creating information not actually collected, altering, or misrepresenting information and/or data.
- *Falsification and forgery of university documents* includes knowingly making a false statement, concealing material information, or forging a university official's signature on any university academic document or record. Such academic documents or records may include transcripts, add or drop forms, requests for advanced standing, requests to register

## HONOR AND CONDUCT CODE

for courses, etc. The falsification or forgery of non-academic university documents such as financial aid forms, academic standing verification letters, student recommendation letters, or other documents related to the academic record will also be regarded as a violation of the honor code.

- *Facilitating academic dishonesty* includes but is not limited to intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- *Providing false evidence* in any Honor Council hearing or refusing to give evidence when requested by the Honor Council are considered to be honor code violations.

### Student Conduct

The practice of public health requires an active commitment to ethical conduct consistent with the field of public health throughout all program requirements including, but not limited to, internships, research, field work, and Applied Practice Experiences. While this expectation is set, it is also important to outline behavior that is clearly the exception, or in violation of the code. Rollins respects the rights of organized and intentional student dissent and protests. In situations of student dissent and protest, the statements below should be interpreted in accord with Emory policies on student dissent and protest. The following conduct violations will be explored below.

### Violations of Student Conduct

Violations of student conduct include any action by a student which violates ethical conduct consistent with the field of public health or Emory University. These actions may include, but are not limited to, dishonesty through misrepresentation or withholding of pertinent factual information; forging, falsifying, or misusing university documents or records; infraction of university rules and regulations which protect the university community; conduct in violation of university policies prohibiting discrimination, sexual harassment and sexual misconduct; theft; personal abuse; malicious damage/breaking and entering; disorderly conduct and disruption of class; misuse of electronic equipment and information technology; substance use; infractions of public law that involve and/or are linked to Emory University; and actions that deliberately demean or violate the integrity of other university members.

- *Dishonesty through misrepresentation or withholding of pertinent factual information* in a student's personal dealings with other students, faculty, or staff of the university, or organizations or agencies of the university. This also includes falsification of information for the purpose of admission to Rollins or on a job application while enrolled as a student.
- *Forging, falsifying, or misusing university documents, records, identification cards, or other documents* so as to violate the requirement of academic honesty.
- *Infraction of rules and regulations established by university authority* to protect the interests of the university community. These rules and regulations assure that all members of the university community will be able to attain their educational objectives without hindrance in a conducive intellectual and educational atmosphere throughout the university community. Further they protect the activity, health, safety, welfare, and property of all members of the university community and of the university itself. These policies also pertain to student conduct when representing Rollins in academically related and/or community activities. These policies may be found on the Emory University website at <http://policies.emory.edu/8.1>.
- *Sexual harassment and sexual misconduct* include unwelcome sexual advances, requests for sexual favors, stalking, and other verbal or physical conduct of a sexual nature. The university's policy on sexual harassment may be found on the Emory University website at <http://policies.emory.edu/1.3>. Sexual misconduct includes any incident that involves sexual contact that is forced on somebody without consent.
- *Theft* of any property of the university itself or of any property of any member of the university community, or its visitors or guests.
- *The intentional, wanton, or reckless physical abuse or verbal abuse* of any person by a student on the campus or on property owned or controlled by the university, or at a function

under the university's supervision or sponsorship or such abuse of a member of the Emory community at any location or on-line forum.

- *Malicious damage/breaking and entering* by a student to the property of another member of the university community (student, faculty, or staff) or the property of the university itself, or to the property of any visitor or guest of the university or a member of the university community. Breaking into a locked room, office, or facility of the university, or entering a room, office, or facility that is clearly restricted is not permitted.
- *Disorderly conduct, disruption of class, and/or interference* by a student by violence, force, disorder, obstruction, or vocal disruption of university activity, or activity authorized or sponsored by the University or by any school, program, division or authorized student body, including disciplinary proceedings. Interference by a student with the instructor's right to conduct class as the instructor sees fit within the bounds of academic freedom and responsibility.
- *Misuse of electronic equipment and information technology* is not permitted at Emory University. Computers, networks, and software applications are powerful tools that can facilitate Emory's core missions in teaching, learning, research, and service. Access and utilization of these tools is a privilege. Users of Emory's IT resources may not share their passwords or other access credentials; attempt to hack, bypass, or violate security controls; access, modify, or share sensitive data or information without appropriate authorization; use access credentials issued to other individuals or attempt to impersonate another individual in order to access IT resources. Additionally, users of Emory's IT resources may not use those resources for any unethical or illegal purpose, such as violating copyrights or license agreements for any type of intellectual property (e.g., software, music, audio/video recordings, photographs, illustrations, documents, media files, e-journals, e-books, databases); harassing other members of the Emory community; destroying or stealing equipment, software, or data belonging to others; intentionally damaging or destroying the confidentiality or integrity of IT resources or disrupting their availability; or monitoring or disrupting the communications of others.
- *Substance use that includes the use of illicit drugs or the non-medical use of prescription drugs* is not permitted at Emory University. Users, possessors, and/or providers of such drugs violate federal laws and state laws. Students who possess or use such drugs or who furnish drugs to others while on property owned or controlled by the university are committing a conduct offense. Additionally, providing alcoholic beverages to underage persons (under the age of 21) or to noticeably intoxicated persons is a conduct code offense, as is consuming alcohol by underage individuals, Alcohol and Drug Abuse Policy, <http://policies.emory.edu/8.8>. Tobacco use while on the property owned or controlled by the university is a conduct code offense Tobacco-Free Environment, <http://policies.emory.edu/4.113>.
- *Infractions of public law that involve and/or are linked to Emory University* that is the basis for an allegation or charge of violation of public law also may subject a student to an allegation of a student conduct violation. Acquittal or conviction in court does not necessarily exclude or dictate action by Rollins. Further, Rollins may proceed with a conduct matter without awaiting the start or conclusion of any legal proceeding.
- *Actions contrary to the standards of Rollins and Emory University*, including actions that are deliberately demeaning to other human beings or that violates the dignity and integrity of other members of the university and community.

## Policies and Procedures

### Student Honor and Conduct Code Structure

The Student Honor and Conduct Standing Council (subsequently referenced as the council) will be formed at the beginning of each academic year. The council shall consist of no fewer than 12 faculty members representing each department and degree program and no more than 20 student members reflecting the current Rollins student-body demographics. The Associate Dean for Academic Affairs, in collaboration with the Chair of the Education Committee, will nominate

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the faculty members who will be members of the Council for a two-year term. Six new faculty members will be named each year to provide a staggered membership. Student membership will be comprised of students who volunteer their service or are selected by Rollins leadership. These students will serve as Honor and Conduct Code liaisons to their departments and fellow students for a one-year term. Members will be selected to serve on individual Hearing Committees based on affiliation and availability.

- The Associate Dean for Academic Affairs, or their designee, reviews the findings and recommendations for sanctions of the Hearing Committee and of the Appeal Committee.
- The Associate Dean for Student Affairs, or their designee, serves as the student honor and conduct code adviser. The student honor and conduct code adviser conducts the preliminary investigation and writes up the initial findings and determination.
- A Hearing and Appeal Committee Facilitator, appointed by the associate dean for student affairs, coordinates the hearing procedures and provides consistency in the processes and proceedings. The facilitator identifies council members to serve on a Hearing Committee and an Appeal Committee, prepares the agenda and the evidence, and presides over the actual proceedings to assure fair and systematic processes.
- Student's faculty or staff adviser (non-legal). The student charged may ask a faculty or staff member to assist and counsel him/her in preparing for and participating in the hearing. The adviser will not have the right to examine witnesses.
- A Hearing Committee will be comprised of a subset of the Student Honor and Conduct Code Standing Committee, and will include four members: two faculty members and two students. The hearing committee facilitator will serve as an ex-officio, non-voting member of each Hearing Committee. The hearing committee facilitator will preside over the proceedings.

No person involved in advising the student honor and conduct code adviser or his/her designee during the preliminary investigation may serve as a voting member on the Hearing Committee for the specific proceeding. No individuals making the charge or directly involved with the case shall be members of the Hearing Committee.

In the case of an appeal, the Appeals Committee will be selected in the same method as the initial Hearing Committee and members are a subset of the council; however, no individual who served on the initial hearing committee shall sit on the appeals committee. If needed, a selected faculty member from the initial Hearing Committee may attend the Appeal Committee hearing as an ex officio, non-voting member to provide continuity with the original proceedings.

### **Making an Accusation**

It is the responsibility of every member of the faculty, staff, and student body to cooperate in supporting the honor code. In pursuance of this duty, any individual, when he or she suspects that an offense of academic misconduct has occurred, shall report this suspected breach to either:

- (a) the faculty member in whose class the suspected breach occurred; (b) a departmental assistant/associate director of academic programs (ADAP); (c) a faculty member of the Honor Standing Council; or (d) the associate dean for student affairs.

Accusations must be made within 30 days of when the alleged activity was discovered. Once an allegation has been made, the student honor and conduct code adviser will draft a written version of the complaint and the individual making that allegation must sign the complaint stating that he/she believes it to be accurate. An email of confirmation from the complainant will fulfill this requirement. The name of person making allegation will be shared with the student unless the person making the allegation submits a written request that they does not want their name shared during the preliminary investigation. If the preliminary investigation leads to a formal hearing, the name of the person making the allegation would be made known.

### **Rights of the Accused Student**

The accused student has the following rights:

1. Be considered innocent until judged otherwise by the Hearing Committee appointed by the student honor and conduct code adviser for this purpose.
2. The right to be notified in writing of the charges against him/her. Written documentation of the charges must include the charges against him/her with enough specificity to enable him/her to prepare for the hearing on these charges.
3. The right to choose a faculty or staff advisor (non-legal) to counsel him/her.
4. The right to a hearing before the Student Honor and Academic Code Hearing Committee facilitated by the Hearing Committee facilitator and to know the date, time, and place of the hearing. The right to know the names of witnesses who may be present at the hearing. From the time he/she receives written notice of the allegation, the student charged has at least 10 business days to prepare their case, unless they request for the hearing to take place within a shorter period of time.
5. The right to receive the roster of names of the faculty and student members of the council with the notice of the formal hearing. The charged student may identify any individuals on the council who he/she would not find acceptable to serve on the Hearing or Appeal Committees. The student must provide the list of unacceptable individuals and reasons for their exclusion to the Hearing and Appeal Committee Facilitator within 48 hours of receiving the roster. The Hearing and Appeal Committee facilitator will consider the written request of the person charged when she/he nominates members of these committees.
6. The right to be present during the hearing and/or appeal while all evidence is presented; the accused student does not have the right to be present during deliberations or voting of the committee. If the accused student is not present at the proceeding, it will be conducted with the accused student in absentia.
7. The right to have access to all written statements presented to the Hearing Committee and be allowed to hear and question witnesses who appear at the hearing.
8. The right to appeal the findings of the hearing. A student who wishes to appeal the decision of the Hearing Committee must make such a request in writing to the associate dean for academic affairs. The written appeal must be made within 10 business days of receiving written notice of the Hearing Committee's findings and sanctions. (see Appeals).
9. After the determination of guilt is established, the Honor Code Committee will be informed of prior honor and conduct code violations and the current status of the student, before sanctions are recommended to the associate dean for academic affairs.

### **Preliminary Investigation and Arbitration**

The associate dean for student affairs serves as the student honor and conduct code adviser, or can appoint another official of Rollins to fill this role. The prehearing process consists of a preliminary investigation with the possibility of going into arbitration. The preliminary investigation is designed to determine if there is sufficient evidence to substantiate a potential honor or conduct code violation. The student honor and conduct code adviser will have 10 business days to review the complaint report and determine whether evidence supports future action. The student honor and conduct code adviser may decide that insufficient evidence exists to substantiate a potential violation. In this case, charges will be dropped. If the student honor and conduct code adviser decides that evidence warrants further action, the adviser will notify the accused student in writing that he/she must make an appointment to meet with the adviser within five business days to review the complaint report. If the accused student fails to schedule or attend the meeting within that time frame, formal charges will be filed.

The possible outcomes of the preliminary investigation include:

1. *Charges are dropped:* The student honor and conduct code adviser finds that there is not sufficient evidence to proceed. In this case, charges are dropped.
2. *Case is referred to the Hearing Committee:* The student honor and conduct code adviser finds that there is sufficient evidence to support a guilty disposition but believes that the

## HONOR AND CONDUCT CODE

case, because of unusual circumstances or evidence, warrants a review by the Hearing Committee. These cases will go to a formal hearing.

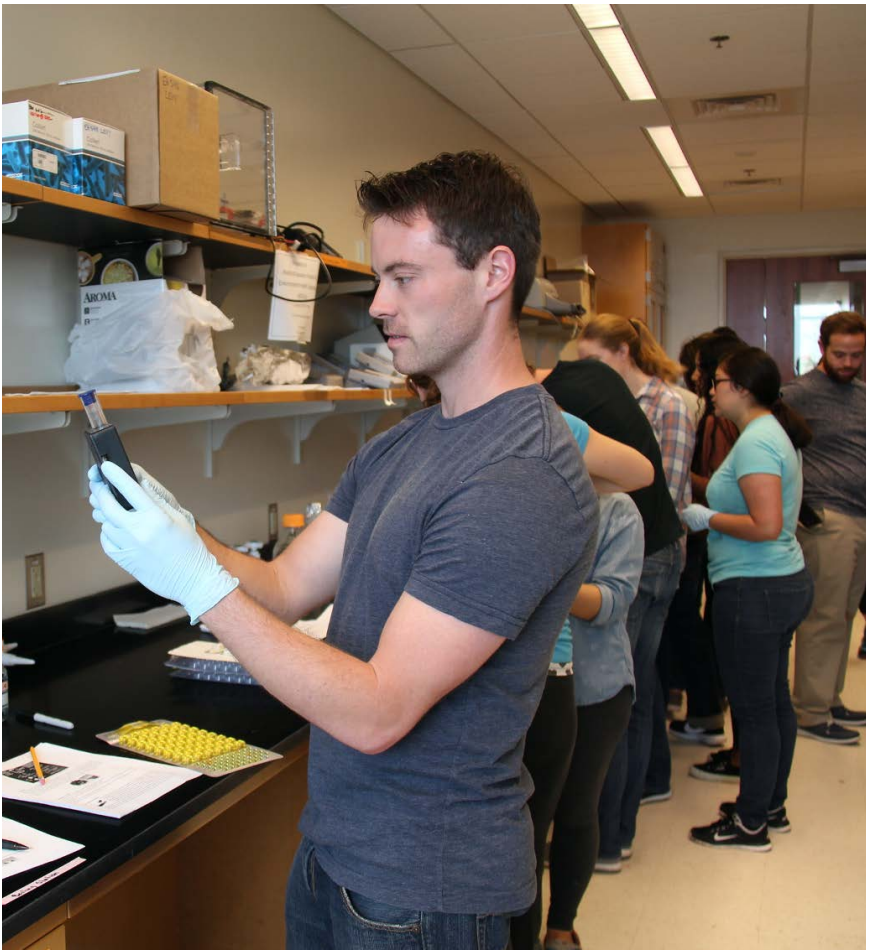
3. *Arbitration*: The student honor and conduct code adviser finds that there is sufficient evidence to support a guilty disposition and offers appropriate disciplinary action to the student and the other parties involved. Within five business days of the initial meeting with the accused, the student honor and conduct code adviser will meet separately with all parties such as the accused, the witnesses, and the faculty member to acquire additional information regarding the alleged incident. Arbitration can have of two outcomes:
  - *Arbitration A*: If all parties are satisfied with the findings and the proposed disciplinary action, the case will be considered successfully resolved and no further action will be taken. The issue and the final decision will be appropriately documented and maintained in the official student file to inform on any future allegations that may be brought forward.
  - *Arbitration B*: If either the accused student or the other parties do not agree with the guilty determination or do not believe the recommended disciplinary action is appropriate, the case will go to a formal hearing.

### Formal Hearing

If it has been decided that the case will proceed to a formal hearing, the accused will have no less than 10 business days between the date that the student receives written notice of the charges to prepare their case, unless the accused student requests that the hearing take place within a shorter period of time.

1. The Hearing Committee Facilitator is responsible for conducting the hearing in a fair and impartial manner.
2. At the hearing, the alleged violation will be read. Evidence against the student will be presented by the Hearing Committee Facilitator, followed by questions from the Hearing Committee and the accused student. The Facilitator then presents the evidence provided by the accused student, and the Hearing Committee members again may ask questions.
  - a. Evidence shall be admitted without regard to the rules of evidence in courts of law.
  - b. Evidence may include, but is not limited to, witnesses, documents, tangible evidence, and written statements from witnesses not present.
3. After thorough review of the case, the Hearing Committee will decide whether the person charged is guilty or not guilty of the charge(s). A majority vote of the committee will suffice for a finding of a violation. An abstention is not considered a vote. If the accused student is not present at the hearing, the hearing will be conducted with the accused student in absentia.
- 4a. If the person is found guilty of an academic violation, the Hearing Committee may recommend one or more of the following actions, or such other action as the Hearing Committee deems appropriate:
  - a. Issue the student a warning with no further disciplinary action.
  - b. Request that the faculty re-evaluate the assignment in question and recalculate the grade.
  - c. Issue a failing grade on the assignment or for the course in question.
  - d. Place the student on academic probation for the remainder of the term or longer.
  - e. Suspend the student for the remainder of the semester or longer.
  - f. Dismiss the student from school.
- 4b. If the person is found guilty of a conduct code violation, the Hearing Committee may recommend one or more of the following actions, or such other action as the Hearing Committee deems appropriate.
  - a. Issue the student a warning with no further disciplinary action.
  - b. Issue the student a warning with a requirement to make amends (apology, service, etc.)
  - c. Place the student on probation for a specified period of time.
  - d. Suspend the student for the remainder of the semester or longer.
  - e. Dismiss the student from school.

5. The associate dean for academic affairs will receive the Hearing Committee decision and recommendations for sanctions in writing within three business days of the hearing's close. The associate dean for academic affairs may choose to accept the recommendations for sanctions or suggest modifications to the recommended sanctions. The associate dean for academic affairs will communicate his proposed modifications to the Hearing Committee within three business days of receiving the Hearing Committee's decision and recommendations. The Hearing Committee will collaborate with the associate dean for academic affairs to reach a consensus on the appropriate sanctions. The associate dean will send a letter to the charged student indicating the findings of the Hearing Committee, and the sanctions that will be taken. The finding will be made available to the accuser upon request. The associate dean for academic affairs will report any action taken to the appropriate university, Rollins, and/or other officials.
6. A copy of the written notification will be included in the student's official school file. A copy will also be maintained in the Honor and Conduct Code database as part of a permanent record. If the student violates the honor or conduct standards again, the sanctions would be harsher with the possibility of suspension or even dismissal.





## HONOR AND CONDUCT CODE

### Appeals

A student who wishes to appeal the Hearing Committee's decision must make such a request in writing to the associate dean for academic affairs. The written appeal must be made within 10 business days of receiving written notice of the Hearing Committee's findings and sanctions from the associate dean for academic affairs. In the letter to the associate dean for academic affairs, the student must indicate the reasons for the appeal. After reviewing the request for appeal, an Appeal Committee will be appointed to review the charge(s), finding(s), and recommendation(s).

#### 1. The Appeal Committee:

- a. Shall be composed of members of the Council. It will consist of one student, two faculty members, and the Hearing and Appeal Committee Facilitator. The Hearing and Appeal Committee Facilitator will be responsible for conducting the hearing in a fair and impartial manner, and will be a non-voting member of the Appeal Committee. No voting member of the Appeal Committee shall have participated in the previous Hearing Committee. No member of the Appeal Committee can be involved in the case. If needed, a selected faculty member from the initial Hearing Committee may attend the Appeal Committee Hearing as an ex officio, non-voting member to provide continuity with the original proceedings.
- b. Shall be furnished with all written data concerning the formal hearing, including evidence presented, committee findings, and sanctions.
- c. May request oral or written statements from the accused student and other witnesses, and may request that additional documentary evidence be presented.
- d. Shall require a majority vote for a decision. An abstention is not considered a vote.

#### 2. The following actions may be recommended by the Appeal Committee:

- a. Affirm the prior decision.
- b. Reverse the prior decision.
- c. Modify the prior decision.
- d. Decide that the case merits a new Formal Hearing. This hearing will be conducted in accordance with the original hearing procedures. In this case, the Hearing Committee will be composed of faculty and students who did not take part in the original Hearing Committee.

#### 3. Within three business days of the Appeal Hearing's close, the Appeal Committee will inform the associate dean for academic affairs in writing of its decision and recommended sanctions.

The associate dean for academic affairs may:

- a. Affirm the prior decision.
- b. Recommend that the Appeals Committee revise the sanctions.

The associate dean for academic affairs will send recommendations for revisions to the Appeal Committee within three business days of receiving the committee's decision and recommended sanctions. If revisions are recommended, the associate dean for academic affairs will communicate his proposed modifications to the Appeal Committee within three business days of receiving the Appeal Committee's decision and recommendations. The Appeal Committee will collaborate with the associate dean for academic affairs to reach a consensus on the appropriate sanctions. The associate dean for academic affairs will write a letter with the final determination. The student charged with a violation shall be notified in writing of the decision and recommended sanctions within five business days. A copy of the letter will be placed in the student's file. If the Appeal Committee overturns the original finding, previous letters of notification will be removed from the student's file as appropriate.

### **Significant Violations of the Conduct Code**

In the case of significant or extreme violations of the conduct code, Rollins school administration may act outside the protocols listed herein in order to take necessary, protective action to ensure that members Rollins' committee are not subject to imminent harm. Significant or extreme violations include, but are not limited to, instances of physical assault, sexual assault, sexual harassment, breaking and entering, brandishing a weapon or other situation in which the administration perceives a likely imminent threat of physical harm to a member of the Rollins community. Such significant violations will be referred to the Emory University Threat Assessment Team and managed by the associate dean for academic affairs.

*Nothing in this document constitutes a contract or creates a contractual obligation on the part of the Rollins School of Public Health and/or Emory University. The Rollins School of Public Health reserves the right to interpret and apply its policies and procedures, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the Rollins School of Public Health and/or Emory University. The Rollins School of Public Health further reserves the right to alter or modify any statement contained in this document without prior notice.*

Cases that involve sexual misconduct, sexual harassment, stalking, and/or sexual violence will be reported to the Emory University Title IX Coordinator in compliance with federal regulations as outlined in Title IX. Because of the sensitivity of such cases and depending on the nature of the alleged incident, the case may be investigated by the University Title IX Coordinator and/or designee and may be heard by a centralized hearing process.

In addition to the reporting of the incident to the Central Office, the basis of the hearing is preponderance of evidence which is based on patterns of behavior as opposed to undisputed factual evidence. Additionally, both the accused and the accuser are advised of the findings of the case, and both have the right to appeal the decision.

## DEGREE PROGRAMS

### Master of Public Health

Students pursuing a Master of Public Health (MPH) are required to complete 42 semester hours of credit and an applied practice experience. Prospective students must designate one of six departments when applying to the school: behavioral, social, and health education sciences (BSHES); biostatistics and bioinformatics (BIOS); environmental health (EH); epidemiology (EPI); global health (GH); or health policy and management (HPM). There are also joint MPH programs with the departments of Environmental Health and Global Health (Global Environmental Health, GEH) and the departments of Global Health and Epidemiology (Global Epidemiology, GLEPI). The number of required and elective courses within specific departments vary.

### Master of Science in Public Health

Students pursuing a Master of Science in Public Health (MSPH) are required to complete 48 semester hours of credit and a required applied practice experience. Prospective students must designate one of the following departments when applying to the school: biostatistics and bioinformatics (BIOS), epidemiology (EPI), or health policy and management (HPM). There are also joint MSPH programs with the departments of Environmental Health (EH) and Epidemiology (EPI) and the departments of Global Health and Epidemiology. The number of required and elective courses within specific departments vary.

### Applied Practice Experience

Applied Practice Experiences (APE) provide students the opportunity to integrate and apply the knowledge and skills gained through their coursework at the Rollins School of Public Health in a professional public health environment. The intent is for students to have a variety of practice experiences in different public health environments while in graduate school, such as government, non-government, nonprofit, industry, for-profit, and appropriate university-affiliated settings involving community engagement.

Specifically, the APE is a significant educational experience that requires a minimum of 200 hours in a public health agency, institution, or community under the supervision of a Field Supervisor. The Field Supervisor is a public health professional or qualified staff person at the APE site and who can evaluate student attainment of relevant competencies, learning objectives, required deliverables, and overall work performance.

The APE must be approved by an APE Advisor (i.e. a designated faculty or other qualified person within the student's academic department) prior to its start. Tracking of APE details and approvals is conducted through the Rollins APE Portal. Students are provided access to the Rollins APE Portal and may begin counting hours toward the APE requirement only after completing a minimum of 9-credit hours at Rollins (credit hours from other institutions or work experience prior to enrollment at Rollins will not count toward this requirement). For more information, visit the APE page on the Rollins website (<https://www.sph.emory.edu/rollins-life/community-engaged-learning/ape/index.html>). Students must register for the APE course through OPUS.

### Professional Development

Aside from exploring individual sub-disciplines and public health interests, it is important for students to grow in their ability to function as a public health professional, which inherently involves interacting with other professions. Therefore, there are professional development requirements that seek to help prepare students for the public health workforce. Requirements are described on the following page.

**PUBH 500: Introduction to Public Health**

This self-paced, self-administered online module provides students with foundational knowledge of public health history and identifies the core functions and services of public health. Students are also introduced to major causes of morbidity and mortality in the US as well as the science of prevention in population health.

**PUBH 501: Inter-professional Team Training**

This training prepares students with basic skills necessary to perform effectively on inter-professional teams. Students will receive foundational instruction and will have the opportunity to demonstrate skills in the following areas: apply principles of team dynamics to advance teamwork; communicate effectively in inter-professional teams to solve a problem; use the various roles and responsibilities represented among team members to promote solutions; and engage in inter-professional practice with mutual respect and shared values.

**PUBH 502: Public Health Professional Development Seminar**

The ever-evolving field of public health requires a new type of public health professional and leader; one who is not only skilled in a specific discipline, but also has the ability to work effectively in different leadership contexts. This course will introduce public health students to concepts of emotional intelligence, audience-appropriate written and oral communication, different leadership styles, as well as the application of various leadership types to negotiation and mediation. Additionally, the course will present basic principles of budget and resource management.

**Core Courses**

The following courses are required of all MPH and MSPH students. Within each department, there are exceptions to these core courses. These exceptions are listed in each department section of this catalog.

<b>Course</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-professional Team Training	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0
<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>BIOS 500/BIOS 500L</b>	Statistical Methods with lab	4
<b>EH 500</b>	Perspectives in Environmental Health	2
<b>EPI 504</b>	Fundamentals of Epidemiology	2
<b>or EPI 530</b>	Epidemiologic Methods	4
<b>GH 500</b>	Critical Issues in Global Health	2
<b>HPM 500</b>	Introduction to the U.S. Health Care System	2

## Department of Behavioral, Social, and Health Education Sciences

[www.sph.emory.edu/bshe](http://www.sph.emory.edu/bshe)

Colleen McBride, Chair

Our department's mission is to better the health of all people by advancing knowledge and training tomorrow's leaders in how to change behavior and social conditions that influence health. To this end, we have developed master's and doctoral curricula that emphasize the methodological skills that address and crosscut the critical public health challenges we face now and, in the decades, ahead. Our department stands out from others in that Atlanta is home to the Centers for Disease Control and Prevention, CARE, the American Cancer Society, the Carter Center and numerous state and regional health agencies. This provides a real-world laboratory giving unprecedented opportunities for applied practice experience and internship experiences for trainees to apply the skills they are gaining. The faculty in our department are dedicated teachers and mentors who have been recognized for their achievements locally, nationally, and globally.

### Admission Requirements for the MPH Degree

Students with a variety of academic and professional backgrounds are eligible to apply to the Department of Behavioral, Social, and Health Education Sciences. Some pursue the MPH degree directly after completing their undergraduate studies in the natural sciences, social sciences, or the humanities. More often, students apply to the department after work experiences in public health. Admission is based on prior academic performance in postsecondary education, standardized testing, and demonstrated commitment to working in public health. Completion of a college-level statistics course or other quantitative courses prior to application is highly recommended. Students are only admitted in the fall to facilitate adherence to the standard course sequence. For more information, see the MPH Admissions Information area on our website.

### Program Requirements for the MPH Degree in Behavioral, Social, and Health Education Sciences

#### Core Course Requirements

Course Number	Course Title	Credit Hours
PUBH 500	Introduction to Public Health	0
PUBH 501	Inter-professional Team Training	0
PUBH 502	Public Health Professional Development Seminar	0
BIOS 500/BIOS 500L	Statistical Methods I with lab	4
EH 500	Perspectives in Environmental Health	2
EPI 504	Fundamentals of Epidemiology	2
or EPI 530	Epidemiologic Methods I	4
GH 500	Critical Issues in Global Health	2
HPM 500	Introduction to the US Health Care System	2

#### Required Courses for MPH Degree in Behavioral, Social, and Health Education Sciences

BSHES 520	Theory Driven Research and Practice	3
BSHES 524	Community Assessment	3
BSHES 526	Program Planning in Health Promotion	3
BSHES 530	Program Evaluation	3
BSHES 532	Quantitative Data Analysis	3
BSHES 538	Qualitative Methods for Research & Evaluation	3

<b>BSHES 539</b>	Qualitative Data Analysis	3
<b>or BSHES 542</b>	Socio-Behavioral Measurement	3
<b>BSHES 540</b>	Research Methods in Health Promotion	3
<b>BSHES 579</b>	Applied History of Public Health	2
<b>BSHES 595</b>	Applied Practice Experience	0

### Integrative Learning Experience

As the Integrative Learning Experience (ILE) of their education, students in the department are required to complete either a thesis or a capstone seminar. Both types of projects are designed to be original contributions to the knowledge base of behavioral sciences and health education. Students write theses under the supervision of a thesis chair who must be a BSHES faculty member and at least one other committee member. Whether students choose to collect their own data or utilize existing data sets, students have the opportunity to work toward a publishable manuscript. In the capstone seminar students are asked to apply and integrate the skills and competencies gained during their training to a select topic. Capstone projects are completed under the supervision of an instructor in a semester-long course.

<b>BSHES 590</b> <b>or</b>	Capstone Seminar	4
<b>BSHES 591W</b> <b>and BSHES 599R</b>	Thesis Mentorship Thesis	1 3

### Admission Requirements for the PhD Degree

To be admitted into the PhD program in Behavioral, Social, and Health Education Sciences, a student must complete all the admission requirements specified by the Laney Graduate School. Students must have completed a master's degree. Those with a master's degree outside of public health may need to take additional public health courses beyond the core doctoral curriculum.

To select the entering cohort, the department considers performance in undergraduate and graduate courses, standardized exam performance (Graduate Record Examination scores taken within the previous five years), letters of recommendation, research or published papers, fit with departmental areas of scientific strength, and other relevant experience. We recommend a verbal reasoning score of at least 590 (or 159 for those applicants who tested on or after August 1, 2011), a quantitative reasoning score of at least 680 (or 153 for those who tested on or after August 1, 2011), and an analytical writing score of 4 or 5. International students whose native language is not English must attain a score of 560 or more on the paper TOEFL or a score of 100 or higher on the computer-based TOEFL. Please see the Behavioral, Social, and Health Education Sciences website for complete degree requirements: (<https://www.sph.emory.edu/departments/bshe/programs/phd/index.html>)

Students apply for this program through the Laney Graduate School. The online application and additional instructions are provided at <http://www.gs.emory.edu/admissions/index.html>. The deadline for applications to the PhD program is December 1.

Financial Assistance for the Behavioral, Social, and Health Education Sciences PhD Program  
Students admitted to the BSHES PhD Program receive merit-based support packages consisting of full tuition scholarships each year and annual stipends for two years. The awards are renewed each year, contingent upon satisfactory academic performance. Doctoral students receive annual stipends for the initial two years and in following years typically have the opportunity to be supported on research projects by faculty investigators, fellowship and/or grant funding obtained by the student, and by teaching in BSHES. Students may work as research assistants or in other activities related to their professional development during the summer months for additional income. Required courses are listed in the course description section.

**Faculty**

**Melissa (Moose) Alperin**, Research Assistant Professor. AB, Brown University, 1988; MPH, Emory University, 1991; EdD, University of Georgia, 2015. Public health workforce development; competency-based instruction; distance education and online instruction; scholarship of teaching and learning.

**Kimberly R. Jacob Arriola**, Charles Howard Candler Professor and Executive Associate Dean for Academic Affairs. BA, Spelman College, 1994; MA, Northeastern University, 1996; PhD, 1998; MPH, Emory University, 2001. Improving public commitment to organ and tissue donation; equity in access to transplant; the development and evaluation of culturally sensitive health promotion interventions.

**Linelle Blais**, Research Associate Professor. BA, Rhode Island College, 1986; PhD, University of Rhode Island, 1993. Individual and organizational change, program development and evaluation, and translation of science to practice.

**Gene H. Brody**, Research Professor. BA, University of California, 1972; MA, University of Arizona, 1973; PhD, 1976. Social determinants of health disparities with a focus on longitudinal analyses that include biomarkers of weathering and accelerated biological aging; protective factors that shield youth and young adults from racial discrimination and economic hardships; deterring involvement in drug use and promoting physical health.

**Dawn L. Comeau**, Research Associate Professor, Director, MPH Program, and Vice Chair for Faculty Development. BA, Simmons College, 1991; MA, San Diego State University, 2000; MPH/PhD, Emory University, 2009. Social determinants of health and health disparities, sexual identity, HIV, community-based research, program evaluation, and curriculum design.

**Hannah L. F. Cooper**, Professor and Rollins Chair in Substance Use Disorders. BA, Yale University 1993; SM, Harvard University, 1998; ScD, 2003. Social epidemiology of drug use and drug-related harms; qualitative research methods; health disparities; urban health; epidemiologic and social theory; drug policy and related police strategies; geospatial and multilevel methods.

**Natalie D. Crawford**, Assistant Professor. BS, Spelman College, 2004; MPH, Columbia University, 2006; PhD, 2011. Social determinants of health and health disparities.

**Kirk Elifson**, Research Professor. BA, Knox College, 1965; MA, Vanderbilt University, 1968; PhD, 1972. Substance abuse, HIV/AIDS, methodology, violence.

**Cam Escoffery**, Professor and Vice Chair for Research. BS, Emory University, 1992; MPH, 1995; PhD, University of Georgia, 2002. Cancer prevention and control, chronic disease prevention and self-management, evaluation, implementation science.

**Yue Guan**, Research Assistant Professor. BFA, Peking University, 2008; MB, 2009; ScM, Johns Hopkins University, 2012; PhD, 2015. Genetic counseling; genomic risk communication; dissemination and implementation research in public health genomics.

**Regine Haardörfer**, Research Associate Professor. BS, Universität Erlangen-Nürnberg; MS, State of Bavaria; MEd, Western Governors University; PhD, Georgia State University. Research methodology, CBPR, multilevel modeling, structural equation modeling, tobacco control, weight gain prevention.

**Kimberly S. Hagen**, Research Assistant Professor; Assistant Director, Emory Center for AIDS Research (CFAR). BA, University of the South, 1979; MEd, University of Georgia, 1995; EdD, 1998. HIV/AIDS, vaccines, politics of program planning, curriculum development, instructional design, and public health program evaluation.

**Umedjon Ibragimov**, Research Assistant Professor. MD, 1999, Tajik State Medical University; MPH, Emory University, 2009; PhD, 2017. Structural determinants of HIV/AIDS, implementation of harm reduction services in the US and globally.

**Michelle C. Kegler**, Professor. BA, University of Minnesota-Minneapolis, 1983; MPH, University of Michigan, 1985; DrPH, University of North Carolina-Chapel Hill, 1995. Community-based chronic disease prevention, tobacco control, obesity prevention, program evaluation, and coalitions/community partnerships.

**Kelli A. Komro**, Professor. BA, University of Wisconsin – Milwaukee, 1987; MA, Connecticut College, 1989; MPH, University of Minnesota, 1991; PhD, 1994. Adolescent Health/Child Health; Behavior and Health; Community Based Research; Health Outcomes; Health Promotion;

Maternal and Child Health; Epidemiology; Health Disparities; Public Health Policy; Social Epidemiology; Group-Randomized Trials; Time-Series Field Experiments.

**Delia L. Lang**, Research Professor and Assistant Dean of Academic Affairs. BA, California State University at San Bernardino, 1994; MA, 1997; MPH, Loma Linda University, 1999; PhD, 2001. Public mental health, public health pedagogy.

**Melvin Livingston**, Research Associate Professor. BA, University of Florida, 2007; PhD, 2013. Design and analysis of quasi-experimental trials evaluating community interventions and state policies; multi-level modeling, structural equation modeling, econometric methods, power analysis.

**Colleen M. McBride**, Grace Crum Rollins Professor and Chair. BA, University of Wisconsin, 1980; MA, University of Arizona, 1982; PhD, University of Minnesota, 1990. Behavioral epidemiology, cancer prevention, health promotion, and genomics.

**Robin E. McGee**, Research Assistant Professor. BS, University of Richmond, 2002; MPH, Emory University, 2006; PhD, 2017. Public mental health, employment and health, mindfulness, mixed-methods research and program evaluation.

**Eric J. Nehl**, Research Associate Professor. BS, Ball State University, 1998; MS, 2001; PhD, Indiana University, 2009. Cancer prevention; health disparities; multiple health risk behaviors; research methods, measurement, and statistics; public health theory.

**Anna Rubtsova**, Research Assistant Professor. BA, Kiev Polytechnic University, 1996; M.Sc., London School of Economics and Political Science, 1999; MA, Emory University, 2008; PhD, 2011. HIV/AIDS prevention; maternal and child health; sexual health/behavior; psychosocial aspects of aging and women aging with HIV.

**Jessica M. Sales**, Associate Professor and Director of Graduate Studies. BS, University of Iowa, 1998; MA, Emory University, 2000; PhD, Emory University, 2004. Adolescent health; maternal and child health; HIV prevention; STI prevention; sexual health promotion; reproductive health; biopsychosocial approach to health research; life course approach to health research.

**Aaron Siegler**, Associate Professor. BA, Emory University, 2002; MHS, Johns Hopkins University, 2005; PhD, Emory University, 2012. HIV prevention; health disparities research; technology-based interventions; geospatial analysis; clinical trials.

**Claire E. Sterk**, former President of Emory University, Charles Howard Candler Professor, Emory University. Doctoral, University of Utrecht, 1983; PhD, Erasmus University Rotterdam, 1990. Social determinants of health; design and evaluation of health promotion programs for special populations; epidemiology of drug use; mental health; HIV/AIDS.

**Colin L. Talley**, Research Associate Professor. BA, University of Houston, 1988; MA, San Diego State University, 1993; MA, University of California, San Francisco, 1995; PhD, 1998. Lesbian, gay, bisexual, transgender, and queer public health; history of HIV/AIDS; health disparities; history and social studies of multiple sclerosis; history of public health, medicine, and disease in the United States.

**Lisa A. Tedesco**, Professor and Dean, Laney Graduate School. BS, University of Bridgeport, 1972; MEd, State University of New York at Buffalo, 1975; PhD, 1981. Behavioral determinants of oral health, education policy.

**Alexander C. Wagenaar**, Research Professor. BA, Calvin College, 1977; MSW, University of Michigan, 1978; PhD, 1980. Public health law research; public policy evaluation; time-series research designs; injury prevention; alcohol control policy; health effects of economic security policies; inequality and disparities

**Elizabeth Walker**, Research Assistant Professor. BA, University of Rochester, 2002; MAT, Johns Hopkins University, 2005; MPH, Emory University, 2008; PhD, Emory University, 2013. Mental health, services and workforce development, scholarship of teaching and learning, qualitative and mixed-methods.

**Briana A. Woods-Jaeger**, Assistant Professor. BA, Duke University, 2002; MA, University of Washington, 2006; PhD, 2010. Traumatic stress prevention; health inequities; development and implementation of culturally responsive mental health interventions; community-based participatory research; qualitative research.



### Jointly Appointed Faculty

- Weihua An**, Associate Professor. MA, Statistics, Harvard University, 2009; PhD, 2011.
- Karen L. Andes**, Research Assistant Professor. BA, Arizona State University, 1987; MA, Northwestern University, 1989; PhD, 1994. Emory University, Hubert Department of Global Health.
- Bethany Caruso**, Assistant Professor. BA, Wesleyan University, 2003; MPH, Emory University, 2009; PhD, 2015.
- Cari Jo Clark**, Associate Professor. MPH, Yale University, 1999; ScD, Harvard University, 2005.
- Benjamin Druss**, Professor. BA, Swarthmore College, 1985; MD, New York University, 1989; MPH, Yale University, 1995. Emory University, Department of Health Policy and Management.
- Dabney Evans**, Research Associate Professor. Executive Director, Institute of Human Rights. BA, Arizona State University, 1996; MPH, Emory University, 1998; PhD, University of Aberdeen, 2010. Emory University, Hubert Department of Global Health.
- Laurie Gaydos**, Research Associate Professor. BA, Brown University, 1998; PhD, 2004, UNC Chapel Hill. Emory University, Department of Health Policy and Management.
- Julie Gazmararian**, Associate Professor. BBA, University of Michigan, 1983; MPH, University of South Carolina, 1985; PhD, University of Michigan, 1982. Emory University, Department of Epidemiology.
- Debra Houry**, Associate Professor. BS, Emory University, 1994; MPH, Tulane University, 1998; MD, 1998. Emory University School of Medicine.
- Kara L. Jacobson**, Senior Associate. BA, Emory University, 1991; MPH, 1993. Emory University, Department of Health Policy and Management, Emory Center on Health Outcomes and Quality.
- Nadine Kaslow**, Professor. BA, University of Pennsylvania, 1978; MA, University of Houston, 1981; PhD, 1983. Emory University School of Medicine, Department of Psychiatry and Behavioral Sciences.
- Melissa Kottke**, Associate Professor. BS, Iowa State University, 1997; MD, University of Minnesota, 2001; MPH, Emory University, 2009; EMBA, Emory University, 2012. Emory University School of Medicine, Department of Gynecology and Obstetrics.
- Dorian Lamis**, Assistant Professor. BS, University of Georgia, 2003; MA, East Tennessee State University, 2005; PhD, University of South Carolina, 2013. Emory University School of Medicine, Department of Psychiatry and Behavioral Sciences.
- Michelle Lampl**, Samuel Candler Dobbs Professor. BA, University of Pennsylvania, 1975; PhD, 1983; MD, 1989. Emory University, Department of Anthropology.
- Ighovwerha Ofotokun**, Professor. BSc, 1983, University of Ibadan; MBBS, 1990, University of Benin; MSc, 2005. Emory University School of Medicine, Division of Infectious Diseases.
- Barbara O. Rothbaum**, Professor, Director of the Trauma & Anxiety Recovery Program. BA, University of North Carolina at Chapel Hill, 1982; MSc, University of Georgia, 1984; PhD, University of Georgia, 1986. Emory University School of Medicine, Department of Psychiatry.
- Randi Smith**, Assistant Professor. BS, Washington State University, 2002; MPH, Johns Hopkins University, 2006; MD, University of California-San Francisco, 2008. Emory University School of Medicine, Department of Surgery.
- Drenna Waldrop-Valverde**, Professor. BS, University of Alabama, 1993; MS, University of Southern Mississippi, 1995; PhD, University of Memphis, 1999. Nell Hodgson Woodruff School of Nursing.
- Kathryn M. Yount**, Asa Griggs Candler Chair of Global Health. BA, University of North Carolina, Chapel Hill, 1991; MHS, Johns Hopkins Bloomberg School of Public Health, 1994; PhD, 1999. Emory University, Hubert Department of Global Health.

### Adjunct Faculty

- Martha E. Alexander**, Adjunct Instructor. BA, University of Kentucky, 1978; MA, University of Tennessee, 1979; MPH, Emory University, 1986.
- Denise Ballard**, Adjunct Assistant Professor. BA, Wayne State University, 1993; MEd, 1996.
- Carla J. Berg**, Adjunct Associate Professor. BA, Dakota Wesleyan University, 2001; MA, University of Kansas, 2003; PhD, University of Kansas, 2007; MBA, Emory University, 2017.

- Daniel Crimmins**, Adjunct Professor. BA, State University of New York at Binghamton, 1975; MA, State University of New York at Binghamton, 1978; PhD, State University of New York at Binghamton, 1984. Sandra Ford, Adjunct Professor. BA, Stanford University, 1986; MD, Howard University, 1991, MBA, 2000.
- Elizabeth Fallon**, Adjunct Assistant Professor. BS, University of Florida, 1998; MS, 2002; PhD, 2004; MPH, Georgia State University, 2015.
- Alina Flores**, Adjunct Assistant Professor. BS, Pennsylvania State University, 1998; MPH, Emory University, 2000; DrPH, University of Illinois at Chicago, 2016.
- Ariela Freedman**, Adjunct Assistant Professor. BA, Lawrence University, 2000; MAT, National Louis University; MPH, University of Minnesota, 2006; PhD, Emory University, 2011.
- Rachel Hall-Clifford**, Adjunct Assistant Professor. BA, University of the South, 2001; MS, University of Oxford, 2002; MPH, Boston University, 2005; PhD, 2009.
- Camara Jones**, Adjunct Professor. BA, Wellesley College, 1976; MD, Stanford University, 1981; MPH, Johns Hopkins University, 1982; PhD, 1995.
- Cynthia M. Jorgensen**, Adjunct Associate Professor. BA, Boston University, 1981; MA, 1982; PhD, University of North Carolina-Chapel Hill, 1988.
- Carol Koplan**, Adjunct Assistant Professor. BA, Brandeis University, 1964; MD, Tufts University, 1968.
- Howard Kushner**, Professor Emeritus. AB, Rutgers University, 1965; MA, Cornell University, 1968; PhD, 1970.
- Corinne Leach**, Adjunct Assistant Professor. BA, Franklin and Marshall College, 2000; MS, Villanova University, 2002; PhD, University of Kentucky, 2008; MPH, Harvard University, 2009.
- Leandris Liburd**, Adjunct Associate Professor. BA, University of Michigan, 1980; MPH, University of North Carolina at Chapel Hill, 1982; MA, Emory University, 2003; PhD, 2006.
- Jean O'Connor**, Adjunct Associate Professor. BS, Emory University, 1998. MPH/JD, Emory University, 2001. DrPH, University of North Carolina at Chapel Hill, 2009.
- Ashli Owen-Smith**, Adjunct Assistant Professor. BA, Smith College, 2001; MSPH, Harvard University, 2005; PhD, Emory University, 2009.
- Andrea Grimes Parker**, Adjunct Associate Professor. BS, Northeastern University, 2005; PhD, Georgia Institute of Technology, 2011.
- Shilpa Narendra Patel**, Adjunct Assistant Professor. BA, University of California at Riverside, 1997; MPH, Boston University, 1999; PhD, Emory University, 2012.
- Amy Patterson**, Adjunct Assistant Professor. BA, Williams College, 1999; MHS, Johns Hopkins University, 2005; PhD, Emory University, 2012.
- Jennie P. Perryman**, Adjunct Instructor. AB, Georgia State University, 1974; MSN, Medical College of Georgia, 1978; PhD, Georgia State University, 1999.
- Eric Pevzner**, Adjunct Associate Professor. BS, Michigan State University, 1995; MPH, Emory University, 1998; PhD, University of North Carolina at Chapel Hill, 2005.
- Rakale Quarells**, Adjunct Associate Professor. BS, Howard University, 1991; MS, 1993, PhD, 1998. Puja Seth, Adjunct Assistant Professor. BS, College of Charleston, 2000. MA, UNC Wilmington, 2002. PhD, University of Georgia, 2007.
- Elisabeth Sheff**, Adjunct Assistant Professor. BA, California State University at Sonoma, 1994; PhD, University of Colorado at Boulder, 2005.
- David Sleet**, Adjunct Professor. BA, San Diego State University, 1966; MA, 1968; PhD, University of Toledo, 1973.
- Iris Smith**, Professor Emeritus. BA, Fordham University, 1971. MPH, Emory University, 1979. PhD, Georgia State University, 2000.
- Andrea Linn Swartzendruber**, Adjunct Assistant Professor. BA, Goshen College, 1994; MPH, Emory University, 1999; PhD, Johns Hopkins, 2012.
- Florence Kpulaban Tangka**, Adjunct Professor. BS, University of Reading, UK, 1989; MS, Rutgers University, 1994; PhD, University of Florida, 2001.
- Melissa Taylor**, Adjunct Instructor. BA, York College; MA, University of Maryland.
- Nancy J. Thompson**, Professor Emeritus. BA, Emory University, 1971; MPH, 1977; PhD, Georgia State University, 1989.

## BEHAVIORAL, SOCIAL, AND HEALTH EDUCATION SCIENCES

**Kari White**, Adjunct Assistant Professor. BA, University of New Mexico, 1998; MA, 2001, University of Arizona; MPH, Tulane University, 2003; PhD, University of Texas at Austin, 2011.  
**Michael Windle**, Professor Emeritus. BA, University of Missouri–St. Louis, 1977; MA, Southern Illinois University–Edwardsville, 1980; PhD, Pennsylvania State University, 1984. Alcohol and drug use among youth, youth violence, mental health.  
**Eric Wright**, Adjunct Professor. BA, Lewis and Clark College, 1984; MA, Indiana University, 1987; PhD, Indiana University, 1994.

### Behavioral, Social, and Health Education Sciences Course Descriptions

#### **BSHES 500 (2) Behavioral and Social Sciences in Public Health**

Fall & Spring. Provides the student with basic knowledge about the behavioral sciences as they are applied to public health. Content includes an overview of each discipline and current issues for students who are not enrolled in the BSHES MPH Program.

#### **BSHES 509 (2) Overview of Children with Special Health Care Needs**

Prerequisite: EPI/GH/BSHES/HPM 596, students enrolled in the MCH certificate only or instructor permission. This course will provide a one-semester overview of children with special health care needs and their families, including neurodevelopmental disabilities, to prepare learners to include the population in public health program planning, implementation, evaluation, and research.

#### **BSHES 516 (3) Behavioral Epidemiology**

Provides the student with basic knowledge about epidemiological applications in a behavioral area. Content stresses ways in which behavioral research differs from other applications of epidemiology with respect to approaches to measurement, terminology, and analytic methods.

#### **BSHES 517 (2) Adolescent Health**

Fall. Introduces the major issues in adolescent health, such as physical and psychosocial growth, teenage pregnancy, HIV/AIDS, substance abuse, and violence and abuse. In addition, the course examines adolescent health services and adolescent health care-seeking behavior and presents students with the major theoretical perspectives regarding adolescent health from an interdisciplinary point of view.

#### **BSHES 520 (3) Theory Driven Research and Practice**

Fall. Introduces the basic principles and functional areas of health promotion and education. Describes prevalent educational and psychological theories of learning and behavior change used by health educators in a variety of work settings. Explores considerations for incorporating health promotion and education activities into the design of local, regional, national, and international public health programs. Students plan activities for health promotion and education.

#### **BSHES 522 (3) Principles of Curriculum & Instruction in Health Education**

Spring. Introduces methods used by education practitioners in designing health interventions. Presents decision-making models for health education strategies selection for specific target populations. Explores techniques in group facilitation, mass communication, behavior modification, classroom instruction, and organizational development. Students begin and conduct activities for health promotion and education.

#### **BSHES 524 (3) Community Assessment**

Fall. Encompasses the development of data about the health status, knowledge, perceptions, attitudes, motivation, and health practices of a population or community and its socioeconomic environment. The instructor facilitates the student application of assessment methodology to a community project.

**BSHES 526 (3) Program Planning in Health Promotion**

Fall. Students learn and apply basic program planning skills, including problem analysis, needs assessment, intervention design, implementation and evaluation.

**BSHES 530 (3) Program Evaluation**

Spring. Covers all aspects of evaluation research, including formative process, outcome evaluations, and issues related to the collection and analysis of both quantitative and qualitative data. The instructor facilitates the student application of evaluation methodology to a community project.

**BSHES 532 (3) Quantitative Data Analysis**

Spring. This data analysis class provides the student with the skills necessary to identify and analytically investigate research questions from existing databases and to create new databases. In addition, students will learn how to present data and report results.

**BSHES 535 (2) Macrosocial Determinants of Health**

Advances understanding of how macrosocial factors (also called “contextual” or “structural” factors) affect health. Introduces students to the theoretical underpinnings of related research, current methodological and conceptual challenges, and interventions to improve population health by altering macrosocial factors or mitigating/amplifying their effects. The course has three modules, one on each of the following sets of macrosocial determinants: (1) Policies, Laws, and Their Enforcement; (2) Neighborhood Physical Environment; and (3) Neighborhood Social Environment.

**BSHES 538 (3) Qualitative Methods for Research and Evaluation**

Spring. Focuses on the acquisition of interpretive, behavioral, and analytic strategies that social scientists use to understand social reality. Students are expected to undertake their own qualitative studies, as well as to learn the philosophical underpinnings of the method. Classic ethnographic studies, particularly those with applicability to public health, serve as models for learning techniques and conducting research.

**BSHES 539 (3) Qualitative Data Analysis**

Fall. Allows students to develop mastery of a variety of practical techniques and theoretical approaches to qualitative data analysis, including the use of qualitative data analysis software (Maxqda). Students will be given the option of conducting lab exercises on an expanded set of secondary data or students’ own data that was collected as part of their MPH or PhD thesis research.

**BSHES 540 (3) Research Methods in Health Promotion**

Fall. Health promotion research is an important tool in assessing the ways in which health is shaped by factors at multiple ecological levels – from the individual level to neighborhood and policy levels – and promoting health equity. The purpose of this course is to give students a foundation in designing and conducting health promotion research at multiple levels. The goals of the course include: 1) Achieving competence in designing studies based on scientifically sound research methodologies; and 2) Gaining the ability to critically evaluate health promotion research. The skills students gain in this course can be applied to public health research and practice and will serve as a foundation to build upon in subsequent courses.

**BSHES 542 (3) Socio-Behavioral Measurement**

Fall. Provides the student with information and skills related to basic measurement issues involved in assessing variables in health behavior research.

## BEHAVIORAL, SOCIAL, AND HEALTH EDUCATION SCIENCES

### **BSHES 554 (2) Social Marketing**

Spring. Provides students with an overview of concepts and strategies used in social marketing and public health information campaigns. Emphasis is placed on developing skills to create consumer-oriented public health intervention efforts. These skills include formative research, audience segmentation, and channel analysis, and the application of behavioral theory.

### **BSHES 555 (2) Communication Approaches in Health Promotion**

Spring. Introduces the study of public health communication including its theoretical foundations, organizational models, and strategies for intervening at multiple levels with diverse populations.

### **BSHES 560R (1-3) BSHES Seminar**

Explores and analyzes selected topics in health education and promotion. Topics have included: grant proposal writing, global program planning, health advocacy, and global health education.

### **BSHES 565 (2) Violence as a Public Health Problem**

Spring. Introduces students to the concept of violence as a public health problem and focuses on the epidemiology, surveillance, and prevention of interpersonal and self-directed violence.

### **BSHES 567 (2) LGBTQ Public Health**

Spring. This course will focus on the possible benefits and costs of public health organizations' approach to consider the LGBTQ populations as special health populations with distinctive needs like those based on race, gender, or age. This course will explore key issues in LGBTQ health including analyzing public health for gay men, lesbians, bisexuals, and transgendered persons.

### **BSHES 579 (2) History of Public Health**

Fall. This course examines issues of population health affecting behavioral sciences and health education in historical and comparative perspective. By calling on the tools and disciplines of public health, students will reach a more complex understanding of how particular population health issues have been understood in different times and places and what those responses may illuminate about strategies for current and future responses.

### **BSHES 583 (1) Mindfulness and Health**

Upon completion of this course, the student will be able to define mindfulness, describe its benefits for physical mental health, critically evaluate related literature, and perform mindfulness exercises.

### **BSHES 584 (2) Mental Health/Medical Interface in US**

Fall. This seminar explores the complex and dynamic relationship between general health and mental health in the United States. Gaps in parity and a proposal for achieving parity are discussed in the context of health reform.

### **BSHES 585 (1) Introduction to Public Mental Health**

Fall. This course is designed to provide an overview of mental health issues from a public health perspective. It covers the concepts of mental illness versus mental health, describes the burden of mental illness, discusses diagnosis of prominent mental illnesses and their prevention, and addresses racial and ethnic disparities. Students also complete an experiential exercise to give them some perspective on what it is like to have a mental illness.

### **BSHES 586 (2) Prevention of Mental and Behavioral Disorders**

Fall. Mental disorders place a steep burden on individuals and society in terms of individual functioning, need for and use of health care services and social supports, and mortality. Therefore, public health approaches to prevent and minimize the impact of mental disorders and promote mental health may result in improved health at a population level. In this course,

students critically explore what prevention and promotion mean for mental and behavioral disorders and mental health across the life course and at different levels of the social ecological model (from the individual to policies). Additionally, students evaluate different approaches to preventing mental and behavioral disorders, across the 3 stages of prevention, and to promoting mental health.

**BSHES 590 (4) Capstone Seminar**

Spring. The Capstone seminars provide students with knowledge and skills about the behavioral and social sciences in public health as they are applied to health disparities. Students critically examine the concepts, theories, and methods applied to study a health outcome of interest and evaluate related interventions. Students undertake an independent project that will result in a final 30-50 page paper and an oral presentation.

**BSHES 591M (2) Injury Prevention and Control**

Fall. Introduces injury as a public health problem. The epidemiology and surveillance, prevention, acute care, and rehabilitation of unintentional and intentional injuries will be discussed, with particular emphasis placed in injury research methodology and injury prevention programs. Case studies will explore the interaction of public policy and epidemiology in the prevention and control of injuries.

**BSHES 591W (1) Thesis Mentorship**

Fall. This course introduces the thesis as a unique scholarly contribution to public health research, practice, and instruction. Organized as a directed study with the thesis chair, the course provides students with the knowledge and skills to develop and refine research questions, conduct a review and analysis of the public health knowledge base, select a theory or organizing framework, formulate a plan for data collection and an IRB application, and draft the initial three chapters of their project.

**BSHES 592 (2) Case Studies in Public Mental Health**

This course is the core course for the Certificate in Mental Health. Offered each spring, any current first year student enrolled in the MPH or MSPH program at RSPH that plans to pursue the Certificate in Mental Health must enroll in BSHE 592/HPM 592. Participating certificate students will be identified based on their enrollment in this course.

**BSHES 595 (0) Applied Practice Experience**

Fall, Spring, & Summer. An Applied Practice Experience (APE) is a unique opportunity that enables students to apply practical skills and knowledge learned through coursework to a professional public health setting that complements the student's interests and career goals. The APE must be supervised by a Field Supervisor and requires approval from an APE Advisor designated by the student's academic department at RSPH.

**BSHES 596 (2) Maternal Child Health**

Spring. This is the foundational course for the Maternal and Child Health Certificate. It covers historical and theoretical underpinnings of maternal and child health problems and programs aimed to reduce morbidity, mortality, and health disparities. Skills in program planning and evaluation are taught through multidisciplinary teams working with academic and field-based faculty in local, state, federal, and nongovernmental agencies. Maternal and child health is defined as a field of public health that addresses underlying forces for these problems, the historical framework for ameliorating those problems, and current programs and policies that have evolved from that historical context. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

**BSHES 596L (1) MCH Foundations Lab**

Spring. Students enrolled in the MCH certificate only. The group laboratory sessions utilize a multi-disciplinary team approach supervised weekly by a combination of course faculty, field-based faculty, and a teaching assistant. The laboratory reinforces MCH concepts through practical application in program planning and evaluation in local, state, federal, and non-governmental agencies. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

**BSHES 597R (1-4) Directed Study**

Fall, Spring, & Summer. Provides the opportunity to pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes for coursework.

**BSHES 599R (3) Thesis**

Fall, Spring, & Summer. Enables students to apply the principles and methods learned in an academic setting through the preparation of a monograph embodying original research applicable to public health, incorporating a proposition that has been successfully evaluated with appropriate analytical techniques and is potentially publishable or has potential public health impact.

**PUBH 700 Introduction to Public Health**

Public health, by its very nature, is an interdisciplinary field. Even within one doctoral program, students could have different types of master's training, or none at all (for the few doctoral programs that do not require master's training for matriculation). This interdisciplinary expertise contributes to the rich intellectual environment of the school. This course is required for all Fall 2019 entering doctoral students who do not have an MPH or MSPH from a Council on Education for Public Health-accredited school or program. This course is optional for all other students and is delivered as a hybrid with an online self-administered component and three on-campus meetings in the fall semester of the first year.

**PUBH 701 Public Health Research: Discovery to Practice**

Doctoral education in public health trains students to drive innovation and discovery in public health. Apart from the usual doctoral milestones of coursework, the qualifying exam, and the dissertation, much of the doctoral process is self-directed. Identifying your goals for your doctoral experience and how to achieve them can be daunting. This conversation-based course is designed to provide students the tools to develop a personal strategy for successfully navigating the doctoral experience.

**BSHES 700 (4) Statistical Methods in the Behavioral and Social Sciences**

This course is designed to provide first semester doctoral students in the behavioral sciences and health education with theoretical and applied knowledge of data analysis within the context of the general linear model and an introduction to data science. Students will learn the entire life cycle of research using secondary data from designing a research questions, identifying and acquiring a data set, to planning and executing data analysis, culminating in presenting the findings in the format of a peer-reviewed brief article.

**BSHES 710 (3) Research Designs in the Behavioral and Social Sciences**

This course is designed to provide doctoral students with a solid understanding of research designs that are commonly used for the implementation of experimental and quasi-experimental research studies in the behavioral and social sciences. The course will cover examples from the field, as well as examples conducted by faculty in the department. The course provides students with the fundamental language, concepts, and constructs associated with the scientific experimental approach as well as instruction in the design and implementation of health promotion research studies. Examples of appropriate applications are critical to this

course and will be provided by the instructor, as well as relevant BSHES faculty. This course is intended to complement other required courses in theory, intervention development, epidemiology and advanced statistical analysis.

### **BSHES 712 (1) Grant Writing**

This course provides an overview of two discrete but related topic areas critical for advanced standing students whose interest lies in prevention research. First, this course provides students with basic knowledge about the grant application process, the criteria of how grants are reviewed at NIH, the art and science of “grantsmanship,” the essential elements needed for preparing an NIH application, and how to “put the pieces together” to create a clear, cogent and compelling application. Second, this course will address ethics in public health research. Students will become familiar with the ethics, principles, and the regulations applicable to prevention research.

### **BSHES 714 (1) Proposal Development I**

The Professional Seminar will focus on the development of the student’s own research interests that are expected to lead to the development of a grant proposal that will also be used to partially fulfill doctoral requirements via a dissertation proposal. Each student will present the current status of their research and lead a critical discussion based on their work. The student presentation and critical discussion are intended to support further development of the specific aims, significance, methods, and data analytic aspects of the proposal.

### **BSHES 715 (2) Proposal Development II**

The Professional Seminar will focus on the development of the student’s own research interests that are expected to lead to the development of a grant proposal that will also be used to partially fulfill doctoral requirements via a dissertation proposal. Each student will present the current status of their research and lead a critical discussion based on their work every other week of the semester. Students are expected to prepare drafts of their proposals and distribute them to the instructor and fellow-students three-days prior to class meetings. Fellow students and the instructor are responsible for reading and providing critiques of the proposals. This iterative process of proposal draft submission and feedback based on critiques continues for the semester, culminating in a final paper. The student presentation and critical discussion are intended to support further development of the background, methods, and data analytic aspects of the proposal. This seminar continues work begun by students during the Proposal Development I seminar.

### **BSHES 716 (1) Teaching in Public Health**

The goal of this seminar is to prepare students for teaching in public health and for their role as a Teaching Assistant and Teaching Associate for Master of Public Health courses. This course covers evidence-based principles for teaching in public health, with an emphasis on inclusive pedagogies, how students learn, developing learning objectives and lesson plans, and designing engaging learning activities.

### **BSHES 721 (3) Applying Theory to Public Health Research and Practice**

This course provides the student with advanced knowledge of the foundational theories and is designed to provide an understanding of multilevel theories, including societal level influences, social structures and institutions, community contexts and processes, sociocultural factors, interpersonal relationships, and individual attitudes and beliefs, as well as theories related to organizational change, implementation and dissemination. Content includes an examination of social and behavioral theories and approaches that presently shape our understanding of health and health behavior and that inform our intervention strategies from a socio-ecologic perspective.



**BSHES 725 (3) Health Promotion Interventions**

The purpose of this course is to have doctoral students use a comprehensive planning model (intervention mapping) to plan, implement, and evaluate an intervention to address a public health problem for a defined population. The course will cover constructing a conceptual framework with underlying a range of intervention strategies, applying levels of socio ecology to understanding and intervening for addressing public health problems, a systematic process for development of an intervention and multi-level interventions. The course also will examine intervention designs across various socio-ecological levels, phases of implementation, process and outcome evaluation, and implementation science.

**BSHES 728 (3) Advanced Statistical Methods in the Behavioral and Social Sciences**

The purpose of this doctoral level course is to introduce advanced topics in statistical analysis, i.e. those beyond multivariable regression procedures. Specifically the course will: 1) introduce students to theory-driven ethical quantitative data analysis; 2) familiarize students with advanced statistical techniques and provide students with an introductory “working” knowledge of understanding data and analytic techniques as they are applied in the behavioral and social sciences; 3) develop the student’s ability to design robust data collection and analysis plans for answering research questions benefitting from advanced analyses; 4) provide students with a forum to discuss the statistical analysis aspects of their own research proposals (or dissertation).

**BSHES 730 (3) Hierarchical Linear Modeling**

This course is designed to provide doctoral students with theoretical and applied knowledge of hierarchical linear modeling (HLM). Foundational knowledge of HLM is taught by extending knowledge of regression analysis to designs involving a nested data structure. The course covers both cross-sectional and longitudinal data structures. Furthermore, advanced topics such as HLM for ordinal outcome variables and dyadic data will be presented.

**BSHES 732 (3) Structural Equation Modeling**

This course is designed to provide doctoral students with theoretical and applied knowledge of structural equation modeling (SEM). Foundational knowledge of SEM is taught by extending knowledge of regression analysis and mediation analysis to designs involving more than 3 variables. Analyses for measured and latent variable path models will be covered as well as multigroup SEM analyses. This course also includes instruction in programming in and interpretation of the output for computer software for conducting SEM. Beyond the basics, advanced topics such as SEM for clustered (i.e. multilevel) data and latent transition analysis will be discussed.

**BSHES 797R (VC) Directed Study**

Provides in-depth exposure to an advanced special topic not covered in regular courses.

**BSHES 798R (VC) Research Hours**

Directed student-driven research and writing.

**BSHES 799R (VC) Dissertation Research**

Directed doctoral dissertation research and writing (for post-candidacy students only).

## Department of Biostatistics and Bioinformatics

<https://www.sph.emory.edu/departments/bios/index.html>

**Robert Krafty, Professor and Chair (Effective September 1, 2020)**

Biostatistics is the science that applies statistical theory and methods to the solution of problems in the biological sciences. The biostatistician differs from the traditional statistician in that he or she is confronted by a wider range of problems dealing with all the phenomena that affect people's physical, social, and mental well-being. Thus, the biostatistician works closely not only with biological researchers but also with epidemiologists, survey researchers, local community planners, state and national health policy analysts, and government officials. At present, there is considerable demand for biostatisticians in research institutes, government agencies, and industry.

Bioinformatics is defined as the field of science in which biology, computer science, biostatistics, and information technology merge to form a single discipline. Bioinformatics more properly refers to the creation and advancement of algorithms, computational and statistical techniques, and theory to solve formal and practical problems arising from the management and analysis of biological data. Bioinformaticians work closely with biologists, mathematicians, clinical researchers, statisticians, and health scientists. Currently there is a tremendous demand in academia, industry, and government for individuals well-trained in the field of bioinformatics.

The Department of Biostatistics and Bioinformatics offers the master of science in public health (MSPH) and the master of public health (MPH) degrees in biostatistics through Rollins. In addition, the department offers a PhD degree in biostatistics through the Laney Graduate School, including an optional concentration in Bioinformatics, Imaging, and Genetics (BIG). At present, the faculty in biostatistics has 30 full-time doctoral level scientists and 15 associate and adjunct faculty members. The research activities of the faculty are diverse and include studies of national and international scope. The department has gained attention for work on the mathematical modeling of infectious diseases, including work on smallpox, AIDS, and estimation of vaccine efficacy.

Current research areas include the design, management, and analysis of clinical trials, survival analysis, environmental statistics, statistics of vector-borne and parasitic diseases, mathematical modeling of infectious disease, neuroimaging, metabolomics, bioinformatics, statistical genetics, spatial statistics and geographic information systems, sample survey design and analysis, discrete multivariate analysis, linear models, categorical data analysis, and statistical computing, as well as statistical issues related to cardiology, ophthalmology, neurology, air pollution epidemiology, Alzheimer's disease, breast cancer epidemiology, reproductive epidemiology, aging, and quality of life. Faculty of the department have collaborated with researchers at the US Centers for Disease Control and Prevention, The Carter Center, the Georgia Department of Human Resources, the Emory School of Medicine, the World Health Organization, and other health-related organizations.

The department coordinates the activities of the Biostatistics Collaboration Core, which serves as a resource for advice on the design, conduct, and analysis of studies in the health sciences. Students may get hands-on experience in practical biostatistical problems by working with faculty on real-life consulting problems. Research-oriented students are often employed as graduate research assistants.

Students can enter the department from a variety of academic and professional backgrounds. Some applicants pursue a degree directly after completing undergraduate studies. For others, they pursue a degree after completing medical or public health training or experience. Students with prior relevant coursework may receive academic credit toward their degree program.

### Department Admission Criteria

The Department of Biostatistics and Bioinformatics seeks to train students who are likely to become highly motivated and effective public health professionals. Applicants are selected on the basis of their quantitative skills and their potential to make a contribution to the practice of biostatistics in a public health setting. Admission criteria for the MPH and MSPH in Biostatistics are: (1) previous studies and grades, especially in quantitative areas such as mathematics, statistics, and computer sciences; (2) Graduate Record Examination (GRE) scores, especially the quantitative and analytic portions; (3) letters of recommendation that allow the evaluation of the applicant's quantitative abilities and background in public health; (4) coursework, experience, or interest in health-related subjects; and (5) multivariate calculus (calculus III) for MPH only and multivariate calculus (calculus III) and linear algebra for MSPH only in which we would like to see a grade of B+ or better. It is recommended for MSPH applicants to take additional upper level mathematics or statistics courses (e.g. probability, mathematical statistics, and statistical computing). Applicants must submit GRE scores unless they have a relevant doctoral degree from the U.S. Scores should reflect at least the 50th percentile in all sections of the GRE. International applicants from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL).

For information about our program, please contact Melissa Sherrer, MEd, at 404.727.3968 or [msherre@emory.edu](mailto:msherre@emory.edu).

### Which Degree Program Should I Choose?

Both the MPH and MSPH degrees offer comprehensive coursework in theory, methods, and practice. The degree programs have distinct course sequences. The MSPH courses emphasize the technical and theoretical aspects of statistical methods, while the MPH courses emphasize the application of statistical methods and communications. The following table details some of the major differences between the programs

	<b>MPH in Biostatistics</b>	<b>MSPH in Biostatistics</b>
<b>Program Focus</b>	Statistical methods and practice	Statistical methods and theory
<b>Credits Required</b>	42	48
<b>Elective Credits</b>	4	9
<b>Culminating Experience</b>	Choice of either a thesis or capstone	Choice of either a thesis or capstone
<b>Cohort Size</b>	30-35	25-30
<b>Sample Key Skills</b>	Study design, data management, data analysis, survey analysis in public health	Study design, data analysis, statistical theory
<b>Sample Career Path</b>	Public health agency, local health department, public health-based NGO, medical school, doctoral study in public health discipline (e.g. epidemiology, environmental health, global health)	Pharmaceutical company, clinical research organization, public health agency, doctoral study in statistics or biostatistics

### Core Required Courses for the MPH or MSPH Degree in Biostatistics

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-Professional Team Training	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0

<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>EH 500</b>	Perspectives in Environmental Health	2
<b>EPI 530</b>	Epidemiologic Methods I	4
<b>GH 500</b>	Critical Issues in Global Health	2
<b>HPM 500</b>	Introduction to the US Health Care System	2

### Program Requirements for the MPH Degree in Biostatistics

The MPH program in biostatistics is typically completed in four semesters. The MPH degree is a broad-based credential in all areas of public health. Required coursework includes not only biostatistics and epidemiology, but also health policy, management, environmental health, and social behavior. The objective of this program is to train students with a strong foundation in statistical practice and prepare graduates to become biostatisticians involved in the design and analysis of studies in a variety of public health and biomedical settings. The total number of required credit hours is 42. To receive the MPH degree, the student must pass all the required, core, and elective courses, maintain a cumulative GPA of at least a B-, complete an applied practice experience, and submit an acceptable MPH thesis or capstone.

#### Required Courses for the MPH Degree in Biostatistics

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>BIOS 506</b>	Foundations of Biostatistical Methods	4
<b>BIOS 507</b>	Applied Regression Analysis	4
<b>BIOS 510</b>	Introduction to Probability Theory	4
<b>BIOS 511</b>	Introduction to Statistical Inference	4
<b>BIOS 521</b>	Applied Survival Analysis	2
<b>BIOS 525</b>	Longitudinal and Multilevel Data Analysis	2
<b>BIOS 531</b>	SAS Programming	2
<b>BIOS 580</b>	Statistical Practice I	2
<b>BIOS 595</b>	Applied Practice Experience	0
	Electives	4

### Program Requirements for the MSPH Degree in Biostatistics

The MSPH program in biostatistics is typically completed in four semesters. The objective of this program is to train students with a strong foundation in statistical theory for careers as biostatisticians in government and private health agencies, industry, and research institutes. The MSPH program also may serve as preparation for a doctoral program in biostatistics. A student must take nine credit hours of elective courses. The total number of credit hours required for the MSPH degree is 48. To receive the MSPH degree, the student must pass all the required, core, and elective courses, maintain a cumulative GPA of at least B-, complete an applied practice experience, and submit an acceptable MSPH thesis or capstone.

#### Required Courses for MSPH in Biostatistics

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>BIOS 508</b>	Biostatistical Methods I	4
<b>BIOS 509</b>	Applied Linear Models	4
<b>BIOS 512</b>	Probability Theory I	4
<b>BIOS 513</b>	Statistical Inference I	4
<b>BIOS 522</b>	Survival Analysis Methods	2
<b>BIOS 526</b>	Modern Regression Analysis	3
<b>BIOS 531</b>	SAS Programming	2
<b>BIOS 580</b>	Statistical Practice I	2
<b>BIOS 595</b>	Applied Practice Experience	0
	Electives	9

**Integrative Learning Experience**

As the culminating experience of their education, students in the department are required to complete either a thesis or a capstone. Both types of projects are designed to be original contributions to the knowledge base of biostatistics. Students write theses under the supervision of a thesis chair who must be a BIOS faculty member and at least one other committee member. Whether students choose to collect their own data or utilize existing data sets, students have the opportunity to work toward a publishable manuscript. In the capstone, students are asked to apply and integrate the skills and competencies gained during their training to a select topic. Capstone projects are completed under the supervision of an instructor in a semester-long course.

<b>BIOS 581</b>	<b>Statistical Practice II (Capstone)</b>	<b>2</b>
<b>or</b>		
<b>BIOS 599R</b>	<b>Thesis</b>	<b>2</b>

**Admission Requirements for the PhD Degree**

To be admitted into the PhD program in biostatistics, a student must complete all the admission requirements specified by the Laney Graduate School. Requirements for admission include a baccalaureate degree from an accredited four-year college, an overall academic average of B or better, and satisfactory scores on the Graduate Record Examination (GRE) that includes the verbal, quantitative, and analytical sections. Evidence of command of the English language, as indicated by TOEFL scores, is required for international applicants whose native language is not English.

Students enter from a variety of academic and professional backgrounds. Coursework in college-level advanced calculus (multivariate calculus) and linear algebra is required for admission, and additional coursework in real analysis is preferred. No previous background in statistics is required. Those with a statistics background, however, may receive academic credit toward their PhD degree program. Students may elect to receive an MS degree after successfully obtaining PhD candidacy. For doctoral students, the Department offers a Concentration in Bioinformatics, Imaging, and Genetics (BIG). Please see the Biostatistics website (<https://sph.emory.edu/departments/bios/degree-programs/phd/index.html>) for complete degree requirements or contact Angela Guinyard, Assistant Director of Academic Programs, at [angela.guinyard@emory.edu](mailto:angela.guinyard@emory.edu) or 404-712-9643.

**Financial Assistance for the Biostatistics PhD Program**

Graduate student support for the PhD program is available in the form of tuition scholarships and stipends. These awards are offered at the time of admission to applicants with excellent quantitative skills and genuine interest in biostatistics. Awards may be renewed for up to four additional years of support, depending upon satisfactory academic progress and available funds.

**Faculty**

- David Benkeser**, Assistant Professor. BS, University of Georgia, 2010; MPH, University of Georgia, 2010; PhD, University of Washington, 2015. Causal inference, infectious disease.
- Jose Binongo**, Research Associate Professor. PhD, University of Ulster (UK), 2000. Collaborative biostatistics, statistics education.
- Donna J. Brogan**, Emerita Professor. BA, Gettysburg College, 1960; MS, Purdue University, 1962; PhD, Iowa State University, 1967. Sample survey design and analysis, breast cancer epidemiology, women's health.
- Howard Chang**, Associate Professor. BS, University of British Columbia, 2004; PhD, Johns Hopkins University, 2009. Environmental epidemiology, Bayesian methods, spatial and spatial-temporal statistics.

- George Cotsonis**, Senior Associate. MA, University of West Florida, 1978. Statistical computing, consulting.
- Xiangqin Cui**, Research Associate Professor. BA, Nankai University, 1991; MS, Nankai University, 1994; PhD, Iowa State University, 2001. Veteran Affairs.
- Kirk A. Easley**, Senior Associate. Associate Director, Biostatistical Consulting Center. MS, Louisiana State University, 1981. Statistical consulting.
- Lisa K. Elon**, Senior Associate. BS, Virginia Tech, 1978; MS, North Carolina State University, 1983; MPH, Emory University, 1997. Sample survey analysis, longitudinal cohort study.
- Ying Guo**, Associate Professor. BS, Renmin University, 1998; MS, 2001; PhD, Emory University, 2004. Multivariate survival data with focus on developing new statistical methods to characterize and model agreement among survival times, statistical imaging.
- Michael J. Haber**, Professor. BSc, Hebrew University (Jerusalem), 1965; MSc, 1968; PhD, 1976. Categorical data analysis, statistical methods for infectious diseases data, evaluation of vaccine effects.
- John J. Hanfelt**, Professor. AB, Harvard University, 1984; MS, George Washington University, 1988; PhD, Johns Hopkins University, 1994. Longitudinal data analysis, genetic epidemiology, estimating functions, approximate likelihood.
- Yijuan Hu**, Rollins Associate Professor. BS, Peking University, 2005; PhD, University of North Carolina at Chapel Hill, 2011. Statistical genetics, missing data, semiparametric inference.
- Yijian (Eugene) Huang**, Professor. BS, Zhejiang University, 1990; MS, University of Minnesota, 1994; PhD, 1997. Survival analysis, covariate measurement error, semi and nonparametric inferences.
- Mary Kelley**, Research Professor. BS, University of Pittsburgh, 1988; MS, 1995; PhD, 2004. Mental illness research, health outcomes research, schizophrenia research.
- Yi-An Ko**, Research Assistant Professor. BS, National Taiwan University, 2004; MS, University of Southern California, 2007; MS, University of Michigan, 2009; PhD, 2014. Statistical Modeling, Cardiovascular Diseases, Biomarkers, Genetic Epidemiology.
- Robert Krafty**, Professor and Chair. BS, SUNY at Stony Brook, 2000; MA, University of Pennsylvania, 2002; PhD, University of Pennsylvania, 2007. Time series, Signal Analysis, Multilevel Data, Longitudinal Data, Bayesian Statistical Learning, Functional Data, High-Dimensional Data Analysis, Applications in Behavioral Health, Mobile Health, Sleep and Neuroscience.
- Suprateek Kundu**, Assistant Professor. BSc, Calcutta University, 2006; MStat, Indian Statistical Institute, 2008; PhD, University of North Carolina at Chapel Hill, 2012. Bayesian networks, high dimensional data, imaging analysis.
- Michael H. Kutner**, Professor. BS, Central Connecticut State College, 1960; MS, Virginia Polytechnic Institute and State University, 1962; PhD, Texas A&M University, 1971. Linear models, variance components, experimental design, clinical trials.
- Siu Yin (Max) Lau**, Assistant Professor. BS, University of Hong Kong, 2009; MPhil, University of Hong Kong, 2011; PhD, Heriot-Watt University, 2015. Bayesian Models, Model Assessment, Genetic Data.
- Traci Leong**, Research Assistant Professor. BS, University of California Davis, 1990; MS, Stanford University, 1991; MS, Emory University, 2004; PhD, 2005. Statistical methods for clinical trials, statistical consulting, pediatric research.
- Yuan Liu**, Research Assistant Professor. MS, University of North Carolina, 2004; PhD, 2008.
- Robert H. Lyles**, Professor. BS, Vanderbilt University, 1988; MS, University of North Carolina-Chapel Hill, 1991; PhD, 1996. Longitudinal data analysis, prediction of random effects, measurement error models, missing data.
- Amita K. Manatunga**, Donna J. Brogan Professor of Biostatistics BSc, University of Colombo, 1978; MSc, Purdue University, 1984; PhD, University of Rochester, 1990. Multivariate survival analysis, frailty models, longitudinal data.
- Christina Mehta**, Research Assistant Professor. BS, Emory University, 2000; MSPH, 2004; PhD, 2014. Women's Interagency HIV Study, biostatistics.
- Renee H. Moore**, Research Associate Professor. BS, Bennett College, 1999; MS, Emory University, 2005; PhD, Emory University, 2006. Statistical consulting, childhood obesity.

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**Azhar Nizam**, Senior Associate. BA, Grinnell College, 1985; MS, University of South Carolina, 1987. Multiple comparisons, statistical education.

**Limin Peng**, Professor. BS, University of Science and Technology of China, 1997; MS, 2000; PhD, University of Wisconsin, 2005. Survival analysis, empirical processes, causal inference, Bayesian statistics, bioinformatics.

**Zhaohui S. Qin**, Associate Professor. BS, Peking University, 1994; PhD, University of Michigan, 2000. High-throughput genomics analysis.

**Benjamin Risk**, Assistant Professor. BA, Dartmouth College, 2003; MS, University of California, Berkeley, 2009; MS, Cornell University, 2014; PhD, Cornell University, 2015. Neuroimaging statistics, spatio-temporal processes, multivariate statistics, environmental statistics.

**Jeffery Switchenko**, Research Assistant Professor. BA, Bowdoin College-Brunswick, 2006, PhD, Emory University, 2012. Cancer, spatial analysis, Bayesian.

**Lance A. Waller**, Professor. BS, New Mexico State University, 1986; MS, Cornell University, 1990; PhD, 1992. Spatial statistics, environmental epidemiology, geographic information systems, Bayesian methods.

**Laura Ward**, Associate. BSPH, University of North Carolina, Chapel Hill, 2007; MSPH, Emory University, 2009. Collaborative biostatistics, study design, data management.

**Paul S. Weiss**, Senior Associate. BS, University of Michigan, 1993; MS, 1996. Survey sampling design, research methodologies, statistical computing.

**Hao Wu**, Associate Professor. BS, Tsinghua University, 1996; MS, Iowa State University, 2000; MPH/PhD, Johns Hopkins University, 2010. Quantitative genetics and genomics analysis.

**Hong Rebecca Zhang**, Senior Associate. BS, Fudan University, 1985; MS, Florida State University, 1990. Data management, statistical analysis.

### Jointly Appointed Faculty

**Karen Conneely**, Associate Professor. BS University of Illinois, 1994; MA, Princeton University, 1997; PhD, University of Michigan, 2008.

**Michael P. Epstein**, Professor. BS, Duke University, 1996; MS, University of Michigan, 1998; PhD, 2002.

**Vicki Stover Hertzberg**, Professor. BS, Miami University, 1976; PhD, University of Washington, 1980. Categorical data analysis, clinical trials, reproductive epidemiology, statistical genetics.

**Donald Lee**, Associate Professor. BA, MA, Cambridge University, 2001; MS, Stanford University, 2008.

### Adjunct Faculty

**Huiman X. Barnhart**, Adjunct Associate Professor. BS, South China Normal University, 1983; MS, Jinan University, 1986; MA, University of Pittsburgh, 1988; PhD, 1992. Duke University.

**Joseph Bauer**, Adjunct Associate Professor BA, State University of New York 1981; MA, 1984; PhD, 1992. American Cancer Society.

**F. DuBois Bowman**, Adjunct Professor. BS, Morehouse College, 1992; MS, University of Michigan, 1995; PhD, University of North Carolina at Chapel Hill, 2000. Addiction/substance abuse, bioinformatics, mental health, statistical modeling.

**Zhengjia Nelson Chen**, Adjunct Professor. BS, Peking University, 1995; MS, 1998; MS, University of Southern California, 2001; PhD, 2008. Cancer research, clinical trials.

**Andrew N. Hill**, Adjunct Lecturer. BS, University of Auckland (New Zealand), 1986; MS, 1987; PhD, University of Canterbury (New Zealand). US Centers for Disease Control and Prevention.

**Brent Johnson**, Adjunct Associate Professor. PhD, North Carolina State University, 2003. Clinical trials, HIV/AIDS, regression models.

**Jian Kang**, Adjunct Associate Professor. BS, Beijing Normal University, 2005; MS, Tsinghua University, 2007; PhD, University of Michigan, 2011. Statistical image analysis, Bayesian methods, spatial statistics, and nonparametric statistics.

**James L. Kepner**, Adjunct Professor, BS, Illinois State University, 1973; MS, University of Iowa, 1976; PhD, 1979. American Cancer Society.

**Andrzej S. Kosinski**, Adjunct Associate Professor. MS, AGH (Krakow), 1983; MSc, Oxford University, 1984; PhD, University of Washington, 1984. Duke University.  
 Barbara Massoudi, Adjunct Assistant Professor, MPH, University of Pittsburgh, 1990; PhD, 1994. RTI International.  
**Kenneth Portier**, Adjunct Professor, BS, Nicholls State University, 1973; MS, University of North Carolina at Chapel Hill, 1976; PhD, 1979. American Cancer Society.  
**Philip H. Rhodes**, Adjunct Professor. BA, Northwestern University, 1975; MS, University of Washington, 1983; PhD, Emory University, 1992. U.S. Centers for Disease Control and Prevention.  
**Glen A. Satten**, Adjunct Professor. BA, Oberlin College, 1979; MA, Harvard University, 1981; PhD, 1985. US Centers for Disease Control and Prevention.  
**Maya Sternberg**, Adjunct Assistant Professor. BS, Carnegie Mellon University, 1989; MS, Emory University, 1996. U.S. Centers for Disease Control and Prevention.  
**G. David Williamson**, Adjunct Associate Professor. BS, Georgia Institute of Technology, 1973; MS, Georgia Southern College, 1978; MS, Virginia Polytechnic Institute and State University, 1980; PhD, Emory University, 1987. Agency for Toxic Substances and Disease Registry.  
**Brani Vidakovic**, Adjunct Professor. BS, University of Belgrade, 1978; MS, 1981; PhD, Purdue University, 1992. Department of Biomedical Engineering.  
**Tianwei Yu**, Adjunct Professor. BS, Tsinghua University, 1997; MS, 2000; MS, University of California, 2004; PhD, 2005. Expression array/SNP array analysis

## BioStatistics Course Descriptions

### BIOS 500 (3) Statistical Methods I

Fall. This course is designed to teach students the fundamentals of applied statistical data analysis. Students successfully completing this course will be able to: choose appropriate statistical analyses for a variety of data types; perform exploratory data analyses; implement commonly used one and two-sample hypothesis testing and confidence interval methods for continuous variables; perform tests of association for categorical variables; conduct correlation and simple linear regression analyses; produce meaningful reports of statistical analyses and provide sound interpretations of analysis results. Students will be able to implement the statistical methods learned using SAS and JMP software on personal computers.

### BIOS 500L (1) Statistical Methods I (Laboratory)

Fall. The lab portion of BIOS 500 is designed with two purposes in mind: 1) to illustrate concepts and methods presented in the lectures using hands-on demonstrations and 2) to introduce SAS, a widely used statistical software package, as a data analysis tool. By the end of the semester, you should be able to produce and interpret statistical output for methods learned in BIOS 500 lecture.

### BIOS 501 (4) Statistical Methods II with Laboratory

Spring. Prerequisites: BIOS 500 or permission of instructor. This course is the follow-up to Biostatistical Methods I (BIOS 500). Students will apply many of the concepts learned in BIOS 500 in a broader field of statistical analysis: model construction. Topics covered include Linear Regression, Analysis of Variance, Logistic Regression and Survival Analysis. Students who successfully complete this course will have a deep understanding of many analytical methods used by public health researchers in daily life. BIOS 501 Lab is a component of this course.

### BIOS 502 (2) Statistical Methods III

Fall. Prerequisites: BIOS 500 & BIOS 501 or permission of instructor. We start with data analytic methods not covered in BIOS 500 & BIOS 501 (Statistical Methods I & II): two-way ANOVA, polynomial regression, count regression, Kaplan-Meier analysis, multiple imputation, propensity scores. After the first exam, we focus on multilevel modeling of intra- and inter-individual change. Other hierarchical models will also be examined to analyze other types of



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clustered data. As in the prerequisite courses, we will learn how to specify an appropriate model so that specific research questions of interest can be addressed in a methodologically sound way. Students will use SAS to perform the statistical analyses.

### **BIOS 505 (4) Statistics For Experimental Biology**

Spring. Intended for PhD candidates in the biological and biomedical sciences. Introduces the most frequently used statistical methods in those fields, including linear regression, ANOVA, logistic regression, and nonparametric methods. Students learn the statistical skills necessary to read scientific articles in their fields, do simple analyses on their own, and be good consumers of expert statistical advice.

### **BIOS 506 (4) Foundations of Biostatistical Methods**

Fall. Prerequisite: Multivariate Calculus (Calculus III) or permission of instructor. This course is a mathematically sophisticated introduction to the concepts and methods of biostatistical data analysis. The topics include descriptive statistics; probability; detailed development of the binomial, Poisson and normal distributions; sampling distributions; point and confidence interval estimation; hypothesis testing; a variety of one- and two-sample parametric and non-parametric methods for analyzing continuous or discrete data and simple linear regression. The course will also equip students with computer skills for implementing these statistical methods using standard software R.

### **BIOS 507 (4) Applied Regression Analysis**

Spring. Prerequisites: BIOS 506 or permission of instructor. This is the first regression analysis course in applied statistics designed for MPH students. Both theoretical and applied aspects of linear regression and generalized linear regression modeling will be covered in this course. The emphasis will be on applications. The first part of the course covers the following topics: simple linear regression, multiple linear regression, analysis of variance, confounding and interaction, residual and influence diagnostics, variable transformations, multicollinearity, model selection and validation. The second part of the course includes: generalized linear models, introduction to maximum likelihood estimation, logistic regression, nominal and ordinal logistic regression, Poisson regression. Parameter interpretation and scientific interpretation of results will be emphasized throughout the course. Students are expected to use SAS (or R), when necessary, for homework assignments.

Prerequisites: Coursework in statistics up to and including an introduction to simple linear regression (BIOS 506 or equivalent). Familiarity with basic concepts of probability, statistical inference, and linear algebra (e.g., matrix inversion, some matrix algebra) is needed for successful completion of the course.

### **BIOS 508 (2) Biostatistical Methods**

Fall. Prerequisites: Multivariate Calculus (Calculus III) and Linear Algebra. This course provides a mathematically sophisticated introduction to the concepts and methods of biostatistical data analysis. It aims to provide the students the skills to collaborate with investigators and statistical colleagues in the analysis of data from biomedical and public health studies and to communicate the results of statistical analyses to a broad audience. The topics include descriptive statistics; probability; detailed development of the binomial, Poisson and normal distributions and simulation of random variables from these distributions; sampling distributions; point and confidence interval estimation; simulation studies; hypothesis testing; power analysis and sample size calculations; a variety of one- and two-sample parametric and non-parametric methods for analyzing continuous or discrete data and resampling statistics. The course will also equip students with computer skills for implementing these statistical methods using standard statistical software SAS or R.

**BIOS 509 (4) Applied Linear Models**

Spring. Prerequisites: BIOS 508 or permission of instructor. The course covers statistical methodology for the analysis of continuous outcome data, primarily from cross-sectional studies and designed experiments. We introduce the key matrix-based methods for estimation and inference based on the multiple linear regression model. Subsequently, topics include secondary hypothesis testing and restrictions, regression diagnostics, model selection, confounding and interaction, analysis of variance and covariance, and an introduction to random effects modeling. Students will also be introduced to logistic regression modeling for binary outcome data.

**BIOS 510 (4) Intro. to Probability Theory**

Fall. Prerequisites: Multivariate Calculus (Calculus III) or permission of instructor. Introduction to Probability, random variables, distributions, conditional distributions, expectations, moment generating functions, order statistics, and limiting distributions.

**BIOS 511 (4) Introduction to Statistical Inference**

Spring. Prerequisites: BIOS 510 or permission of instructor. Fundamental concepts in statistical inference will be covered including: statistical models, sampling distributions, standard errors, asymptotic normality, confidence intervals, hypothesis tests, power analysis. Common frameworks for inference will be discussed including: parametric/likelihood-based inference, the delta method, bootstrap, permutation tests, Bayesian inference.

**BIOS 512 (4) Probability Theory I**

Fall. Prerequisites: Multivariate Calculus (Calculus III) and Linear Algebra or permission of instructor. Introduction to Probability, random variables, distributions, conditional distributions, expectations, moment generating functions, order statistics, and convergence concepts.

**BIOS 513 (4) Statistical Inference I**

Spring. Prerequisites: BIOS 512 or permission of instructor. Introduces the theory of parameter estimation, interval estimation, and tests of hypotheses. In this course, we emphasize the classical “frequentist” (i.e., Neyman-Pearson-Wald) approach to inference. As time permits, we briefly explore alternative paradigms of inference such as neo-Fisherian, Bayesian, and statistical decision theory.

**BIOS 516 (1) Introduction to Large Scale Biomedical Data Analysis**

Fall. Prerequisites: BIOS 501 or permission of instructor. This is the overview course for the Bioinformatics, Imaging and Genetics (BIG) concentration in the PhD program of the Department of Biostatistics and Bioinformatics. It aims to introduce students to modern high-dimensional biomedical data, including data in bioinformatics and computational biology, biomedical imaging, and statistical genetics. This course will be co-taught by all BIG core faculty members, with each faculty member giving one or two lectures. The focus of the course will be on the data characteristics, opportunities and challenges for statisticians, as well as current developments and hot areas of the research fields of bioinformatics, biomedical imaging and statistical genetics.

**BIOS 520 (2) Clinical Trials**

Spring. Prerequisites: BIOS 500 or BIOS 506 or permission of instructor. This course is intended to not only provide a basic grounding in all aspects of the conduct of clinical trials from the perspective of a biostatistician, but also teach students the state-of-the-art knowledge in clinical trials and help them find clinical trial related jobs in pharmaceutical companies, hospitals, oncology research institutes, etc. Topics of this course include generic drug development, new drug development, pre-clinical trial, the state-of-the-art designs for contemporary Phase I, II, and III clinical trials, protocol writing, hypothesis, methods of randomization, blinding, sample size determination, ethics, subject recruitment, data collection, quality control, monitoring outcomes and adverse events, interim analysis, data analysis, issues with data analysis, reporting, interpreting results, and current advances in clinical trials.

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### **BIOS 521 (2) Applied Survival Analysis**

Fall. Prerequisites: BIOS 506, BIOS 507, BIOS 510, and BIOS 511 or permission of instructor. This course will provide an introduction to statistical concepts and methods related to the analysis of survival data. Topics include survival functions, hazard rates, types of censoring and truncation, life table, log-rank tests, Cox regression models, and parametric regression models. The emphasis is on practical implementation of standard survival analysis methods using SAS or R and results interpretations.

### **BIOS 522 (2) Survival Analysis Methods**

Fall. Prerequisites: BIOS 508, BIOS 509, BIOS 512, and BIOS 513 or permission of instructor. This course aims to develop basic understanding of statistical concepts and methods related to the analysis of survival data. The concepts to be introduced include survival functions, hazard rates, types of censoring and truncation. Methods of focus are life table, Kaplan-Meier and Nelson-Aalen estimates, log-rank tests, Cox regression models, and parametric regression models. Students will learn how to implement standard survival analysis methods using SAS or R and appropriately interpret results. Examples and homework assignments based on real life data will give students the opportunity to analyze survival data and produce reports of their methods, results and conclusions.

### **BIOS 524 (2) Analytic Meth/Infectious Disease**

Fall & Spring. Prerequisites: BIOS 506 and BIOS 510 or permission of instructor. Introduces dynamic and epidemiologic concepts particular to infectious diseases, including the elements of the infection process; transmission patterns, epidemic, endemic, micro- and macroparasitic diseases; zoonoses; basic reproduction number; dependent happenings; and direct and indirect effect of intervention.

### **BIOS 525 (2) Longitudinal and Multilevel Data Analysis**

Fall. Prerequisites: BIOS 507 or permission of instructor. This course introduces students to regression techniques commonly used in analyzing longitudinal and multilevel data that are frequently encountered in biomedical and public health research. This course draws motivating examples from environmental and social epidemiology, health services research, clinical studies, and behavioral sciences. The course focuses on data analysis and interpretation. Students will gain practical experience using R/SAS/Stata for statistical computing.

### **BIOS 526 (3) Modern Regression Analysis**

Fall. Prerequisites: BIOS 509 and BIOS 513 or permission of instructor. This course introduces students to modern regression techniques commonly used in analyzing public health data. Specific topics include: (1) parametric and non-parametric methods for modeling non-linear relationships (e.g., splines and generalized additive models); (2) methods for modeling longitudinal and multi-level data that account for within group correlation (e.g., mixed-effect models, generalized estimating equations); (3) Bayesian methods; and (4) shrinkage methods and bias-variance tradeoffs. This course draws motivating examples from environmental and social epidemiology, health services research, clinical studies, and behavioral sciences. The course provides a survey of advanced regression approaches with a focus on data analysis and interpretation. Students will gain an understanding of methods that will facilitate future independent and collaborative research for modern research problems. Students will gain practical experience using the R language for statistical computing.

### **BIOS 531 (2) SAS Programming**

Fall. Prerequisites: BIOS 500 & BIOS 501 or permission of instructor. This class is designed to help students master statistical programming in SAS. Students in this class will develop programming style and skills for data manipulation, report generation, simulation and graphing. This class does not directly satisfy any competencies as defined by the Department of Biostatistics and Bioinformatics, the Rollins School of Public Health or the Council on Education for Public Health (CEPH). That being said, SAS is a primary data analysis and data

management software system in use worldwide, particularly in public health settings. Students who master the skills offered in this course will have a much easier time completing the work for their thesis and will find themselves more ready for a public health career with a more analytical bent.

**BIOS 532 (2) Statistical Computing**

Spring. Prerequisite: BIOS 506, BIOS 510, and BIOS 531 or permission of instructor. Programming style and efficiency, data management and data structures, hardware and software, maximum likelihood estimation, matrix methods and least squares, Monte Carlo simulation, pseudo-random number generation, bootstrap, and UNIX-based computing and graphical methods.

**BIOS 534 (3) Machine Learning**

Spring. Prerequisites: Multivariate Calculus (Calculus III), Linear Algebra, and Python programming. This course covers fundamental machine learning theory and techniques. The topics include basic theory, classification methods, model generalization, clustering, and dimension reduction. The material will be conveyed by a series of lectures, homework assignments, and projects.

**BIOS 540 (2) Introduction to Bioinformatics**

Fall & Spring. Prerequisites: BIOS 500, BIOS 501, or BIOS 506 or permission of the instructor. This course is an introduction to the field of Bioinformatics for students with a quantitative background. The course covers biological sequence analysis, introductions to genomics, transcriptomics, proteomics and metabolomics, as well as some basic data analysis methods associated with the high-throughput data. In addition, the course introduces concepts such as curse of dimensionality, multiple testing and false discovery rate, and basic concepts of networks.

**BIOS 544 (2) Introduction to R (Non-BIOS Student)**

Fall & Spring. For non-BIOS Students Only. The goal of the course is to will provide an introduction to R in organizing, analyzing, and visualizing data. Once you've completed this course you'll be able to enter, save, retrieve, summarize, display and analyze data.

**BIOS 545 (2) R Programming (BIOS Students Only)**

Spring. For BIOS Students Only. This course covers the basic contents of R programming with applications on statistical data analysis. Topics include data types, language syntax, basic graphics, debugging, creating packages and documentation.

**BIOS 550 (2) Sampling Applications**

Fall & Spring. Prerequisites: BIOS 500, BIOS 501 or BIOS 506 or permission of the instructor. How to select probability samples and analyze data using simple random sampling, stratified random sampling, cluster sampling and multistage sampling. The software package PC-SUDAAN is used for data analysis.

**BIOS 555 (2) High Throughput Data Analysis Using R & Bioconductor**

Fall. Prerequisites: BIOS 501 or equivalents and basic programming in R or permission of the instructor. This course covers the basics of microarray and second-generation sequencing data analysis using R/BioConductor and other open source software. Topics include gene expression microarray, RNA-seq, ChIP-seq and general DNA sequence analyses. We will introduce technologies, data characteristics, statistical challenges, existing methods and potential research topics. Students will also learn to use proper Bioconductor packages and other open source software to analyze different types of data and deliver biologically interpretable results.

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### **BIOS 560R (1-3) Spec Topics in Biostatistics**

Fall & Spring. A faculty member offers a new course on a current topic of interest for both PhD and master's students.

### **BIOS 570 (2) Introduction to Statistical Genetics**

Spring. Prerequisites: BIOS 506, EPI 530 or permission of the instructor. This is an introductory course for graduate students in biostatistics, bioinformatics, epidemiology, genetics, computational biology, and other related quantitative disciplines. The course will conduct a comprehensive survey of statistical methods for analysis of family- and population-based genetic data, including classical linkage analysis, population-based and family-based association analysis, genomewide association studies (GWAS) and analysis of next-generation sequencing data. Because this course serves as a prerequisite to BIOS 770 Advanced Statistical Genetics, the focus of the course will be on identifying statistical problems, relating genetic concepts to statistical model assumptions, introducing the latest statistical methods, and ultimately preparing students for in-depth understanding/research of statistical methodologies on analysis of genetic data.

### **BIOS 580 (2) Statistical Practice I**

Fall. Required course for MPH and MSPH biostatistics students. This course will cover topics dedicated to preparing students to collaborate as biostatisticians for public health and biomedical projects with non-statisticians. Covered topics will include consulting versus collaboration, ethics, nonstatistical aspects of collaboration (e.g. interpersonal communication), and negotiating expectations with clients. The students will work together in small groups to develop research questions based on existing real-life datasets and discussions with clinical collaborators, conduct power analyses, choose the appropriate statistical methodology to analyze the research questions, then answer at least one of the questions and present the results in both oral and written format. In addition, each student will complete a series of milestones that results in an oral and/or written proposal for an individual capstone project to be completed in the Spring semester.

### **BIOS 581 (2) Statistical Practice II**

Spring. Prerequisites: BIOS 580. This is a required course for MPH and MSPH students in the Biostatistics and Bioinformatics program in their final spring semester. The purpose of the course is to help students with their capstone project in project management, manuscript writing, and oral presentation while they conduct their project with their individual BIOS advisors. Students will review journal articles to critique study design and statistical analysis methods in a journal club format. They will learn how to write journal articles section by section through lectures and homework assignments. They will develop a manuscript based on their capstone project. At the end of the semester, each student will give an oral presentation on their capstone project. Each student will also make a poster on their capstone project. Students will receive feedback from their peers and instructors to improve their writing and presentation skills.

### **BIOS 590R (1) Seminar In Biostatistics**

Fall & Spring. Features invited speakers, departmental faculty, students, and others who discuss special topics and new research findings.

### **BIOS 591P (3) Biostatistics Methods II**

Spring. Prerequisites: BIOS 500 or permission of the instructor. For EPI students only taken in the spring semester of their first year. The course covers fundamental concepts in applied simple and multiple linear regression analyses, one- and two-way analysis of variance and binary logistic regression. Concepts in survival analysis will also be introduced. Students will learn when and how to apply these methods. The emphasis will be on practical data analysis skills rather than statistical theory; however, wherever possible and feasible, mathematical details of regression models will be presented. In-class data analysis examples will employ SAS and R software. Homework assignments, quizzes and exams will include data analyses using SAS and R, as well as other questions designed to reinforce concepts and assess foundational

competencies. Teaching assistant office hours will consist of organized review/recitation sessions, and will also include opportunities for student questions.

**BIOS 595 (0) Applied Practice Experience**

Fall, Spring, & Summer. An Applied Practice Experience (APE) is a unique opportunity that enables students to apply practical skills and knowledge learned through coursework to a professional public health setting that complements the student's interests and career goals. The APE must be supervised by a Field Supervisor and requires approval from an APE Advisor designated by the student's academic department at RSPH.

**BIOS 597R (1-4) Directed Study**

Fall, Spring, & Summer. Provides an in-depth exposure to specific topics not covered in regular courses, for example, statistical genetics and specialized experimental designs.

**BIOS 599R (2) Thesis**

Fall, Spring, & Summer. Master's thesis research.

**PUBH 700 Introduction to Public Health**

Public health, by its very nature, is an interdisciplinary field. Even within one doctoral program, students could have different types of master's training, or none at all (for the few doctoral programs that do not require master's training for matriculation). This interdisciplinary expertise contributes to the rich intellectual environment of the school. This course is required for entering doctoral students who do not have an MPH or MSPH from a Council on Education for Public Health-accredited school or program. This course is optional for all other students and is delivered in a hybrid format with an online self-administered component and three on-campus meetings in the fall semester of the first year.

**PUBH 701 Public Health Research: Discovery to Practice**

A doctoral education in public health trains students to drive innovation and discovery in public health. Apart from the usual doctoral milestones of coursework, the qualifying exam, and the dissertation, much of the doctoral process is self-directed. Identifying your goals for your doctoral experience and how to achieve them can be daunting. This conversation-based course is designed to provide students the tools to develop a personal strategy for successfully navigating the doctoral experience.

**BIOS 707 (4) Advanced Linear Models**

Fall. Prerequisites: BIOS 507, BIOS 511, and a course in matrix algebra. Focuses on generalized inverse of a matrix; vectors of random variables; multivariate normal distribution; distribution theory for quadratic forms of normal random variable; fitting the general linear models by least squares; design matrix of less than full rank; estimation with linear restrictions; estimable functions; hypothesis testing in linear regression; and simultaneous interval estimation.

**BIOS 709 (4) Generalized Linear Models**

Spring. Prerequisites: BIOS 511 and BIOS 707. Studies analysis of data, using generalized linear models as well as models with generalized variance structure. Parametric models include exponential families such as normal, binomial, Poisson, and gamma. Iterative reweighted least squares and quasi-likelihood methods are used for estimation of parameters. Studies methods for examining model assumptions. Introduces generalized estimating equations (GEE) and quadratic estimating equations for problems where no distributional assumptions are made about the errors except for the structure of the first two moments. Illustrations with data from various basic science, medicine, and public health settings.

## BIOSTATISTICS AND BIOINFORMATICS

### **BIOS 710 (4) Probability Theory II**

Fall. Prerequisites: BIOS 510 and BIOS 511. Focuses on axioms of probability, univariate and multivariate distributions, convergence of sequences of random variables, Markov chains, random processes, and martingales.

### **BIOS 711 (4) Statistical Inference II**

Spring. Prerequisite: BIOS 710. Examines the fundamental role of the likelihood function in statistical inference, ancillary and sufficient statistics, estimating functions, and asymptotic theory. Presents conditional, profile, and other approximate likelihoods; various ancillary concepts; generalizations of Fisher information in the presence of nuisance parameters; optimality results for estimating functions; and consistency /asymptotic normality of maximum likelihood and estimation function-based estimators. Briefly discuss alternative approaches to inference including Bayesian, Likelihood Principle, and decision theory.

### **BIOS 722 (2) Advanced Survival Analysis**

Fall & Spring. \* Prerequisites: BIOS 510, BIOS 511, and BIOS 706. Provides in-depth coverage of theory and methods of survival analysis, including censoring patterns and theory of competing risks, nonparametric inference, estimating cumulative hazard functions, Nelson estimator, parametric models and likelihood methods, special distributions, two-sample nonparametric tests for censored data, censored data, time-dependent covariates, stratified Cox model, accelerated failure time regression models, grouped survival analysis, multivariate survival analysis, and frailty models.

### **BIOS 723 (4) Stochastic Processes**

Fall & Spring. \* Prerequisites: matrix algebra and BIOS 710. Provides dual coverage of the theory and methods for dealing with the diversity of problems involving branching processes, random walks, Poisson processes, birth and death processes, Gibbs sampling, martingale counting processes, hidden Markov chains, inference on semi-Markov chains, and chain of events modeling. Draws applications from the biological sciences, including the theory of epidemics, genetics, survival analysis, models of birth-migration-death, and the design and analysis of HIV vaccine trials.

### **BIOS 724 (2) Analytic Methods for Infectious Disease Interventions**

Spring. \* Prerequisite: BIOS 511. Focuses on advanced analytic, statistical, and epidemiological methods particular to infectious diseases, including analysis of infectious disease data and evaluation of intervention.

### **BIOS 726 (2) Applied Multivariate Analysis**

Fall. \* Prerequisites: BIOS 511. Investigates multivariate techniques. Main subjects are inferences about multivariate means, multivariate regression, multivariate analysis of variance (MANOVA) and covariance (MACOVA), principal components, factor analysis, discriminant analysis and classification, and cluster analysis. Demonstrates programs such as SAS and S-Plus.

### **BIOS 731 (2) Advanced Statistical Computing**

Fall. \* Prerequisites: BIOS 510, 511 and prior programming experience, or permission from one of the instructors. This course covers the theories and applications of some common statistical computing methods. Topics include Markov chain Monte Carlo (MCMC), hidden Markov model (HMM), Expectation-Maximization (EM) and Minorization-Maximization (MM), and optimization algorithms such as linear and quadratic programming. The class has two main goals for students: (1) learn the general theory and algorithmic procedures of some widely used statistical models; (2) develop fluency in statistical programming skills. The class puts more emphasis on implementation instead of statistical theories. Students will gain computational skills and practical experiences on simulations and statistical modeling.

**BIOS 732 (2) Advanced Numerical Methods**

Fall. \* Prerequisites include BIOS 532, BIOS 710 and BIOS 711, or permission of the instructor. BIOS 711 may be taken concurrently. The course covers topics in traditional numerical analysis specifically relevant to statistical estimation and inference. The topics covered include numerical linear algebra, the root finding problem (maximum likelihood) methods such as IRLS, Newton-Raphson, and EM algorithm, and Bayesian techniques for marginalization and sampling for use in statistical inference (MCMC methods). Additional topics may include numerical integration and curve fitting.

**BIOS 735 (2) Estimating Function Theory**

Fall. Prerequisite: BIOS 711 or permission of instructor. Examines topics in the theory of estimating functions. Applications from biomedical studies are used to illustrate the concepts discussed in class.

**BIOS 736 (2) Statistical Analysis with Missing and Miss-measured Data**

Spring. \* Prerequisites: BIOS 511 and knowledge of S-plus. For PhD biostatistics students; others must obtain permission of instructor. Introduces concepts and methods of analysis for missing data. Topics include methods for distinguishing ignorable and nonignorable missing data mechanisms, single and multiple imputation, and hot-deck imputation. Computer-intensive methods are used.

**BIOS 737 (2) Spatial Analysis of Public Health Data**

Spring. \* Prerequisites: BIOS 506, 507, 510, 511. Familiarizes students with statistical methods and underlying theory for the spatial analysis of georeferenced public health data. Topics covered include kriging and spatial point processes. Includes a review of recent computational advances for applying these methods.

**BIOS 738 (2) Bayesian and Empirical Bayes Methods**

Fall. \* Prerequisites: BIOS 510 and BIOS 511. Includes Bayesian approaches to statistical inference, point and interval estimation using Bayesian and empirical Bayesian methods, representation of beliefs, estimation of the prior distribution, robustness to choice of priors, conjugate analysis, reference analysis, comparison with alternative methods of inference, computational approaches, including Laplace approximation, iterative quadrature, importance sampling, and Markov Chain Monte Carlo (Gibbs sampling). Various applications, such as small area estimation, clinical trials, and other biomedical applications, will be used.

**BIOS 745R (2) Biostatistical Consulting**

Fall. Prerequisites: BIOS 507 or 509. This course will cover topics dedicated to preparing doctoral students to lead biostatistical collaborations with non-statisticians in public health, biology, and medicine academic environments. Covered collaboration topics will include consulting versus collaboration, ethics, non-statistical aspects of collaboration (e.g. interpersonal communication), and negotiating expectations with clients. Covered biostatistical topics will include specific aim refinement, appropriate study design for the research question, assessment of feasibility (time and effort) of different statistical methods for the same problem, statistical review of grant proposals including power calculations, and appropriate summarization/presentation of results to non-statistical audiences.

**BIOS 760R (VC) Advanced Topics in Biostatistics**

Fall & Spring. A faculty member offers a new course on an advanced topic of interest, such as spatial analysis, time series, missing data methods, causal inference, and discrete multivariate analysis.

**BIOS 770 (2) Advanced Statistical Genetics**

Spring. \* Prerequisites: BIOS 511, BIOS 570, and BIOS 710, and BIOS 711 or instructor's permission. This course provides a comprehensive survey of the statistical methods that have



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been recently developed for the design and analysis of genetic association studies. Specific topics include genome-wide association studies, likelihood inference and EM algorithm, case-control sampling and retrospective likelihood, secondary phenotypes in case-control studies, haplotypes and un-typed SNPs, population stratification, meta-analysis, multiple testing, winner's curse, copy number variants, next-generation sequencing studies, rare variants and trait-dependent sampling.

### **BIOS 777 (I) How to Teach Biostatistics**

Fall. Prerequisites: BIOS 507, BIOS 511, and summer TATTO workshop. Prepares students for teaching introductory level courses in biostatistics. The topics discussed are: syllabus development, lecturing, encouraging and managing class discussion, evaluating student performance, test and examinations, cheating, the role of the teaching assistant, teacher-student relationships, teaching students with weak quantitative skills, teaching students with diverse backgrounds, teaching health sciences students, teaching medical students, use of audio-visual techniques, and use of computers. Each student is required to teach a certain subject to the other students and the instructor, followed by a discussion of presentation strengths and weaknesses.

### **BIOS 780R (I) Research Methods in Biostatistics**

Spring. Prerequisite: BIOS 511. Acquaints students with a variety of areas of biostatistical research and provides the chance to do preliminary reading in an area of interest. Each student reads a few papers in an area of interest and presents the material to the group. Topics and readings can be suggested by the faculty member in charge or by the students. This course may be repeated for credit. (Satisfactory/unsatisfactory grading only.)

### **BIOS 790R (I) Advanced Seminar in Biostatistics**

Fall & Spring. Invited speakers, faculty, and advanced students discuss special topics and new research findings. (Satisfactory/unsatisfactory grading only.)

### **BIOS 795R (VC) Candidacy Research**

Fall & Spring. Provides in-depth exposure to advanced special topics not covered in regular courses.

### **BIOS 797R (VC) Directed Study**

Fall & Spring. Provides in-depth exposure to advanced special topics not covered in regular courses.

### **BIOS 799R (VC) Dissertation**

Fall & Spring. Dissertation research

## **Informatics Course Descriptions**

### **INFO 521 (3) Database Development Course for Public Health**

Fall. This course will cover the principles utilized in data management and database development for the purposes of public health. This is primarily a skills-based course. The students will learn to create a relational database using Microsoft Access 2013, as well as gain an understanding of the important terminology, standards and data management principles utilized by data management teams.

### **INFO 530 (2) Geographic Information Systems**

Fall & Spring. Introduces the use of geographic information systems (GISs) in the analysis of public health data. Addresses basic GIS operations such as buffering, layering, and spatial queries, and develops GIS skills through homework and case studies. Addresses introductory cartography and basic statistical aspects of spatial analysis.

**INFO 532 (4) Geographic Information Systems for Public Health**

Fall & Spring. The course introduces the use of geographic information systems (GISs) in the analysis of public health data. We develop GIS skills through homework and case studies, and particularly address basic GIS operations such as buffering, layering, and spatial queries as well as more advanced GIS capabilities such as geodatabases. In addition to GIS issues we address introductory cartography, and basic statistical aspects of spatial analysis.

**INFO 550 (2) Data Science Toolkit**

Fall. Prerequisites: BIOS 544 or BIOS 545, R programming experience needed or permission of the instructor. This course is an elective for master's and PhD students interested in learning some fundamental tools used in modern data science. Together, the tools covered in the course will provide the ability to develop fully reproducible pipelines for data analysis, from data processing and cleaning to analysis to result tables and summaries. By the end of the course students will have learned the tools necessary to: develop reproducible workflows collaboratively (using version control based on Git/GitHub), execute these workflows on a local computer (using command line operations, RMarkdown, and GNU Makefiles), execute the workflows in a containerized environment allowing end-to-end reproducibility (using Docker), and execute the workflow in a cloud environment (using Amazon Web Services EC2 and S3 services). Along the way, we will cover a few other tools for data science including best coding practices, basic python, software unit testing, and continuous integration services.

**INFO 560R (1-3) Special Topics in Public Health Informatics**

Fall & Spring. A faculty member offers a new course on a current topic of interest to both master's and doctoral students.

**INFO 597R (1-4) Directed Study**

Fall, Spring, & Summer. Provides an in-depth exposure to specific topics not covered in regular courses, for example, statistical genetics and specialized experimental designs.



### **Gangarosa Department of Environmental Health**

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<https://www.sph.emory.edu/departments/eh>

**Thomas Clasen, Interim Chair**

The Gangarosa Department of Environmental Health (GDEH) uses a transdisciplinary lens to examine the interface between human health and the environment. The focus is on chemical, physical, and microbial hazards that occur in the workplace, home, and general environment, and the perspective is expansive, from the molecular to planetary level and from the local to global scale. Many disciplines contribute to recognizing, assessing, and controlling these risks, ranging from epidemiology to toxicology, from microbiology to engineering, from exposure science to medicine, and from policy analysis to economics.

The department includes a multidisciplinary core faculty and a large adjunct faculty. Major interests of the core faculty include biomarker development and application, neurologic outcomes, air pollution, children's environmental health, safe water and sanitation, disease ecology, and climate change. The adjunct faculty includes scientists at the CDC, (including the National Center for Environmental Health, the Agency for Toxic Substances and Disease Registry, and the National Institute for Occupational Safety and Health), the American Cancer Society, the Environmental Protection Agency, the Georgia Division of Public Health, nearby universities, and the private sector. The combined faculty have expertise in all critical aspects of environmental health.

The MPH/MSPH training program equips students with the skills to tackle the environmental health challenges of the future. The core of the program is a set of required and elective courses that provide the foundation for a final synthetic thesis or capstone project. In addition, Atlanta offers an unparalleled selection of activities in environmental health. Students are encouraged to engage in opportunities to conduct research, provide community service, and gain valuable field experience.

#### **Admission Requirements for the EH MPH Program**

Applicants to the GDEH program should have completed at least one course in college-level biology and chemistry; college-level statistics, calculus, and organic chemistry are also recommended. GRE or MCAT scores are optional.

#### **Environmental Health MPH Requirements**

Six competency requirements are identified as central to the environmental health curriculum: an understanding of major environmental hazards, exposure science, toxicology, epidemiology, environmental health policy, and risk assessment. Required coursework corresponds to these six competency areas; a minimum of 42 credits are required to graduate. Additionally, a final thesis or capstone project and applied practice experience are required.

#### **Interdepartmental Programs**

The Gangarosa Department of Environmental Health offers several interdepartmental programs. The Global Environmental Health (GEH) MPH is a joint program with the GDEH and the Hubert Department of Global Health. The Environmental Health and Epidemiology (EH-EPI) MSPH is a joint program with the GDEH and the Department of Epidemiology. See the Interdepartmental Programs section in this catalog for details.

The department also participates in several dual-degree programs with several schools and programs including the Nell Hodgson Woodruff School of Nursing (MPH/MSN), the Emory University School of Law (MPH/JD), the Emory University School of Medicine (MPH/MD) and Physician Assistant Program (MPH/PA), and the Laney Graduate School (MPH/PhD). Check the Rollins website for the complete list. A five-year bachelor's/master's degree (BS/MPH) is

offered through the Emory College Department of Environmental Sciences and the Rollins School of Public Health GDEH. Students can earn a Bachelor of Science and Master of Public Health in five years. See the Interdepartmental Programs and Five-Year Bachelor/Master's Program with Emory College sections in this catalog for details about these programs.

### Required MPH Core Courses

Course Number	Course Title	Credit Hours
PUBH 500	Introduction to Public Health	0
PUBH 501	Inter-Professional Team Training	0
PUBH 502	Public Health Professional Development Seminar	0
BIOS 500/BIOS 500L	Statistical Methods I with lab	4
BSHES 500	Behavioral and Social Sciences in Public Health	2
EPI 530	Epidemiologic Methods I	4
GH 500	Critical Issues in Global Health	2
HPM 500	Introduction to the US Health Care System	2

### Required Courses for the MPH in Environmental Health

Course Number	Course Title	Credit Hours
EH 501	Introduction to Environmental Health	1
EH 510	Foundation of Exposure Science	2
EH 520	Human Toxicology	3
EH 524	Risk Assessment I	2
EH 530 or	Environmental Epidemiology	2
EHS 747/EPI 747	Advanced Environmental Epidemiology	2
EH 570	Environmental Health Law & Policy	2
EH 595	Applied Practice Experience	0
EH 596	Research Design in Environmental Health	1
or GH 555	Proposal Development	2

**Electives:** Students take electives (non-required classes) to attain the minimum number of credits required for the degree. Students may enroll in classes in RPSH or other graduate-level classes at other Emory schools or via the [ARCHE program](#) (with permission) to enhance their interests and skills. Review this catalog for RSPH courses, the [EH course webpage](#) for EH course sample syllabi, and/or the [Emory Course Atlas](#). **Cross-check the RSPH Course Catalog and Emory Course Atlas for pre-requisites and permission needs.**

BIOS 501, Statistical Methods II w/lab, Spring, 4 credits is strongly recommended for EH MPH students.

### Integrative Learning Experience

As the culminating experience of their education, MPH students in the department are required to complete either a thesis or a capstone project. Both types of projects are designed to be original contributions to the knowledge base of environmental health. Students write theses under the supervision of a thesis chair. Whether students choose to collect their own data or utilize existing data sets, students have the opportunity to work toward a publishable manuscript. Students pursuing a capstone enroll in the capstone seminar where they apply and integrate the skills and competencies gained during their training to a select topic. Capstone projects are completed under the supervision of an instructor in a semester-long course.

Course Number	Course Title	Credit Hours
EH 594	Capstone Seminar: Skills for Environmental Health Professionals	4
or EH 599R	Thesis	4

### Environmental Health Sciences PhD Program

The Doctor of Philosophy (PhD) in Environmental Health Sciences (EHS) program is offered through the Laney Graduate School at Emory University and housed in the Gangarosa Department of Environmental Health at the Rollins School of Public Health. The program is part of a vision to improve human health by better understanding the impact of environmental factors in the development of disease. It provides comprehensive training for students to become fluent in population-based and laboratory-based research in environmental health science by bridging the interdisciplinary areas of population sciences and laboratory-based toxicological and analytical chemistry research. Competitive candidates have a strong background in the environmental, biological, or behavioral sciences and a strong motivation for a career in environmental health sciences. Director of Graduate Studies: Stefanie Ebelt, Associate Professor. Contact: ehsphd@emory.edu. Visit <http://www.gs.emory.edu/> for additional information and application instructions. Do not apply through SOPHAS for doctoral programs.

### Faculty

**Dana B. Barr**, Research Professor. BA, Brenau College, 1987; PhD, Georgia State University, 1994. Biomarkers, biomonitoring, exposure assessment, analytic chemistry, pesticides, and other hazards.

**W. Michael Caudle**, Research Associate Professor. BS, Colorado State University, 1998; PhD, Emory University, 2007. Neurotoxicology.

**Thomas F. Clasen**, Interim Chair and Professor and Rose Salamone Gangarosa Chair, Sanitation and Safe Water. BA, St. Mary's University of Minnesota, 1978; JD, Georgetown University Law Centre, 1981; MSc, London School of Hygiene and Tropical Medicine, 2002; PhD, University of London, 2006. Sanitation and safe water.

**Stefanie Ebelt**, Associate Professor. BSc, University of British Columbia, 1997; MSc, University of British Columbia, 2000, ScD, Harvard University, 2004. Air pollution epidemiology.

**Todd M. Everson**, Assistant Professor. BS, Colorado State University, 2006; MPH, Oregon Health and Science University, 2011; PhD, University of South Carolina, 2015.

**Matthew C. Freeman**, Associate Professor. BA, Wesleyan University, 2000; MPH, Emory University, 2005; PhD, London School of Hygiene and Tropical Medicine, 2011. Global safe water and sanitation.

**Matthew O. Gribble**, Assistant Professor. BA/BS, Stanford University, 2009; PhD, Johns Hopkins University, 2013. Water pollution epidemiology and related methodology.

**Mitchel Klein**, Emeritus Research Associate Professor. BA, State University of New York, 1979; MAT, Indiana University, 1986; PhD, Emory University, 1998. Epidemiologic methods.

**Donghai Liang**, Research Assistant Professor. BS, Peking University, 2012; MPH, Yale University, 2014; PhD, Emory University, 2018. Air pollution, climate and health, exposure assessment, exposome.

**Yang Liu**, Professor. BS, Tsinghua University, 1997; MS, 1999; PhD, Harvard University, 2004. Modeling of the spatial and temporal distribution of atmospheric aerosols; satellite remote sensing in public health research.

**Carmen J. Marsit**, Associate Dean for Research and Professor. BS, Lafayette College, 2000; PhD, Harvard University, 2004. Epigenetics, genomics, children's environmental health, metals, biomarkers, system biology, cancer.

**Ajay Pillarisetti**, Assistant Professor. BS, Emory University, 2003; MPH, Emory University, 2007; PhD, University of Berkeley, 2016. Global health, air pollution, climate and health, modeling, implementation science.

**Daniel Rochberg**, Instructor. BA/MS, Stanford University, 1999. Climate change.

**P. Barry Ryan**, Professor. BS, University of Massachusetts, 1973; MS, University of Chicago, 1975; PhD, Wesleyan University, 1979. Environmental exposure assessment, community-based environmental epidemiology, environmental chemistry with emphasis on environmental fate and transport.

**Jeremy A. Sarnat**, Associate Professor. BA, University of Michigan, 1990; MS, Indiana University, 1992; MS, Harvard University School of Public Health, 1998; ScD, 2001. Air pollution, exposure assessment, and epidemiology.

**Noah Scovronick**, Assistant Professor. BSc, Emory University, 2003; MSc, University of Cape Town, 2006; MS, London School of Hygiene and Tropical Medicine, 2009; PhD, London School of Hygiene and Tropical Medicine, 2014. Climate change.

**Liuhua Shi**, Research Assistant Professor. BS, Beijing Normal University, 2009; MS, Beijing Normal University, 2012; ScD, Harvard University, 2016. Statistical modeling, air pollution, climate and health, exposure assessment.

**N. Kyle Steenland**, Professor and Georgia Cancer Coalition Distinguished Scholar. BA, Stanford University, 1968; MA, PhD, State University of New York-Buffalo, 1974; MS, PhD, University of Pennsylvania, 1985. Environmental and occupational epidemiology.

**Paige E. Tolbert**, Emerita Professor. AB, Harvard University, 1979; MSPH, University of North Carolina-Chapel Hill, 1986; PhD, 1989. Environmental epidemiology.

**Qiang Zhang**, Associate Professor. MD, Harbin Medical University, 1995; MS, Rensselaer Polytechnic Institute, 2003, PhD, University of Connecticut, 2003. Computational modeling of biological systems to understand and predict adverse health outcomes of environmental perturbations.

### Jointly Appointed Faculty

**Robert F. Breiman**, Professor. BS, University of Arizona, 1975, MD, 1979. Hubert Department of Global Health. Bethany Caruso, Assistant Professor. BA, Wesleyan University, 2003; MPH, Emory University, 2009; PhD, Emory University, 2015. Hubert Department of Global Health.

**Howard H. Chang**, Associate Professor. BSc, University of British Columbia, 2004; PhD, Johns Hopkins University, 2009. Rollins School of Public Health, Department of Biostatistics and Bioinformatics.

**Anne Dunlop**, Research Associate Professor. BS, University of Michigan, 1993; MD, Mayo Medical School, 1997; MPH, Emory University, 2000. Nell Hodgkins Woodruff School of Nursing.

**Audrey Gaskins**, Associate Professor. BSE, Duke University, 2008; ScD Harvard University, 2014. Department of Epidemiology.

**Thomas Gillespie**, Associate Professor. BSc, University of Illinois at Urbana, 1996; MS, University of Florida, 2000; PhD, 2004. Department of Environmental Sciences, Emory College.

**Anke Huels**, Assistant Professor. BS, Tu Dortmund University, 2012; MS, Tu Dortmund University, 2014; PhD, Tu Dortmund University, 2018. Department of Epidemiology.

**Dayna Johnson**, Assistant Professor. BA, Purdue University, 2004; MPH/MSW, University of Michigan, 2007; MS University of Michigan, 2010; PhD, University of Michigan, 2014. Department of Epidemiology.

**Uriel Kitron**, Professor. BSc, Hebrew University, 1975; PhD, University of California, 1981; MPH, University of Michigan, 1982. Department of Environmental Sciences, Emory College.

**Juan Leon**, Associate Professor. BA, Dartmouth College, 1996; MPH/PhD, Northwestern University, 2003. Rollins School of Public Health, Hubert Department of Global Health.

**Benjamin A. Lopman**, Associate Professor. BS, University of Florida, 1999; MSc, London School of Hygiene and Tropical Medicine, 2000; PhD, Open University/Health Protection Agency, 2004. Rollins School of Public Health, Department of Epidemiology.

**Michele Marcus**, Professor. BS, City University of New York–Brooklyn College, 1974; MPH, Columbia University, 1981; MPhil, 1984; PhD, 1986. Rollins School of Public Health, Department of Epidemiology.

**Linda A. McCauley**, Professor and Dean. BSN, University of North Carolina, 1971; MN, Emory University, 1979; PhD, University of Cincinnati, 1988. Nell Hodgson Woodruff School of Nursing.

**Christine L. Moe**, Eugene J. Gangarosa Associate Professor of Safe Water and Sanitation. BA, Swarthmore College, 1979; MS, University of North Carolina, 1984; PhD, 1989. Rollins School of Public Health, Hubert Department of Global Health.

**Rebecca Philipsborn**, Assistant Professor. AB, Princeton University, 2002; MPA, Columbia University, 2007; MD, Emory University, 2013. Department of Pediatrics.

**Jonathan D. Rupp**, Associate Professor. BS, University of Michigan, 1996; MS, 1997; PhD, 2006. Emory School of Medicine, Department of Emergency Medicine.

## ENVIRONMENTAL HEALTH

**Eri Saikawa**, Associate Professor. BE, University of Tokyo, 2003; MPA, Indiana University at Bloomington, 2005; PhD, Princeton University, 2010. Department of Environmental Sciences, Emory College.

**Lisa M. Thompson**, Associate Professor. BA, Tulane University, 1984; BS/MS and FNP, San Francisco State University, 1996; MS, University of California, Berkeley, 2004; PhD, University of California, Berkeley, 2008. Nell Hodgson Woodruff School of Nursing.

**Gonzalo M. Vazquez Prokopec**, Associate Professor. Master's equivalent, University of Buenos Aires, 2003; PhD, 2007. Department of Environmental Sciences, Emory College.

**Lance A. Waller**, Professor. BS, New Mexico State University, 1986; MS, Cornell University, 1990; PhD, 1992. Rollins School of Public Health, Department of Biostatistics and Bioinformatics.

**David W. Wright**, Professor. BS, Samford University, 1987; MD, University of Alabama, 1993. Emory School of Medicine, Emergency Neurosciences, Department of Emergency Medicine.

### Adjunct and Visiting Faculty

**Scott M. Bartell**, Adjunct Associate Professor. BA, University of California, Berkeley, 1994; MS, University of Washington, 1996; MS, University of California–Davis, 2001; PhD, University of California–Davis, 2003.

**Jesse E. Bell**, Adjunct Associate Professor. BS, Emporia State University, 2003; PhD, The University of Oklahoma, 2009.

**David M. Berendes**, Adjunct Assistant Professor. BS, Duke University, 2009; MSPH, Emory University, 2011; PhD, Emory University, 2016. U.S. Centers for Disease Control and Prevention.

**Suzanne Binder**, Adjunct Professor. BS, McGill University, 1976; MD, Tufts University School of Medicine, 1981. Consultant.

**Nisha Botchwey**, Adjunct Associate Professor. AB, Harvard University, 1997; MCRP, University of Pennsylvania, 1999; PhD, University of Pennsylvania, 2003; MPH, University of Virginia, 2011. Georgia Institute of Technology.

**Patrick N. Breyse**, Adjunct Professor. BS, Washington State University, 1978; MHS, Johns Hopkins University, 1980; PhD, Johns Hopkins University, 1985. U.S. Center for Disease Control and Prevention, National Center for Environmental Health and Agency for Toxic Substances and Disease Registry.

**Joe Brown**, Adjunct Assistant Professor. BS, University of Alabama, 2001; MPhil, University of Cambridge; PhD, University of North Carolina, Chapel Hill, 2007. Georgia Institute of Technology.

**William H. Bullock**, Adjunct Assistant Professor. BS, University of South Alabama, 1986; MSPH, Tulane University, 1991, DHSc, Nova Southeastern University, 2007. CSX Transportation.

**Dennis B. Creech**, Adjunct Lecturer. BS, The Citadel, 1972; MS, Emory University, 1977. The Kendeda Fund.

**Lyndsey Darrow**, Adjunct Associate Professor. BA, Stanford University, 2000; PhD, Emory University, 2008. University of Nevada, Reno.

**Lisa Dawson**, Adjunct Instructor. BA, Florida State University, 1990; MPH, Emory University, 2005. Georgia Department of Public Health.

**Owen J. Devine**, Adjunct Professor. BS, Pennsylvania State University, 1979; MS, University of Georgia, 1982; PhD, Emory University, 1992. U.S. Centers for Disease Control and Prevention (retired)

**V. Ramana Dhara**, Adjunct Associate Professor. MBBS, Armed Forces Medical College, 1976; MPH, Rutgers University, 1987; SED, University of Lowell, 2002. U.S. Centers for Disease Control and Prevention (retired).

**Henry Falk**, Adjunct Professor. BA, Yeshiva College, 1964; MD, Albert Einstein College of Medicine, 1968; MPH, Harvard University, 1976. U.S. Centers for Disease Control and Prevention (retired).

**Thomas L. Fariss**, Adjunct Professor. BS, College of William and Mary, 1983; MD, University of Virginia, 1987; MPH, George Washington University, 1994. Kimberly Clark Corporation.

**Bruce Fowler**, Adjunct Professor. BS, University of Washington, 1968; PhD, University of Oregon Medical School, 1972. Agency for Toxic Substances and Disease Registry, U.S. Centers for Disease Control and Prevention.

- Tim Frederick**, Adjunct Instructor. BA, University of Miami, 1989; MPH, Emory University, 1996. US Environmental Protection Agency.
- Katherine Gass**, Adjunct Assistant Professor. BA, Oberlin College; MPH, Emory University, PhD, Emory University. Task Force for Global Health.
- Philip L. Graitcer**, Adjunct Professor. BA, Duke University, 1966; DMD, Temple University, 1970; MPH, Harvard University, 1972. Consultant.
- Roby Greenwald**, Adjunct Assistant Professor. BS, Clemson University, 1994; MS, Georgia Institute of Technology, 2001; PhD, 2005. Georgia State University.
- Richard C. Hertzberg**, Adjunct Professor. BS, Harvey Mudd College, 1968; PhD, University of Washington, 1977. USEPA (retired). Biomathematics Consulting and Toxicology Excellence for Risk Assessment.
- Jeremy J. Hess**, Adjunct Associate Professor. BA, Brown University, 1995; MPH (IH), Emory University, 2002; MD, 2003. University of Washington.
- Vincent R. Hill**, Adjunct Associate Professor. BSc, Johns Hopkins University, 1990; MSc, 1991; PhD, University of North Carolina, Chapel Hill, 2001. U.S. Centers for Disease Control and Prevention.
- Bilqis Amin Hoque**, Adjunct Professor. BSc, Bangladesh Agricultural University, 1977; MSc, University of Reading, 1980; PhD, Oklahoma State University, 1984. Environment and Population Research Center, Bangladesh.
- Debra Houry**, Adjunct Professor. BS, Emory University, 1994; MPH/MD, Tulane University, 1998. U.S. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.
- Ciannat Howett**, Adjunct Associate Professor. BA, Emory University, 1987; JD, University of Virginia, 1992. Sustainability Initiatives, Emory University.
- Barry L. Johnson**, Adjunct Professor. BS, University of Kentucky, 1960; MS, Iowa State University, 1962; PhD, 1967. Assistant Surgeon General (retired). Consultant.
- Pinar Keskinocak**, Adjunct Professor. BS, Bilkent University, 1991; MS, Bilkent University, 1992; MS, Carnegie Mellon University, 1997. Georgia Institute of Technology.
- Muin J. Khoury**, Adjunct Professor. BS, American University of Beirut, 1975; MD, 1979; PhD, Johns Hopkins University, 1985. U.S. Centers for Disease Control and Prevention.
- Amy E. Kirby**, Adjunct Assistant Professor. BS, University of Georgia, 1997; PhD, University of Buffalo, 2003; MPH, Emory University, 2012. U.S. Centers for Disease Control and Prevention. Flemming Konradsen, Visiting Professor. BSc, University of Copenhagen, 1990; PhD, 1998. Global environmental health, especially water and sanitation in developing countries, malaria vector control, pesticide self-harm. University of Copenhagen.
- Judy Kruger**, Adjunct Assistant Professor. BSc, University of Waterloo, 1993; MS, University of Illinois at Chicago, 1997; PhD, 2001. U.S. Centers for Disease Control and Prevention.
- Richard A. Lemen**, Adjunct Professor. BA, Central Methodist College, 1967; MSPH, University of Missouri, 1971; PhD, University of Cincinnati, 1992. National Institute for Occupational Safety and Health (retired). Consultant.
- Karen Levy**, Adjunct Associate Professor. BA, Stanford University, 1995; MSc, University of California, Berkeley, 2002; MPH, 2006; PhD, 2007. University of Washington.
- Mia Mattioli**, Adjunct Assistant Professor. BS, University of Georgia, 2008; MS, Stanford University, 2010; PhD, Stanford University, 2012. U.S. Centers for Disease Control and Prevention.
- A. Stanley Meiburg**, Adjunct Professor. BA, Wake Forest University, 1975; MA, 1978; PhD, The Johns Hopkins University, 1986. Wake Forest University.
- Gary W. Miller**, Adjunct Professor. BS, Old Dominion University, 1989; MS, Old Dominion University, 1992; PhD, University of Georgia, 1995. Columbia University.
- M. Deborah Millette**, Adjunct Instructor. BA, University of Dayton, 1972; MPH, Emory University, 1990. U.S. Centers for Disease Control and Prevention (retired). Consultant.
- Maria C. Mirabelli**, Adjunct Associate Professor. BA, University of Virginia, 1995; MPH, Emory University, 1998; PhD, University of North Carolina at Chapel Hill, 2005. US Centers for Disease Control and Prevention, National Center for Environmental Health.



## ENVIRONMENTAL HEALTH

- Jennifer Murphy**, Adjunct Associate Professor. BS, Emory and Henry College, 2000; PhD, University of North Carolina, 2006. Centers for Disease Control and Prevention.
- M. Moiz Mumtaz**, Adjunct Professor. BS, Osmania University, 1970; MS, 1972; MS, Oregon State University, 1976; PhD, University of Texas, 1984. Agency for Toxic Substances and Disease Registry, U.S. Centers for Disease Control and Prevention.
- H. Edward Murray**, Adjunct Professor. BS, Texas A&M University, 1969; MT, US Navy, 1972; MS, University of Arizona, 1976; PhD, University of Texas, 1979. Agency for Toxic Substances and Disease Registry, U.S. Centers for Disease Control and Prevention.
- Melvin Myers**, Adjunct Associate Professor, BS, University of Idaho, 1967; MPA, Indiana University, 1977. National Institute for Occupational Safety and Health (retired).
- Lisa Pfadenhauer**, Adjunct Assistant Professor. BA, University of Passau, 2010; MPH, Ludwig-Maximilians-Universität, 2012; PhD, University of Munich, 2017. Global Diabetes Research Center, Emory University.
- Christopher J. Portier**, Adjunct Professor. BS, Nicholls State University, 1977; MS, University of North Carolina, 1979; PhD, 1981. U.S. Centers for Disease Control and Prevention, National Center for Environmental Health (retired).
- Shubhayu Saha**, Adjunct Assistant Professor. BS, Calcutta University, 1977; MA, Jawaharlal Nehru University, 1999; PhD, North Carolina State University, 2008. Centers for Disease Control and Prevention.
- Glen Satten**, Adjunct Professor. BA, Oberlin College, 1979; MA, Harvard University, 1981; PhD, Harvard University, 1985. U.S. Centers for Disease Control and Prevention.
- Thomas H. Sinks Jr.**, Adjunct Professor. BS, Tulane University, 1973; MS, 1982; PhD, Ohio State University, 1985. U.S. Environmental Protection Agency.
- Melissa Smarr**, Adjunct Assistant Professor. BS North Carolina Central University, 2007; PhD University of Michigan, 2014. National Institute of Environmental Health Sciences.
- James M. Smith**, Adjunct Professor. BS, West Virginia University, 1964; MS, 1966; PhD, 1969. U.S. Centers for Disease Control and Prevention, National Center for Environmental Health (retired).
- Matthew J. Strickland**, Adjunct Associate Professor. BA/MA, Case Western Reserve University, 2000; MPH, Ohio State University, 2002; PhD, Emory University, 2007. University of Nevada, Reno.
- Michael J. Thun**, Adjunct Professor. BA, Harvard University, 1964; MD, University of Pennsylvania, 1975; MS, Harvard University, 1983. American Cancer Society (retired).
- Mary C. White**, Adjunct Professor. BA, University of Rochester, 1977; MPH, University of Michigan, 1979; ScD, Harvard University, 1986. U.S. Centers for Disease Control and Prevention.
- Andrea Winquist**, Adjunct Assistant Professor. BA, Bethel College, 1988; MD, Northwestern University, 1993; PhD, Emory University, 2009. Environmental epidemiology, health effects of air pollution and PFOA.
- Jonathan S. Yoder**, Adjunct Instructor. BA, Clearwater Christian College, 2001; MSW, University of Florida, 1999; MPH, University of South Florida, 2001. U.S. Centers for Disease Control and Prevention.
- Ying Zhou**, Adjunct Associate Professor. BS, Tsinghua University, 1997; ScD, Harvard University, 2002. U.S. Centers for Disease Control and Prevention.

## Environmental Health Course Descriptions

### **EH 500 (2) Perspectives/Environmental Health**

Fall & Spring. EH 500 is a survey course designed to introduce public health students to basic concepts of environmental sciences, to the methods used to study the interface of health and the environment, to the health impacts of various environmental processes and exposures, and to the public health approach to controlling or eliminating environmental health risks. To address these concepts, basic environmental health principles (exposure assessment, environmental toxicology, environmental epidemiology, risk assessment), as well as specific environmental health issues including water and air pollution, hazardous chemical/waste exposures, climate change, and environmental drivers of disease ecology, will be covered.

**EH 501 (1) Introduction to Environmental Health**

Fall. EH department students only. Required foundation course for students in all master's programs administered by the Gargarosa Department of Environmental Health. Introduces students to major topics in environmental health, including mechanisms of toxicity, pesticides and other chemicals, children's health, WASH (water, sanitation, and hygiene), infectious disease, air pollution, climate change, and planetary health. Describes tools used to understand these EH topics, such as exposure science, epidemiology, toxicology, biomarkers/omics, risk assessment, implementation science, and policy. Provides students with an introduction to the EH faculty, their perspectives and research interests on these major EH topics, and an overview of EH courses.

**EH 509 (1) Fundamentals of Exposure Science**

Spring. Introduction to concepts of exposure science using various approaches to study contaminant transport and its effect on human health, incl. media, modeling, etc.

**EH 510 (2) Foundations of Exposure Science**

Spring. In this course, students will be introduced to the concepts of exposure science. Students will learn how contaminants are transported from sources to receptors and how human receptors are affected by such contact. Varying exposure science approaches, across a range of environmental media, including air, water, soil, and internal biological matrices, will be considered. Methods of assessment including direct monitoring of environmental media, modeling, as well as biomarkers of exposure will be presented and discussed in detail. Students will examine the literature of exposure science through readings, in-class article discussions, and by conducting a collaborative exposure assessment.

**EH 515 (2) Air Quality in the Urban Environment: A Survey of Research Methods and Recent Findings**

Spring. The link between the air we breathe and human health affects millions globally, placing urban air quality as a leading contributor to the global burden of disease. This course examines ways to characterize urban air pollution as well as its public health implications based on recent clinical, epidemiological, and toxicological research. The course will be highly interactive and will provide instruction on conducting basic, applied air quality research in academic, governmental, and grassroots settings.

**EH 520 (3) Human Toxicology**

Fall. Prerequisites: college-level biology and chemistry or instructor's permission. The goal of this course is to introduce the student to the basic principles of toxicology. Humans are exposed to a variety of dangerous substances through occupational and environmental exposures. In order to interpret the public health implications of these exposures one must have a good understanding of how these compounds get into the body, how they are processed in the body, and how they damage particular organ systems. To accomplish this, students will gain practical knowledge of the workings of specific organ systems and will be able to identify particular environmental chemicals and their mechanisms of action that underlie organ toxicity. This information will be conveyed through lecture material and reinforced by relevant readings, in-class discussion, and additional assignments that are focused on ensuring that the toxicological topics are further evaluated and considered in the context of current environmental and human health concerns and do not simply exist as standalone facts.

**EH 523 (2) Neurotoxicology**

Spring. Prerequisite: EH 520 or instructor's permission. This course is focused on understanding and evaluating the targets, molecular mechanisms, and physiological effects of specific environmental chemicals on the nervous system. This knowledge will be supplemented through outside readings and class discussions that serve to support the students' understanding of the material and provide them with a real-world perspective of neurotoxicology.

## ENVIRONMENTAL HEALTH

### **EH 524 (2) Risk Assessment**

Fall. Surveys the general principles and practices of environmental health risk assessment for toxic exposures in the environment and interactions with other factors contributing to human health risks. A variety of case studies will be used to demonstrate the basic methods and results of risk assessment, including estimation/evaluation of potential risk based on empirical evidence (e.g., laboratory animal studies, epidemiological studies), hazard and dose-response assessment for regulatory decisions, and uncertainty analysis and risk communication. Students will be introduced to and use key tools used in quantitative risk assessment.

### **EH 527 (2) Biomarkers and Environmental Public Health**

Spring. This course presents the fundamental concepts of biomarkers of exposure to environmental chemicals including relevant clinical markers (e.g., inflammation or injury markers). The course introduces students to both quantitative and qualitative biomarker measurements and presents and interpretive framework for using biomarker data. Students will develop proficiency in applying the principles of exposure science to characterize and quantify environmental exposures.

### **EH 530 (2) Environmental and Occupational Epidemiology**

Spring. Prerequisites: GDEH Department student, EPI 530 and BIOS 500. Students will gain experience reading, evaluating, and interpreting epidemiologic studies on the impact of both workplace and environmental exposures, and thinking through practical considerations. The course aims to strengthen each student's ability to read epidemiological literature critically. This aim will be realized through in-depth exploration of major study designs including cross-sectional studies, cohort studies, and case-control studies; and through the weekly readings and case studies. Although some data analysis is required, the focus of the class is on conceptual issues common in environmental and occupational epidemiology research and on the interpretation of findings. Successful completion of the course will also contribute to a richer appreciation of how the environment affects public health.

### **EH 543 (1) Sustainability**

Fall. Explores principles, policies, and practices related to sustainability. The course will cover the general approach to sustainability from environmental, social, and economic perspectives. Lectures will also cover specific sustainability related topics, including energy, water, waste, transportation, food, buildings, greenspace, land use, community revitalization, behavior change, purchasing, and curriculum development. The focus of our work together will be to analyze the role of the public health professional in shaping sustainability policy and furthering sustainability practices. The class will complete a group project to develop a comprehensive plan to address a sustainability-related issue. The course is an elective seminar without prerequisites.

### **EH 548 (3) Research Methods for Studies of Water and Health**

Spring. Recommended Prerequisite: GH 529 Water and Sanitation in Developing Countries or equivalent. This hands-on course covers methods needed to carry out field studies focused on water and health. Through lecture and laboratory exercises, students will learn critical skills in measuring water quality exposure assessment and waterborne disease health outcomes that will enable them to conduct their own field studies and analyze the resulting data. The focus will be on issues of microbiological contamination in developing countries, but chemical contamination and domestic cases will also be covered.

### **EH 570 (2) Environmental Health Law and Policy**

Spring. This course introduces students to the major laws, regulations, and policies applicable to environmental health, primarily in the United States. Readings, discussions, and expert guest speakers are designed to explore the history, politics, economics, and ethics of environmental health policy, including issues around environmental justice. Case studies, in-class activities and policy analysis assignments will emphasize practical skills in policy development and promotion

while exposing students to the challenges of advancing evidence-based environmental health policy in the context of competing political perspectives and priorities.

**EH 571 (2) Global Environmental Health Policy: Power, Science and Justice**

Spring. This seminar encourages students to explore the forces that influence the development of environmental health policy, particularly in low-income countries. Using a case-study approach that draws on the instructor's experience in international water and sanitation, the course examines the actors, their agendas and strategies, and the political, social, legal and economic systems in which they operate. Special emphasis is given to the role of research and scientific evidence in environmental health policymaking. Readings, discussions, and occasional guest speakers also explore issues of equity and environmental justice.

**EH 572 (2) Environmental Justice: Theory and Public Health Practice**

Spring. The goal of environmental justice is to create a world with socially and environmentally equitable outcomes and a world wherein all have equal opportunities to participate in processes leading to evidence-based, positive policies. The methods of environmental justice are based on what is necessary for creating that space: engagement of communities and cultivation of capacity to understand and respond to environmental concerns; moral and empirically sound collaborations, and the goal of making a visible and positive difference for communities. This elective course will review intellectual contributions by community-based, anti-colonial and social theory leaders; frameworks for structuring and maintaining community ties; special ethical considerations for working with indigenous and other historically colonized communities; and will offer examples of environmental justice in public health research.

**EH 580 (2) Injury Prevention And Control**

Fall. This course in injury prevention and control is designed to introduce public health students to basic concepts of injury prevention and control, to the statistics, surveillance and epidemiology of various types of injury, and to the public health approach to controlling or eliminating injuries using concepts of engineering, enforcement, and education (policy, environmental modification and behavior modification). This class features content experts from CDC and other local agencies as well as student-generated case studies.

**EH 581 (2) Public Health Consequences of Disasters**

Fall. This course considers public health aspects of preparedness and management of natural and man-made disasters, including hurricanes, floods, and biosecurity threats, with an emphasis on understanding their complexity and impact. The course is taught using texts, peer-reviewed articles, and presentations by top field experts. The course is designed to stimulate understanding and to encourage an exchange of ideas regarding lessons learned from the past and the implications for current and future policies and disaster planning.

**EH 582 (2) Global Climate Change: Health Impacts and Response**

Fall. This course will explore the public health impacts of global climate change, the responses undertaken by the health sector to become more resilient to those impacts, and potential mitigation efforts and activities. Public health responses will cover examples from around the world, and include issues around risk communication and implementation of the adaptation strategies. The course will provide a practical approach to conducting vulnerability and risk assessments, and students will be introduced to a range of skills to assess and respond to climate-related health impacts.

**EH 583 (4) Spatial Analysis in Disease Ecology**

Spring. Recommended prerequisites: at least one GIS class (INFO 530 or ENVS 250) and statistics. This course explores patterns of health and disease in place and time, application of geospatial technologies and methods for epidemiology, analysis of time-space relations, clusters and diffusion of disease, and geographical epidemiology of selected infectious and noninfectious diseases.

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### **EH 584 (2) Built Environment and Public Health**

Fall. Recommended prerequisites: INFO 530 or GIS knowledge. This interdisciplinary course examines how cities and neighborhoods can have both positive and adverse effects on human health, and produces recommendations to improve these outcomes. This seminar is an elective planning and public health course that explores the interconnections between these fields and equips students with skills and experiences to plan healthy communities. This course covers planning and public health foundations, natural and built environments, vulnerable populations and health equity, and health policy and global impacts. This course is cross-listed with the Georgia Tech City and Regional Planning program and is an elective course offered through the Emory Environmental Health department. Half of the course takes place at Georgia Tech; allow for travel time.

### **EH 586 (2) Advanced Seminar in Climate Change and Health: Research and Policy**

Spring. Recommended prerequisite: EH 582/GH 582. Building on EH/GH 582, this course offers an advanced examination of climate and health research and solutions. On the research side, this course will use an in-depth climate health impact assessment study to demonstrate scientific premise, study design, data access and processing, research methodology, results visualization and interpretation. On the solutions side, we will unpack the history and current state of play of global and national climate policy while also diving deep into state and local efforts. In addition, we will pursue emerging topics related to climate change research and policy. Throughout the semester, students will work on a project that will contribute to the Georgia Climate Project, a multi-university consortium co-founded by Emory. Through this effort we will apply systems thinking tools to propose strategies and identify stakeholders important for implementing climate solutions.

### **EH 587 (2) Introduction to Satellite Remote Sensing of the Environment and its Applications to Public Health**

Spring. Prerequisites: at least one GIS class (INFO 530) or equivalent. Geospatial information collected from satellite remote sensing has become a powerful tool in environmental and public health science and policy making. However, public health researchers usually lack training to benefit from this rapidly evolving technology. This computer lab-based course provides students with the theoretical basis and refined understanding of satellite remote sensing technologies, and tools for geospatial data analysis. Students will learn (1) the history, terminology and data structure of both land and atmospheric remote sensing such as those from MODIS and Landsat, and (2) the strategies and techniques to analyze geospatial data in advanced software packages. Various case studies and lab exercises help students overcome the initial hurdle to the effective use of satellite data in land use change and air pollution characterization, climate change and other areas related to public health. The final project allows the students to apply satellite data together with other information to solve a problem of their interest.

### **EH 587L (1) Introduction to Satellite Remote Sensing of the Environment and its Application to Public Health Lab**

Spring. Additional in-depth computer exercises to EH 587; must enroll concurrently with EH 587. Enroll in EH 587 first before enrolling in EH 587L.

### **EH 590R (1-4) Environmental Health Seminar**

Fall & Spring. This course designation is for special topics taught in fall and spring.

### **EH 593R (1) Data Analysis in Environmental Health**

Fall & Spring. Pre-requisite: GDEH students only; students must bring thesis related data to the class. This course provides a general review of analytic methods commonly used in the analysis of environmental health data with a specific emphasis of areas that will likely be useful to students in the analysis of their thesis or capstone research data. The course consists of lectures and interactive discussions focused on general topics in epidemiologic analyses but will also address specific analytic complexities often encountered in the analysis of environmental

health-related data. Additional topics may be discussed based on the particular interests and research activities of the students.

**EH 594 (4) Capstone Seminar: Skills for Environmental Health Professionals**

Spring. This is a required course for Environmental Health and Global Environmental Health students in their final spring semester who are completing a capstone project for their Integrative Learning Experience (ILE). The course provides a productive, supportive and critical environment for the completion of capstone projects. In addition, the course prepares students, using their capstone project as a platform, with skills needed for successful careers in environmental health. Students will identify topics of interest, engage with scholars and literature on their topic, and through a series of written, poster, and oral presentations, make an original, substantive contribution to the field. Environmental health skills gained during the EH and GEH MPH programs are applied and integrated, including critical thinking on methodological and policy issues surrounding the topical issues presented; effective communication strategies for complex environmental health topics; and applying environmental health theory and principles to practical public health situations and professional practice. Further, students will critically review each other's work with an emphasis on methodological understanding, appropriate assessment of applied and research needs posed by the topic, intended audience, communication methods, and policy concerns.

**EH 595 (0) Applied Practice Experience**

Fall, Spring, & Summer. An Applied Practice Experience (APE) is a unique opportunity that enables students to apply practical skills and knowledge learned through coursework to a professional public health setting that complements the student's interests and career goals. The APE must be supervised by a Field Supervisor and requires approval from an APE Advisor designated by the student's academic department at RSPH.

**EH 596 (1) Research Design in Environmental Health**

Fall, Spring, & Summer. Introduces basic concepts underpinning the conduct of research in environmental health. The course takes place during the first half of the fall semester (second year, for most students). Students will have opportunities to identify and/or refine potential Integrative Learning Experience (ILE) project topics. Students will also review: criteria for selection of a project topic, objectivity in science, research design issues, and use of the literature. Students will complete a brief plan for the steps in the development of their potential projects. Students will then have opportunities to develop and apply their analytical and writing skills in the development of their Integrative Learning Experience project proposal. Students will refine their research questions and/or project objectives, formulate plans for data management and analysis, and prepare and present their project proposal to departmental faculty for review, comment and approval.

**EH 597R (1-4) Directed Study**

Fall, Spring, & Summer. Pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes for coursework. Assistant/Associate director of academic programs permission only.

**EH 599R (1-4) Thesis**

Fall, Spring, & Summer. Enables students to apply the principles and methods learned in an academic setting through the preparation of a monograph that embodies original research in environmental health and incorporates a proposition that has been successfully evaluated with appropriate statistical techniques and is potentially publishable or has potential public health impact.

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*The following courses are for the Environmental Health Sciences (EHS) doctoral curriculum. Master's students may enroll based on GDEH department permission and space availability.*

### **EHS 600R (2) Research Rotation (fall, spring)**

### **EHS 610 (1) Environmental Health Sciences Seminar (fall, spring)**

### **PUBH 700 Introduction to Public Health**

Public health, by its very nature, is an interdisciplinary field. Even within one doctoral program, students could have different types of master's training, or none at all (for the few doctoral programs that do not require master's training for matriculation). This interdisciplinary expertise contributes to the rich intellectual environment of the school. This course is required for entering doctoral students who do not have an MPH or MSPH from a *Council on Education for Public Health*-accredited school or program. This course is optional for all other students and is delivered in a hybrid format with an online self-administered component and three on-campus meetings in the fall semester of the first year.

### **PUBH 701 Public Health Research: Discovery to Practice**

Doctoral education in public health trains students to drive innovation and discovery in public health. Apart from the usual doctoral milestones of coursework, the qualifying exam, and the dissertation, much of the doctoral process is self-directed. Identifying your goals for your doctoral experience and how to achieve them can be daunting. This conversation-based course is designed to provide students the tools to develop a personal strategy for successfully navigating the doctoral experience.

### **EHS 710 (2) Advanced Laboratory and Field Methods in Exposure Science**

Spring. In this course, students will be introduced to the concepts of exposure science. Students will learn how contaminants are transported from sources to receptors and how human receptors are affected by such contact. Varying exposure science approaches, across a range of environmental media, including air, water, soil, and internal biological matrices, will be considered. Methods of assessment including direct monitoring of environmental media, modeling, as well as biomarkers of exposure will be presented and discussed in detail. Students will examine the literature of exposure science through readings, in-class article discussions, and by conducting a collaborative exposure assessment study evaluating the aggregate exposure and the exposome of nitrogen-containing compounds in the environment.

### **EHS 730/IBS 741 (2) Computational Systems Biology: Modeling Biological Responses**

Fall. Understanding biological responses to external perturbations, their health outcomes, and risks increasingly requires a systems biology approach. This course teaches the dynamical modeling aspect of systems biology. Such an approach is necessary to make sense of biological pathways/circuitries comprising genes, RNAs, proteins, and metabolites, and to understand how they are quantitatively organized as complex networks to carry out integrated, systems-level functions and respond to biological, pharmaceutical, and environmental perturbations. This interdisciplinary course introduces the basic concepts and principles in systems biology, and numerical simulation techniques for mechanically understanding and predicting biological responses.

### **EHS 740/IBS 740 (2) Molecular Toxicology**

Spring. Prerequisites: EH 520, equivalent, or instructor permission. The goal of this course is to strengthen the students' understanding of the interaction between environmental chemicals and specific organ systems of the human body, focusing on appreciation of the explicit cellular and molecular mechanisms that underlie the toxicity. This knowledge will be supplemented through outside readings and class discussions using a modified problem-based learning (PBL) format. These interactions will serve to support the students' understanding of the material and provide them with a real-world perspective of molecular toxicology.

**EHS 747/EPI 747 (2) Methods in Environmental Epidemiology**

Fall. Prerequisites: EPI 530, BIOS 500, BIOS 501 or BIOS 591P; EPI 539, EPI 540 or EPI 545 is also preferred, or instructor's permission. Students will gain experience reading, evaluating, and interpreting epidemiologic studies on the health impact of workplace and environmental exposures. The course aims to strengthen each student's ability to understand and interpret the epidemiological literature. These skills will be developed through class lectures, assigned readings, and case studies. Although most case studies require data analysis, the focus of the class is on conceptual issues common in environmental epidemiology rather than on applied statistics.

**EHS 750 (3) Environmental Determinants of Infectious Disease**

Spring. This course covers the many different ways that the environment influences the transmission and spread of infectious diseases in humans. We take a broad definition of "the environment," considering air, water, soil, animal, and human influences, with case studies on each of these environmental factors. The course will also cover a variety of methods used in the study of infectious diseases, including epidemiology, mathematical modeling, risk analysis, social science, ecology, and molecular biology. The theme of this course is, "Think like a pathogen." Students will learn to think from the perspective of a pathogen trying to maximize its fitness over both short- and long-term time scales. This course is an elective, and can be taken at any time in the program. There are no prerequisites, but it is helpful if students have at least some background in biology.

**EHS 760 (2) Advanced Risk Assessment**

Spring. Prerequisite: EH 524 or EHS student. This course provides students with experience in quantitative methods used in environmental health risk assessment. The course will focus on areas such as: types of models used in estimation of health risks, quantification of variabilities and uncertainties in model-based estimates, Benchmark Dose (BMD) modeling for estimating reference doses, physiologically-based toxicokinetic (PBTK) modeling for internal exposure estimation and in vitro assay-based approach for chemical safety assessment. The course is taught at a PhD level and assumes familiarity with basic concepts of risk assessment as taught in EH 524.

**EHS 790R (1) Research Design and Management**

Fall and spring. EHS students only. Conducting high-impact science goes beyond data analysis and laboratory research. Early stage scientists need to identify research projects, design studies, conduct experiments, critically evaluate relevant literature, publish papers, and present their findings. They also need to be aware of how their research practices and conduct, and those of their peers, can impact the field. EHS 790 focuses on key skills that unify doctoral students and scientists across scientific disciplines. This course is designed to provide students with specific training at the nexus of scientific methods and practice, building skills that are fundamental to the scientific enterprise, which support the ethical and responsible conduct of science. The course will address the program competencies by training students in the range of skills needed to conduct research in the areas of exposure science, biological mechanisms of disease, and environmental determinants of population health. Importantly, we also envision that this class will serve as a key forum for EHS community building. Our weekly meetings will allow us to interact with other EHS students and program faculty, exchange and develop new ideas in research and mentoring, and share relevant difficulties and opportunities encountered during your doctoral training. EHS 790 is required for all students during their pre-candidacy training, however, all doctoral students in the program are permitted and encouraged to attend.

**EHS 797R (VC) Directed Study**

Students pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes coursework. Requires an agreement with and permission from the faculty instructor and Department Chair.



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### **EHS 798R (VC) Pre-candidacy Research**

EHS doctoral students engage in research prior to candidacy. The type of research training that students complete during these research hours vary widely. Most research activities that contribute to students' overall training and allow them to make progress in the program will qualify toward these credits. Examples of typical student research activities include: conducting primary data collection, performing an analysis, writing a manuscript, studying for the qualifying exam, or preparing a grant proposal.

### **EHS 799R (VC) Dissertation Research**

EHS doctoral students engage in research after entering candidacy; research must contribute to students' overall training and allow them to make progress in the program. Examples of typical student research activities include: writing a dissertation proposal, writing a dissertation chapter, or preparing a grant proposal.



## **Department of Epidemiology**

<https://www.sph.emory.edu/departments/epi/index.html>

**Timothy L. Lash, Chair**

The Department of Epidemiology offers courses of study leading to the Master of Public Health (MPH) and the Master of Science in Public Health (MSPH) degrees in epidemiology through the Rollins School of Public Health of Emory University, and the Doctor of Philosophy (PhD) degree in epidemiology through the Laney Graduate School of Emory University. The programs are designed to help students achieve the knowledge, skills, and philosophy they will need to have an influential career in public health. Graduates pursue careers in public health agencies, academic institutions, and in the private sector, including health organizations and industry.

### **Areas of Research**

The Department provides outstanding opportunities for education and research. Faculty interests include cancer, cardiovascular diseases, genetic and molecular epidemiology, epidemiologic methods, infectious diseases, nutrition and physical activity, reproductive and perinatal health, social epidemiology, and women's and children's health. Students often take advantage of the Department's close working relationship with the adjacent US Centers for Disease Control and Prevention (CDC) by participating in collaborative research projects. Those interested in developing skills in cancer epidemiology will find opportunities with the Surveillance, Epidemiology, and End Results (SEER) Program, supported by the National Cancer Institute; the American Cancer Society, whose national headquarters are in Atlanta; and the Winship Cancer Institute at Emory University. Research opportunities are available in other departments at Rollins, The Carter Center, the Georgia Department of Public Health, the seven large teaching hospitals affiliated with Emory Healthcare, and other state and local health departments. These resources, as well as others in the clinical and basic science divisions of the Emory University School of Medicine and the Nell Hodgson Woodruff School of Nursing, provide students with a wide range of study and research opportunities.

### **Areas of Study**

The Department offers required courses that focus on epidemiologic and biostatistical methods, study design, and data analysis. This knowledge allows students to apply their skills to any research or service area they choose. Students are free to choose, with advisement, electives that will allow informal concentrations in many areas of study, including, but not limited to, cancer, cardiovascular diseases, genetic and molecular epidemiology, epidemiologic methods, infectious diseases, nutrition and physical activity, reproductive and perinatal health, social epidemiology, and women's and children's health.

### **Interdepartmental Programs**

The Department of Epidemiology offers two interdepartmental programs. A joint MSPH degree is offered in Environmental Health and Epidemiology (EH- EPI) with the Gangarosa Department of Environmental Health. It also offers joint MPH or MSPH degrees in Global Epidemiology with the Hubert Department of Global Health.

For more information and specific coursework, please refer to the Interdepartmental Programs section.

### **MPH Admission Requirements**

Requirements for admission to the MPH degree program in epidemiology include a baccalaureate degree, completion of one college-level math and one college-level science course, and the Graduate Record Examination (GRE) or the Medical College Admissions Test (MCAT). At least one semester of college-level calculus or statistics and biology are preferred. Applications are evaluated on the basis of several criteria. The applicant's overall academic performance in the undergraduate/graduate programs is considered, with particular attention

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focused on the applicant's math and science coursework. Previous work experience, letters of recommendation, the applicant's statement of purpose, and standardized test scores are also considered. If an applicant's academic transcripts do not document coursework in mathematics, the applicant should provide a written summary of the coursework and a brief description of the contents of the course(s). Reference letters should be sent from professors, supervisors, and mentors who have related knowledge and experience with the rigors of graduate study and who can speak to an applicant's ability to succeed in the program. Students are only admitted to matriculate in the fall semester.

### **MSPH Admission Requirements**

Requirements for admission to the MSPH degree program in epidemiology include a baccalaureate degree, completion of one semester of college-level calculus and one semester of a college-level science course, and the Graduate Record Examination (GRE) or the Medical College Admissions Test (MCAT). Applications are evaluated on the basis of several criteria. The applicant's overall academic performance in the undergraduate/graduate programs is considered, with particular attention focused on the applicant's math and science coursework. Previous work experience, letters of recommendation, the applicant's statement of purpose, and standardized test scores are also considered. Reference letters should be sent from professors, supervisors, and mentors who have related knowledge and experience with the rigors of graduate study and who can speak to an applicant's ability to succeed in the program. Students are only admitted to matriculate in the fall semester.

### **Which Degree Program Should I Choose?**

The four master's degree programs are distinct and it is important to understand which one best fits your needs. The following table details some of the major differences between the four programs. Competencies for each program are included earlier in the catalog.

	<b>MPH in Epidemiology</b>	<b>MSPH in Epidemiology</b>	<b>MPH in Global Epidemiology</b>	<b>MSPH in Global Epidemiology</b>
<b>Program Focus</b>	Public health practice	Public health research and practice	Public health practice within the global context	Public health research and practice within the global context
<b>Credits Required</b>	42	48	42	48
<b>Elective Credits</b>	5	5	2	2
<b>Integrative Learning Experience</b>	Thesis or Capstone	Thesis	Thesis or Capstone	Thesis
<b>Key Skills</b>	Use epidemiological and biostatistical methods to identify, collect, manage, analyze, interpret and report population-based data to inform disease prevention and control.	Foundational skills of the MPH program, plus advanced training in analysis and methods.	Use epidemiological methods to identify, collect, manage, analyze, interpret and report population-based data to inform disease prevention and control in global settings.	Foundational skills for the MPH program plus advanced training in analysis and methods applicable to global settings.
<b>Sample Career Path</b>	Local, state, or federal government.	Local, state, or federal government, academic and/or research centers.	Local, state, or federal government, non-profit and non-governmental organizations.	Local, state, or federal government, academic and/or research centers, non-profit and non-governmental organizations.

Please visit <https://sph.emory.edu/departments/epi/degree-programs/index.html> for more information about degree requirements and course plans.

**Required Core Courses for the MPH or MSPH Degree in Epidemiology**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-Professional Team Training	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0
<b>BIOS 500/BIOS 500L</b>	Statistical Methods I with lab	4
<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>EH 500</b>	Perspectives in Environmental Health	2
<b>GH 500</b>	Critical Issues in Global Health	2
<b>HPM 500</b>	Introduction to the US Health Care System	2

## EPIDEMIOLOGY

### Epidemiology MPH Program Degree Requirements

The MPH in Epidemiology is a 42-credit hour professional degree program designed to prepare epidemiologists for the public health workforce. Through a sequence of epidemiologic and biostatistical methods courses and training in two statistical programming languages (SAS and R), students are well-equipped with the skills needed to be influential public health professionals. Students further specialize their training through a substantive selective course, which contextualizes their methods training to a particular area of epidemiology. This selective only introduces students to the application of methods to a particular substantive area, and provides an opportunity to critically evaluate the epidemiologic literature. Students complete their training through foundational coursework in the other public health disciplines.

#### Required Courses for the MPH Degree in Epidemiology

Course Number	Course Title	Credit Hours
BIOS 591P	Statistical Methods II	3
EPI 530	Epidemiologic Methods I	4
EPI 534	Statistical Programming	2
EPI 535	Designing and Implementing Epi. Studies	2
EPI 540	Epidemiologic Methods II	4
EPI 550	Epidemiologic Methods III	4
EPI 595	Applied Practice Experience	0
	Substantive Area Selective	2
	Electives	5

### Integrative Learning Experience

The Integrative Learning Experience (ILE) for the Epidemiology MPH allows students to apply the principles and methods learned in coursework to a public health problem. All students must create and present a scientific poster on their APE or ILE prior to graduation.

Course Number	Course Title	Credit Hours
EPI 598R/C	Thesis/Capstone	4

### Epidemiology MSPH Program Degree Requirements

The Master of Science in Public Health (MSPH) in Epidemiology is a professional degree designed for students with strong quantitative skills seeking a more in-depth education in epidemiologic methods. This degree program is particularly well-suited for students who are interested in a research-focused career. The MSPH in Epidemiology is a 48-credit hour professional degree program. Students complete a rigorous methods sequence including: four semesters of epidemiologic methods coursework, two semesters of biostatistical methods coursework, coursework in SAS and R programming languages, and a substantive and methodological selective. Students are well-equipped to apply advanced methodologies to solve public health problems and have expertise to contribute to study design and analysis. Students complete their training through foundational coursework in the other public health disciplines.

**Required Courses for the MSPH Degree in Epidemiology**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>BIOS 591P</b>	Statistical Methods II	3
<b>EPI 530</b>	Epidemiologic Methods I	4
<b>EPI 534</b>	Statistical Programming	2
<b>EPI 535</b>	Designing and Implementing Epi. Studies	2
<b>EPI 545</b>	Advanced Epidemiology II	4
<b>EPI 550</b>	Epidemiologic Methods III	4
<b>EPI 560</b>	Epidemiologic Methods IV	4
<b>EPI 595R</b>	Applied Practice Experience	0
	Substantive Area Selective	2
	Methods Selective	2
	Electives	5

**Integrative Learning Experience**

The Integrative Learning Experience (ILE) for the MSPH is a thesis. Under the mentorship of a faculty thesis advisor, students apply the principles and methods learned in an academic setting to the preparation of a monograph that embodies original research applicable to public health. The MSPH thesis should incorporate at least one novel or innovative element, such as a novel hypothesis or an innovation in the analytic methods applied to the given topic area. All students must create and present a scientific poster on their APE or ILE prior to graduation.

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>EPI 599R</b>	Thesis	4

**PhD Admission and Requirements**

Prerequisites for the PhD degree include college-level calculus, and college-level biology. Application information is available online at <http://www.gs.emory.edu/admissions/application.html/>. Applications and all supporting credentials must be received by December 1 for consideration for admission the following fall. Students are only admitted to matriculate in the fall semester. Please visit <https://www.sph.emory.edu/departments/epi/degree-programs/phd/index.html> for additional information.

**Faculty**

**Alvaro Alonso**, Professor, MD, University of Navarra, 2000; MPH, National School of Health, 2002; PhD, University of Navarra, 2005. Cardiovascular epidemiology.

**Ruth L. Berkelman**, Emerita Rollins Professor of Public Health and Preparedness. AB, Princeton University, 1973; MD, Harvard Medical School, 1977.

**John R. Boring III**, Emeritus Professor. BS, University of Florida, 1953; MS, 1955; PhD, 1961.

**Roberd M. Bostick**, Professor and Georgia Cancer Coalition Distinguished Scholar. BS, Wofford College, 1973; MD, Medical University of South Carolina, 1976; MPH, University of Minnesota, 1990. Cancer epidemiology, etiology and primary prevention of colon cancer, use of biomarkers of risk and molecular epidemiologic methods in observational studies and chemo-prevention trials.

**John Carter**, Emeritus Research Assistant Professor. BA, University of Virginia, 1936; PhD, Rice University, 1968; MPH, Emory University, 1991.

**Allison Chamberlain**, Assistant Professor, BA, University of Virginia, 2004; MS, Georgetown University, 2007; PhD, Emory University, 2010. Infectious disease, emerging infections, surveillance.

**Lauren Christiansen-Lindquist**, Research Assistant Professor, MPH, Emory University, 2009; PhD, 2015. Maternal Child Health, women's and children's health epidemiology.

**James W. Curran**, Professor and James W. Curran Dean of Public Health. BS, University of Notre Dame, 1966; MD, University of Michigan, 1970; MPH, Harvard University, 1974.

- Ann Do**, Research Assistant Professor. MD, University of Tennessee, Memphis, 1991; MPH, Emory University, 2004. AIDS, emerging infectious diseases.
- Veronika Fedirko**, Associate Professor. BSc, National University of Kyiv–Mohyla Academy, 2002; MPH, Emory University, 2005; PhD, 2009. Molecular biomarkers of carcinogenesis, including genetic, epigenetic, and metabolic biomarkers.
- W. Dana Flanders**, Professor. BS, University of Vermont, 1972; MA, Columbia University, 1974; MD, University of Vermont, 1977; MPH, Harvard University, 1979; DSc, 1982. Quantitative epidemiology, methods.
- Neel Gandhi**, Associate Professor. BA, Williams College, 1994; MD, Brown University, 1999. Concurrent epidemics of tuberculosis and HIV, with a particular interest in drug-resistant tuberculosis.
- Audrey Gaskins**, Assistant Professor. BSE, Duke University, 2008; ScD, Boston University, 2014. Maternal and Child Health, Nutrition, Air Pollution, Obesity Prevention.
- Julie A. Gazmararian**, Professor. MPH, University of South Carolina, 1985; PhD, University of Michigan, 1992. Health outcomes; health literacy; maternal and child health; domestic violence.
- Michael Goodman**, Professor. MD, Kaunas Medical Academy (Lithuania), 1984; MPH, The Johns Hopkins University, 1995. Cancer epidemiology; prostate cancer, breast cancer, lung cancer, respiratory and neurobehavioral outcomes in children.
- Jodie Guest**, Research Professor. PhD, MPH, Emory University, 1999; Co-founder of the HIV Atlanta VA Cohort Study (HAVACS) antiretroviral-induced lipid abnormalities, nephrotoxicity, inflammatory markers of endothelial cell activation, hepatitis c coinfection, MRSA, and food insecurity.
- Terry Hartman**, Professor. MS, Texas A&M University, 1985; PhD, University of Minnesota, 1995; MPH, Harvard University, 1996. Cancer prevention and control, dietary assessment and analysis.
- Carol J. R. Hogue**, Emerita Professor and Jules and Uldeen Terry Professor of Maternal and Child Health. AB, William Jewell College, 1966; MPH, University of North Carolina, 1971; PhD, 1973. Women's and children's health epidemiology, social epidemiology, reproductive health.
- Penelope P. Howards**, Associate Professor. BA, Dartmouth College, 1990; MS, Penn State University, 1994; PhD, University of North Carolina at Chapel Hill, 2004. Reproductive health, maternal and child health.
- Anke Huels**, Assistant Professor. BSc, TU Dortmund University, Germany, 2012; MSc, TU Dortmund University, Germany 2014; PhD, TU Dortmund University 2018. Environmental and genetic epidemiology; epigenetics.
- Cecile Janssens**, Research Professor. MA, Utrecht University, 1996; MSc, Netherlands Institute of Health Sciences, 2001; PhD, Erasmus University, 2003. Public health genomics, prediction of complex diseases by genomic profiling and the evaluation of the usefulness of genetic testing.
- Samuel Jenness**, Assistant Professor. BA, Boston University, 2002; MPH, Boston University, 2005; PhD, University of Washington, 2015. Infectious disease, prevention and control of HIV and other STIs.
- Dayna Johnson**, Assistant Professor. BA, Purdue University, 2004; MPH and MSW, University of Michigan, 2007; MS, University of Michigan, 2010; PhD, University of Michigan, 2014. Social and environmental determinants of sleep disorders and insufficient sleep.
- Jeb Jones**, Assistant Professor. BS, Georgia State University, 2005; MPH, Emory University, 2012; PhD, Emory University, 2016. HIV/AIDS prevention, risk assessment, infectious disease dynamics.
- Vijaya Kancherla**, Research Assistant Professor. BHMS, University of Health Sciences, 2000; MS, Southern Illinois University, 2004; PhD, University of Iowa, 2010. Epidemiology and surveillance of birth defects.
- David G. Kleinbaum**, Emeritus Professor. AB, Hamilton College, 1962; AM, University of Rochester, 1964; PhD, University of North Carolina, 1970.
- Michael Kramer**, Associate Professor. BA, Earlham College, 1991; MMSc, Emory University, 1997; MS, Alderson-Broaddus College, 2004; PhD, Emory University, 2009. Maternal and child health, social and spatial epidemiology.
- Timothy L. Lash**, Rollins Professor and Chair. BS, Massachusetts Institute of Technology, 1987; MPH, Boston University, 1992; DSc, Boston University, 1999. Epidemiologic methods and cancer prevention.

- Tené Lewis**, Associate Professor. MA, University of California, 1998; PhD, 2003. Psychosocial epidemiology and health disparities particularly as they apply to cardiometabolic diseases.
- Jonathan Liff**, Emeritus Associate Professor. BA, University of Chicago, 1973; MS, University of Illinois, 1979; PhD University of Washington, 1985.
- Benjamin Lopman**, Professor. BS, University of Florida, 1999; MSc, London School of Hygiene and Tropical Medicine, 2000; PhD, Open University/Health Protection Agency, 2004. Infectious disease, epidemiology of viral gastroenteritis.
- Michele Marcus**, Professor. BS, Brooklyn College, 1974; MPH, 1981; PhD, Columbia University, 1986. Reproductive, environmental, neuroepidemiology.
- Lauren McCullough**, Rollins Assistant Professor. BA, Vanderbilt University, 2005; MSPH, Meharry Medical College, 2007; PhD, University of North Carolina, 2013. Cancer pathophysiology, genetics, epigenetics and lifestyle factors.
- John E. McGowan Jr.**, Emeritus Professor. BMS, Dartmouth Medical School, 1965; MD, Harvard University, 1967.
- Ashley Naimi**, Assistant Professor. PhD, University of North Carolina, 2012. M. Sc, Université de Montréal, 2008. Reproductive and perinatal epidemiology; methods.
- Kristin Nelson**, Assistant Professor. PhD, Emory University, 2018; MPH, Emory University, 2014. Infectious disease; respiratory diseases; pathogen genomics.
- Godfrey P. Oakley Jr.**, Research Professor. MD, Bowman Gray School of Medicine, 1965; MSPM, University of Washington, 1972. Pediatric and perinatal epidemiology, with emphasis on birth defects, developmental disabilities, genetics.
- Bradley Pearce**, Research Associate Professor. BS, Florida State University, 1985; PhD, University of Miami, 1990. Schizophrenia heterogeneity and toxoplasma exposure, schizophrenia biomarkers, pathophysiological mechanisms of autism risk in patients.
- Travis Sanchez**, Research Associate Professor. DVM, University of Georgia, 1994; MPH, Emory University, 2000. Disease surveillance, HIV vaccine development, infectious disease.
- Joellen Schildkraut**, Professor. BS, Pennsylvania State University, 1978; MPH, Yale University, 1982; PhD, Yale University, 1987. Molecular epidemiology of ovarian, breast and brain cancers, the interaction between genetic and environmental factors.
- Amit Shah**, Assistant Professor. BA, Princeton University, 2002; MD, University of Pennsylvania, 2006; MSCR, Emory University, 2011. Cardio-vascular disease epidemiology.
- Anne C. Spaulding, Associate Professor; ScB, Brown University, 1984; MD, Medical College of Virginia, 1989; MPH, The Johns Hopkins University, 2005. Infectious and chronic disease epidemiology in correctional and drug-using populations.
- Shakira Suglia**, Associate Professor. BS, University of Massachusetts, 1995; MS, University of Albany, 1997; ScD, Harvard University, 2006. Adolescent health, child health, chronic disease, social determinants of health.
- Patrick Sullivan**, Professor. BS, Emory University, 1988; DVM, University of Tennessee, 1992; PhD, University of Tennessee, 1994. Infectious disease, surveillance, animal models for infectious diseases, zoonotic diseases, HIV vaccine development.
- Samaah Sullivan**, Instructor. MPH, Louisiana State University, 2008; PhD, Louisiana State University, 2015. Women's Health, Cardiovascular Diseases, Social Determinants of Health.
- Yan V. Sun**, Associate Professor. BS, Peking University, 1996; PhD, Wayne State University, 2001; MS, 2003. Human genetics.
- Viola Vaccarino**, Wilton Looney Professor. MD, Milan University Medical School, Italy, 1984; PhD, Yale University School of Medicine, 1994. Cardiovascular disease epidemiology.
- Kristin Wall**, Assistant Professor. BS, University of Texas, 2006; MS, University of Texas, 2008; PhD, Emory University, 2012. HIV/AIDS, cancer screening.
- Kevin Ward**, Research Assistant Professor. BIE, Georgia Institute of Technology, 1993; MPH, Emory University, 1998; PhD, 2008. Cancer epidemiology, cancer surveillance.
- John L. Young, Jr.**, Emeritus Research Professor, BA, Baylor University, 1963; MPH, University of North Carolina, 1965; DrPH, 1974.



**Jointly Appointed Faculty**

**Mohammed K Ali**, Associate Professor. MBChB, University of Cape Town, 2003; MSc, University of Oxford, 2006; MSc, 2007; MBS, Emory University, 2012. Hubert Department of Global Health.

**Susan A. Allen**, Professor. BS, Duke University, 1980; MD, 1984; MPH, University of California, Berkeley, 1995. Emory University School of Medicine.

**Sara Auld**, Assistant Professor. BA, Stanford University, 2001; MD, Columbia University, 2007; MSCR, Emory University, 2007. Emory University School of Medicine.

**Robert Bednarczyk**, Assistant Professor. BS, Lebanon Valley College, 1993; MS, SUNY-Albany, 2006; PhD, 2010. Hubert Department of Global Health.

**Henry M. Blumberg**, Associate Professor. BA, Washington University, 1979; MD, Vanderbilt University, 1983. Emory University School of Medicine.

**Otis W. Brawley**, Professor. BS, University of Chicago, 1981; MD, 1985. American Cancer Society.

**Kenneth Castro**, Professor. BS, University of Puerto Rico, 1974; MS, Northeastern University, 1976; MD, State University, MD 1980. Hubert Department of Global Health.

**Amy Y. Chen**, Associate Professor. BA, University of Texas, Austin, 1988; MPH, University of Texas, Houston, 1999; MD, Johns Hopkins University, 1992. Atlanta Veterans Affairs Medical Center and Emory University School of Medicine.

**Thomas Clasen**, Professor. JD, Georgetown University, 1981; MSc, London School, 2002; PhD, University of London, 2006. Department of Environmental Health.

**Hannah Cooper**, Professor. BA, Yale University, 1993; SM, Harvard University, 1998; ScD, 2003. Department of Behavioral Sciences and Health Education.

**Carrie Cwiak**, Associate Professor, MPH, Emory University, 2003; MD, St. Louis University, 1997. Department of Gynecology & Obstetrics.

**Carlos del Rio**, Distinguished Professor for Emory Clinical and Academic Affairs at Grady; Professor of Medicine and Executive Associate Dean for Emory at Grady, Emory University School of Medicine; Professor of Global Health and Epidemiology, Rollins School of Public Health and Co-Director, Emory CFAR. Former Hubert Professor and Chair. MD, Universidad La Salle (México), 1983.

**Neal Dickert Jr.**, Assistant Professor. BA, Dartmouth College, 1997; PhD, Johns Hopkins University, 2006; MD, 2006. Emory University School of Medicine.

**Cristina Drenkard**, Assistant Professor. MD, Universidad Nacional de Rosario, Argentina, 1981; PhD, Universidad Nacional de Cordoba, Argentina, 2002. Emory University School of Medicine.

**Anne Dunlop**, Assistant Professor. MD, Mayo Medical School; MPH, Emory University. Emory University School of Medicine.

**John William Eley**, Associate Professor. BA, Emory University, 1979; MD, 1983; MPH, 1990. Emory University School of Medicine.

**Matthew Freeman**, Associate Professor. BA, Wesleyan University, 2000; MPH, Emory University, 2005; PhD, London School of Hygiene and Tropical Medicine. Gangarosa Department of Environmental Health.

**Scott Fridkin**, Professor. MD, Loyola University. Emory University School of Medicine.

**Amy Webb Girard**, Research Associate Professor. BS, Mercer University, 1997; PhD, Emory University, 2006. Hubert Department of Global Health.

**Abhinav Goyal**, Associate Professor. BS, Northwestern University, 1996; MHS, Duke University, 2006; MD, Northwestern University, 1999. Emory University School of Medicine.

**Matthew O. Gribble**, Assistant Professor. BA/BS, Stanford University, 2009; PhD, Johns Hopkins University, 2013. Department of Environmental Health.

**Kelli Stidham Hall**, Assistant Professor. BS, University of Kentucky, 2003; MS, University of Kentucky, 2003; M. Phil, Columbia University, 2009; PhD, Columbia University, 2009. Department of Behavioral Sciences and Health Education.

**Ellen L. Idler**, Professor. BA, College of Wooster, 1974; MA, Rutgers University, 1976; PhD, Yale University, 1985. Department of Sociology, Emory College.

**Jesse Jacob**, Assistant Professor. MD, University of South Florida, 2001; MBA, 2011; MSCR, Emory University, 2011. Emory University School of Medicine.

- Theodore Johnson**, Associate Professor. AB, Brown University, 1985; MD, Northwestern University, 1990; MPH, University of North Carolina, 1997. Emory University School of Medicine.
- Colleen Kelly**, Assistant Professor. MD, Emory University, 2004; MPH, 2004. Emory University School of Medicine.
- Jordan Kempker**, Assistant Professor. MD, University of Florida, 2007; MSc, Emory University, 2013.
- Amy Kirby**, Research Assistant Professor. BS, University of Georgia, 1997; PhD, The State University of New York, SUNY-Buffalo, 2003; MPH, Emory University, 2012. Hubert Department of Global Health.
- Uriel Kitron**, Professor. BSc, Hebrew University, 1975; PhD, University of California, 1981; MPH, University of Michigan, 1982. Department of Environmental Studies, Emory College.
- Kelli Komro**, Professor. BA, University of Washington, 1987; MPH, University of Minnesota, 1991; PhD, University of Minnesota, 1994. Department of Behavioral Sciences and Health Education.
- Jeffrey P. Koplan**, Professor. BA, Yale University, 1966; MD, New York University, 1970; MPH, Harvard University, 1978. Emory University School of Medicine.
- Christian Larsen**, Professor, MD, Emory University, 1984, PhD University of Oxford, 1990; Emory University School of Medicine
- Juan S. Leon**, Associate Professor. BA, Dartmouth College, 1996; MPH/PhD, Northwestern University, 2003. Hubert Department of Global Health.
- Karen Levy**, Associate Professor. BA, Stanford University, 1995; MSc, University of California, Berkeley 2002; MPH, 2006; PhD, 2007. University of Washington
- S. Sam Lim**, Associate Professor. BA, Duke University; MD, State University of New York at Brooklyn. Emory University School of Medicine.
- Michael Lindsay**, Assistant Professor. BS, Morehouse College, 1975; MD, Yale University, 1979; MPH, Emory University, 1991. Emory University School of Medicine.
- Carmen J. Marsit**, Associate Dean for Research and Professor. BS, Lafayette College, 2000; PhD, Harvard University, 2004. Gangarosa Department of Environmental Health.
- Scott J. N. McNabb**, Visiting Professor. BS, University of Oklahoma, 1972; MS, 1979; PhD, 1986. Hubert Department of Global Health.
- Ann C. Mertens**, Professor. BS, St. Louis University; MS, University of Minnesota; PhD, University of Minnesota. Emory University School of Medicine.
- Christine L. Moe**, Professor. BA, Swarthmore College, 1979; MS, University of North Carolina, 1984; PhD, 1989. Hubert Department of Global Health.
- Jennifer Mullé**, Assistant Professor. MHS, Johns Hopkins, 2000; PhD, 2005. School of Medicine.
- K. M. Venkat Narayan**, Professor. MBBS, St. Johns Medical College, 1980; MSc, University of Edinburgh, 1987; MFPHM, Royal College of Physicians, 1988; MBA, Herriot Watt University, 1995. Hubert Department of Global Health.
- Walter Orenstein**, Professor, BS, City College of New York, 1968; MD, Albert Einstein College of Medicine, 1972. Emory University School of Medicine
- Matthew Oster**, Assistant Professor. BS, Vanderbilt University, 1999; MD, University of Pennsylvania, 2004; MPH, Emory University. Emory University School of Medicine.
- Ruth Parker**, Professor. BS, Davidson College, 1977; MD, University of North Carolina, 1981. Emory University School of Medicine.
- Rachel Patzer**, Associate Professor. MPH, Emory University, 2007; PhD, 2011. Emory University School of Medicine.
- Laura Plantinga**, Assistant Professor. ScM, Johns Hopkins University, 2002; PhD, Emory University, 2014. Divisions of Renal Medicine, Transplant, and Geriatrics, Emory University.
- Roger Rochat**, Research Professor. BA, University of Rochester, 1962; MD, University of Washington, 1966. Women's and children's health. Hubert Department of Global Health.
- Stephanie L. Sherman**, Professor. BS, North Carolina State University, 1971; PhD, Indiana University, 1981. Emory University School of Medicine.
- Aaron Siegler**, Research Assistant Professor. MHS, Johns Hopkins University, 2005; PhD, Emory University, 2012. Department of Behavioral Sciences and Health Education.
- N. Kyle Steenland**, Professor. BA, Stanford University, 1968; MA, State University of New York, Buffalo, 1971; PhD, 1974; MS, University of Pennsylvania, 1981; PhD, 1985; MS, University of Cincinnati, 1989. Department of Environmental Health.

**Aryeh Stein**, Professor. BSc, Queen Elizabeth College, 1984; MPH, Columbia University, 1989; PhD, 1992. Hubert Department of Global Health.

**David S. Stephens**, Professor. BS, The Citadel, 1970; MD, Bowman Gray University, 1974. Emory University School of Medicine.

**Paige Tolbert**, Emerita Professor. BA, Harvard University, 1979; MSPH, University of North Carolina, 1986; PhD, 1989. Department of Environmental Health.

**Bryan Williams**, Associate Research Professor. BS, Virginia Polytechnic Institute and State University, 1988; MS, 1990; PhD, Pennsylvania State University, 1992. Emory University School of Medicine.

**Peter W. Wilson**, Professor. BS, Yale University, 1970; MD, University of Texas Medical School at San Antonio, 1974. Emory University School of Medicine.

**Inci Yindirim**, Assistant Professor. MD, Hacettepe University, 1999; MSc, Hacettepe University, 2007; PhD, Boston University, 2009. Emory University School of Medicine.

### Adjunct Faculty

**Hani Atrash**, Adjunct Associate Professor. MD, King Abdul-Aziz University, 1991; MMed, 2009. King Abdul-Aziz University.

**Ki Moon Bang**, Adjunct Professor. MPH, Seoul Nation University, 1966; MS, University of Minnesota, 1974; PhD, University of Texas Medical Branch, 1981.

**Carla J. Berg**, Adjunct Associate Professor. BA, Dakota Wesleyan University, 2001; MA, University of Kansas, 2003; PhD, University of Kansas, 2007; MBA, Emory University, 2017.

**Zachary Binney**, Adjunct Instructor. AB, University of Chicago, 2008; MPH, Emory University, 2013; PhD, Emory University. Binney Research, Analytics, and Sports Services, LLC.

**Allison Brown**, Adjunct Assistant Professor. BA, University of Virginia, 1997; MPH, Yale University, 2004; PhD. The Johns Hopkins University, 2010. US Centers for Disease Control and Prevention.

**Peter Cegielski**, Adjunct Associate Professor, BA, Harvard University, 1979; MD, University of California, 1984; MPH, 1995. US Centers for Disease Control and Prevention.

**Lyndsey Darrow**, Adjunct Associate Professor. PhD, Emory University, 2008. University of Nevada.

**Ivo Foppa**, Adjunct Associate Professor. DrMed, University of Bern, 1991; MS, Harvard

University, 1995; DSc, Harvard University, 2001. US Centers for Disease Control and Prevention.

**Cindy Friedman**, Adjunct Assistant Professor. MD, Ross University, 1989. US Centers for Disease Control and Prevention.

**Katherine Gass**, Adjunct Assistant Professor. BA, Oberlin College; MPH, Emory University; PhD, Emory University. Task Force for Global Health.

**Mia Gaudet**, Adjunct Assistant Professor. MSPH, University of North Carolina, 2001; PhD, 2005. American Cancer Society.

**Stefan Goldberg**, Adjunct Instructor. BA, Columbia College, 1977; MD, University of Colorado, 1981. US Centers for Disease Control and Prevention.

**Neela Goswami**, Adjunct Assistant Professor. BS, Stanford University, 2002; MD, Johns Hopkins University, 2006; MPH, University of North Carolina, 2013. US Centers for Disease Control and Prevention.

**Marta Gwinn**, Adjunct Professor. BA, University of Louisville, 1977; MD, Vanderbilt University, 1981; MPH, University of North Carolina, 1990. US Centers for Disease Control and Prevention.

**Xuesong Han**, Adjunct Professor. MS, Tsinghua University, 2004; PhD, Yale University, 2010. US Centers for Disease Control and Prevention.

**Alan Hinman**, Adjunct Professor, MD, Western Reserve University, 1961; MPH, Harvard Schools of Public Health, 1969. Center for Vaccine Equity at the Task Force for Global Health.

**Yuling Hong**, Adjunct Professor. BM, Shanghai Medical University, China, 1987; MS, Erasmus University (Holland), 1993; PhD, Karolinska Institute (Sweden), 1997. US Centers for Disease Control and Prevention.

**Dale J. Hu Jr.**, Adjunct Associate Professor. BA, Stanford University, 1983; MD, University of California at San Diego, 1987; MPH, Johns Hopkins University, 1989. US Centers for Disease Control and Prevention.

- A. Danielle Iuliano**, Adjunct Assistant Professor. BA, Emory University, 2000; MPH, Emory University, 2002; PhD, University of Pittsburgh, 2008. US Centers for Disease Control and Prevention.
- Eric Jacobs**, Adjunct Professor. MS, University of Washington, 1994; PhD, University of Washington, 1996. American Cancer Society.
- Sherman James**, Adjunct Professor. AB, Talladega College, 1964; PhD, Washington University, 1973.
- Matthew Magee**, Adjunct Assistant Professor. MPH, University of Illinois, 2006; PhD, Emory University, 2013. Georgia State University.
- Marjorie L. McCullough**, Adjunct Associate Professor. BS, Michigan State University, 1983; MS, MGH Institute of Health Professions, 1986; ScD, Harvard University, 1999. American Cancer Society.
- A.D. McNaghten**, Adjunct Instructor. MHSA, Ohio University, 1990; PhD, Ohio University, 1994. US Centers for Disease Control and Prevention.
- Paolo Raggi**, Adjunct Faculty, MD, University of Bologna, Medical School, 1985. The Long Island College Hospital.
- Carla Reed**, Adjunct Instructor. MPH, Boston University, 2003; DSc, Boston University, 2007. US Centers for Disease Control and Prevention.
- Eli Rosenberg**, Adjunct Assistant Professor. BS, Cornell University, 2006; PhD, Emory University, 2012. University at Albany-SUNY.
- Edgar Simard**, Adjunct Assistant Professor. BS, Southern Connecticut State University, 1999; MPH, Emory University, 2004; PhD, State University of New Jersey. American Cancer Society.
- Victoria Stevens**, Adjunct Assistant Professor. BS, Emory University, 1981; PhD, Emory University, 1988. American Cancer Society.
- Kathleen E. Toomey**, Adjunct Associate Professor. AB, Smith College, 1973; MPH, Harvard University, 1979, MD, 1979. US Centers for Disease Control and Prevention.
- Andrew Vernon**, Adjunct Associate Professor. MD, Harvard Medical School, 1975; MHS, Johns Hopkins University. US Centers for Disease Control and Prevention.
- Andrea Winquist**, Assistant Professor. MD, Northwestern University, 1993; PhD, Emory University, 2009. US Centers for Disease Control and Prevention.
- Carla A. Winston**, Adjunct Assistant Professor. BA/MA, Stanford University, 1994; PhD, Emory University, 2003. US Centers for Disease Control and Prevention.

## Epidemiology Course Descriptions

### EPI 504 (2) Fundamentals Of Epidemiology

Spring. Emphasizes the underlying concepts of the epidemiological approach, stressing study design. Discusses the calculation and interpretation of measures of frequency, association, and public health impact. Discusses sources of study error including the influence of chance, bias, confounding, and effect modification. Basic concepts of standardizing rates, surveillance, and screening are also introduced. Non-EPI students only who have not taken EPI 530.

### EPI 508 (1) Maternal Child Health Leadership Collaborative Seminar

Fall. Prerequisite: EPI/GH/BSHES/HPM 596. MCH Certificate Leadership Seminar.

### EPI 509 (2) Overview of Children with Special Health Care Needs

Prerequisite: EPI/GH/BSHES/HPM 596, students enrolled in the MCH certificate only or instructor permission. This course will provide a one-semester overview of children with special health care needs and their families, including neurodevelopmental disabilities, to prepare learners to include the population in public health program planning, implementation, evaluation, and research.

## EPIDEMIOLOGY

### **EPI 510 (1) Introduction to Genetic and Molecular Epidemiology**

Fall. This course will introduce basic principles of genetic and molecular epidemiology through interactive discussion with leading researchers in the field. This is a stand-alone course but is also a prerequisite for the Genetic and Molecular Epidemiology Certificate Program.

### **EPI 511 (1) Social Determinants of Health Seminar**

Fall. This course will introduce students to the breadth of social determinants of health (SDOH)-related research that is being conducted by Emory RSPH and ECAS faculty affiliated with the SDOH certificate program. Students will also be exposed to community groups addressing SDOH issues. This course is a required core course for the SDOH certificate program.

### **EPI 515 (3) Transforming Public Health Surveillance**

Spring. Transforming Public Health Surveillance (TPHS) provides a review of the history, purposes, activities, uses, elements, data sources, models, analyses, actions, reports, evaluation, and ethical and legal issues of public health surveillance (PHS). It helps students understand the critical importance of the direct association between PHS and public health action, plus develop skills and competencies with the use of data-information-messages and the information and communication technologies that enable, enhance, and empower them. TPHS describes informatics approaches to enable and enhance data sharing, analytics, and visualization through interoperability that adapts to meet the challenges as PHS moves from analog to digital and demonstrates how PHS core functions (i.e., detection, registration, confirmation, analysis, feedback, communication, and response) will be enabled, enhanced, and empowered by these opportunities. Cross-listed with GH 515.

### **EPI 516 (2) Issues in Women's Health**

Fall. Prerequisite: EPI 504 or EPI 530 and BIOS 500. This course presents issues in women of being female but not pathologies of reproduction. These include cardiovascular disease, osteoporosis, and breast and cervical cancer. In addition, health problems related to the physiological and psychological aspects of being female are addressed. These include depression, premenstrual syndrome, addictive behavior, and violence perpetrated by and against women.

### **EPI 517 (2) Case Studies in Infectious Disease Epidemiology**

Fall. Provides training in the investigation, control, and prevention of infectious disease by both descriptive and analytic epidemiological techniques.

### **EPI 523 (1) Correctional Healthcare Epidemiology**

Spring. Prerequisites: EPI 530 or EPI 504 and BIOS 500 or instructor permission. Ten million persons pass through a jail or prison each year in the United States. This half-semester, seminar-style course will explore the possible impact of the criminal justice system on the epidemiology of infectious diseases and on health indicators in general. The correctional setting will be used as a case study to illustrate how environment, public policy, behavior and biology all interact to determine the well-being of a population. Lessons learned from studying correctional health are applicable to understanding the determinants of health for other institutionalized populations and in other controlled settings. We have plans to make a field trip to a local correctional facility.

### **EPI 530 (4) Epidemiologic Methods I**

Fall. Prerequisite/concurrent: BIOS 500. Emphasizes the concepts and premises of the science of epidemiology. Methods of hypothesis formulation and evaluation are stressed. Techniques for quantifying the amount of disease (or other health indicator) in populations are introduced, followed by discussion of epidemiologic study designs useful for identifying etiologic factors and other relevant correlates of disease. Students gain facility with the calculation of basic epidemiologic measures of frequency, association, and impact. The concepts of random variability, bias, and effect modification are examined in detail. The use of stratified analysis, including Mantel-Haenszel techniques, is explored. Inferences from study results are discussed.

Students are required to analyze and critique studies from the current medical and scientific literature.

**EPI 531 (2) Field Epidemiology**

Spring. Uses a series of case studies to teach the principles and practice of epidemiology.

**EPI 532 (2) Epidemiology of Sexually Transmitted Diseases**

Spring. Prerequisite/concurrent: EPI 530 or EPI 504. The purpose of the course is to familiarize students with the current purview of sexually transmitted disease in the developing and industrialized world.

**EPI 534 (2) Statistical Programming**

Fall. Provides an introduction to the SAS and R programming environments and instructs students in the techniques needed to create, organize, and edit data into a final dataset that is ready for epidemiologic analysis.

**EPI 535 (2) Designing and Implementing Epidemiologic Studies**

Spring. Prerequisite: EPI 530. The primary emphasis of this course is to gain basic knowledge and skills in designing and implementing epidemiologic studies.

**EPI 536 (2) Applied Data Analysis**

Fall. Prerequisites: EPI 530, BIOS 500, and EPI 534 or BIOS 501. The purpose of this course is to prepare the student for analysis of epidemiologic data from various study designs including cross-sectional, case-control, and follow-up studies. The student will have the opportunity to apply the methods taught in the epidemiology methods sequence to actual data sets. After completion of the course, the student will be prepared to do the data analysis for their thesis. The course will use the statistical program, Stata, for all analyses and therefore some time will be spent in learning the fundamentals of Stata. We will analyze multiple data sets and apply epidemiologic and statistical methods such as exact tests for 2x2 tables, stratified analysis, logistic regression, and survival techniques appropriate for epidemiologists. The course will be applied and will emphasize the use of Stata to solve various epidemiologic problems using a wide range of data sets.

**EPI 537 (2) Epidemiology of Chronic Disease**

Fall. Prerequisite/concurrent: EPI 530. Emphasis is placed on the distribution and determinants of chronic disease within the population. Research design and analysis are not the primary focus of the course, but methodological issues are considered when pertinent to the interpretation of findings.

**EPI 539 (3) Epidemiologic Concepts and Analysis**

Spring. Pre-requisites: BIOS 500, EPI 530, and EPI 534 or EPI 533 (concurrent ok). This course develops epidemiologic concepts introduced in Epidemiologic Methods I, providing a more advanced discussion of issues related to bias, study design, interaction, as well as an introduction to logistic regression for epidemiologic analyses.

**EPI 540 (4) Epidemiologic Methods II**

Spring. Prerequisites EPI 530, BIOS 500, EPI 534 and BIOS 591P or BIOS 501 concurrent. This course develops epidemiologic concepts introduced in EPI 530: Epidemiologic Methods I, providing a more advanced discussion of issues related to causality, bias, study design, interaction, effect modification and mediation. It will also provide opportunities for the application of these examples via analysis of epidemiologic data.

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### **EPI 541 (2) Hospital/Healthcare Epidemiology**

Spring. Prerequisites/concurrent: EPI 504 or EPI 530 and BIOS 500. This course will provide training in the investigation, control, and prevention of hospital-acquired infectious diseases and other hospital events by the use of appropriate epidemiologic techniques, both descriptive and analytic.

### **EPI 542 (1) Epidemiology of Tuberculosis**

Spring. Prerequisite: EPI 504, or EPI 530. To provide training in the domestic and international public health aspects of tuberculosis; its epidemiology and diagnosis, the theory and practice of treatment, and means of prevention in developed and developing countries; and the interaction between HIV and tuberculosis. Cross-listed with GH 562.

### **EPI 543 (2) Cardiovascular Disease Epidemiology**

Spring. Prerequisite: EPI 530 or EPI 504. This course uses cardiovascular epidemiology to foster students' ability to critically read the pertinent scientific literature and synthesize relevant research questions.

### **EPI 544 (1) Epidemiology of Foodborne and Diarrheal Diseases**

Fall. Prerequisite/concurrent: EPI 504 or EPI 530. This course covers the basic epidemiology of infectious foodborne and diarrheal diseases of the United States and the world. Uses the study of these diseases and outbreak investigations to develop broadly applicable epidemiologic skills. Explores dynamic relationship between changing global environment and human health distribution, changes in the human population.

### **EPI 545 (4) Advanced Epidemiologic Methods II**

Spring. Prerequisites EPI 530, BIOS 500, EPI 534, and BIOS 591P concurrent. MSPH and PhD students only. This course builds on the fundamental epidemiologic concepts introduced in EPI 530: Epidemiologic Methods I. Specifically, causality, bias (including confounding, information bias, and selection bias), and concepts of interaction will be revisited in greater depth. By the end of the course, students will be able to do the following: Formulate research questions to evaluate causality; evaluate the strengths and limitations of epidemiologic studies; assess how the strengths and limitations of a study affect interpretation of study results; utilize epidemiologic methods to address confounding; identify epidemiologic methods to address selection bias and information bias; calculate measures to assess interaction.

### **EPI 546 (2) HIV Epidemiology**

Spring. Prerequisites: EPI 530 and BIOS 500 or instructor permission. Explores the epidemiology of the HIV epidemic in the US through a detailed examination of the major types of epidemiologic studies that have led to our current understanding of the epidemic. Students gain an understanding of important issues in the epidemiology of HIV in the US, and, as importantly, increase their understanding of the strengths and weaknesses of various epidemiologic study designs and the interpretation of data from such studies.

### **EPI 547 (2) Public Health Applications of Molecular Epidemiology**

Spring. Prerequisite: EPI 530 and knowledge of DNA and RNA. Molecular epidemiology encompasses topics beyond the recent era of "-omics." Biospecimens have been analyzed to evaluate exposures and health states for decades. We will discuss a range of public health applications of molecular epidemiology. For each, we will review the biospecimen and analyte, how the biospecimen is collected and analyzed, and how the results are used, or may be used, to protect or improve public health. Examples of topics we will study include (a) cholesterol & triglycerides associated with heart disease, (b) blood alcohol & breathalyzer associated with injury, (c) illicit drug screening and employment, and (d) serum -13C as a marker of dietary sweets intake.

**EPI 548 (2) Systematic Reviews and Meta Analysis**

Fall. Prerequisite: EPI 530. Introduces the basic concepts and premises of the systematic reviews and meta-analysis of epidemiologic studies.

**EPI 550 (4) Epidemiologic Methods III**

Fall. Prerequisites: EPI 530, 534, 540 or 545, BIOS 500 and 591P. Covers concepts, methods, and application of key mathematical modeling approaches used to evaluate multivariable data from epidemiologic studies: logistic regression, Cox regression, collinearity, modeling strategy for determining a best model, goodness of fit, and ROC curves. The course also teaches a broader philosophy and approach for constructing the appropriate models for answering the question under study.

**EPI 552 (2) Human Genome Epidemiology**

Spring. Prerequisite/Concurrent: EPI 504 or EPI 530. This course will introduce students to applications of epidemiologic methods and approaches to evaluating the use of human genetic discoveries in the practice of medicine and public health in the 21st century. With the completion of the human genome project, the epidemiologic approach is now urgently needed to assess the prevalence of genetic variation in the population, to characterize the burden of disease associated with genetic variation and with gene-environment interaction, and to evaluate the impact of genetic tests in reducing morbidity and mortality. At the end of the course, participants should be able to identify types of information needed to translate genetic discoveries into medicine and public health and be able to review and evaluate such information in the scientific literature. The course is designed for public health students interested in the intersection of epidemiology, genetics, preventive medicine, and health policy.

**EPI 553 (2) Writing and Presenting Epidemiologic Research**

Fall. Prerequisite: 2nd year EPI/GLEPI Students Only. All others email instructor. Develop skills in writing and presenting epidemiologic research in journal manuscripts, scientific posters, and oral presentations.

**EPI 554 (3) Religion and Public Health**

Fall. This course will provide graduate students and advanced undergraduate students with a sociologically-oriented interdisciplinary survey of research on the intersection of public health and religious practices and beliefs in individuals and populations. Religion is one factor among many others in social environment that to some extent determines the health in the lives of individuals, their families and social networks, health professionals, and the institutions in which they interact. The course will emphasize evidence from quantitative social sciences and epidemiology, the role of religion in the historical development of public health institutions, and the theoretical social science origins of religion and health research. Under the large umbrella of health research, we will be attempting to map the part of the field that is distinctively oriented to public health, rather than to medicine.

**EPI 556 (2) Applied Genomic Epidemiology**

Fall. Prerequisites: BIOS 500 and EPI 552 or instructor permission, Knowledge of R is recommended. Genomic epidemiology is an increasingly important approach to studying disease risks in populations. This course will introduce the basic genetic principles as they apply to the identification of genetic variations associated with disease; illustrate the population and quantitative genetic concepts that are necessary to study the relationship between genetic variation and disease variation in populations; and provide hands-on experience to address the analytical needs for conducting genomic epidemiologic research. Students will gain experience with R and PLINK using high dimensional genetic data.



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### **EPI 558 (2) Global Issues in Antimicrobial Resistance**

Spring. Develops tools to understand the microbiological, behavioral, and economic factors that contribute to the expanding epidemic of infectious diseases that may become untreatable due to the emergence of resistance. Provides a framework for intervention studies. Cross-listed with GH 558.

### **EPI 559 (2) Advanced Designing and Implementing EPI Studies**

Spring. The primary objective of this course is to gain advanced knowledge and skills in designing and implementing epidemiologic studies. The emphasis is on building the skills and knowledge needed to develop and conduct studies of primary data analyses. The course is geared toward students aspiring to become principal investigators or research project managers, or who desire the knowledge of how to design and carry out rigorous observational studies and randomized, controlled intervention trials.

### **EPI 560 (4) Epidemiologic Methods IV**

Spring. Covers epidemiologic concepts in further depth than previous courses and provides an overview of advanced topics in the analysis of epidemiologic data.

### **EPI 561 (2) Methods in Obesity Epidemiology**

Spring. The focus of this course is on the epidemiology of obesity, its determinants, and consequences, and population-based methods for investigating obesity.

### **EPI 562 (2) Emerging Infectious Diseases**

Spring. Prerequisite/concurrent: EPI 504, or EPI 530 or permission of instructor. This course examines factors that contribute to the emergence and re-emergence of infectious diseases, and provides a framework for assessing the public health threat from infectious diseases and for recommending an appropriate response. Fundamental principles of infectious disease surveillance and epidemiology as well as pathogenesis will be addressed. Previous coursework in microbiology strongly preferred. Cross-listed with GH 518.

### **EPI 563 (3) Concepts and Applications in Spatial Epidemiology**

Fall. Pre-requisites: Coursework in GIS and Multivariable Regression. Spatial EPI includes both the characterization of the geographic distribution of disease, and the investigation of the role of spatially structured processes/exposures as determinants of disease in populations. Upon completion, students will be able to evaluate epidemiologic research using common spatial analytic approaches; match appropriate methods to specific epidemiologic needs or questions; prepare effective visualizations of spatial data; conduct statistical cluster or autocorrelation analysis; estimate model-based disease risk maps; and conduct basic exploratory spatial regression.

### **EPI 564 (2) Public Health Preparedness and Practice**

Fall. This course will acquaint students with the comprehensive nature of public health preparedness and response efforts for disasters whether natural or man-made. We discuss all aspects of public health preparedness and include discussions of specific preparedness elements necessary for responses to natural disasters and man-made events including deliberate or unintentional biological, chemical, or radiologic incidents. Ethical and legal issues related to preparedness and bioterrorism are also discussed. The course includes several in-class case exercises.

### **EPI 565 (2) Data Sources and Methods for MCH EPI**

Spring. Prerequisites: EPI 530 or EPI 504, BIOS 500 and knowledge of SAS. This course introduces students to data sources and methods commonly used by epidemiologists in state or provincial health departments. Data sources include websites, census, vital statistics, and surveys (PRAMS). Methods include record linkage, questionnaire design, mapping, trend analysis, perinatal periods of risk, cluster investigation, small number analysis, and secondary data analysis.

**EPI 566 (2) Immunization Programs and Policies**

Fall. Provides an introduction to the entire spectrum of vaccines and immunization: from basic bench research through testing, licensure, and use; program design, implementation and evaluation; and social, economic, and political factors affecting the use of vaccines. Primary emphasis will be on the international setting but examples will also be taken from developed countries. Cross-listed with GH 566.

**EPI 567 (2) Epidemiology of Aging Populations**

Spring. Prerequisites: EPI 537 or instructor permission. This course introduces the student to the epidemiology of aging populations. Aging and health are characteristics of both individuals and populations. Students will be introduced to the distribution of and trends in chronic disease morbidity, functional disability, and mortality, with a focus on methods for epidemiologic research in aging populations. This introductory survey will be grounded in a site visit and descriptive paper dealing with aging populations.

**EPI 568 (2) Applying Quantitative Bias Analysis to Epidemiologic Research**

Fall. Pre-requisites: EPI 530, EPI 534 and EPI 540 or 545 or instructor permission. Observational epidemiologic studies yield estimates of effect that differ from the true effect because of random error and systematic error. Epidemiologists design studies and analyses to minimize both sources of error. When presenting results, epidemiologists use statistics to quantify the impact of random error on estimates of effect, but often only qualitatively describe residual systematic error (uncontrolled bias). Bias analysis provides one method of quantifying residual systematic error. Students in this course will learn how to use simple, multidimensional, and probabilistic bias analyses to account for systematic error in their estimates of effect. Students should expect to gain new skills, as the emphasis of the course will be on the implementation and conduct of bias analysis, rather than statistical theory.

**EPI 569 (3) Concepts and Methods in Infectious Disease Epidemiology**

Fall. The course will provide an overview of the history, concepts and analytical methods that specifically apply to the study of infectious diseases.

**EPI 570 (3) Infectious Disease Dynamics: Theory and Models**

Spring. This course will present the conceptual theory, mathematical framework, and computational tools to conduct mechanistic modeling of infectious diseases.

**EPI 584 (2) Epidemiology of Cancer**

Fall. Pre-requisites: EPI 504 or 530 or instructor permission. The primary objective of this course is for the student to gain basic knowledge about cancer and issues and methodologies relevant to investigating cancer etiology, prevention, and control using epidemiologic methods. Secondary objectives are for the student to gain experiences in critiquing published cancer epidemiology articles and conducting a literature review and writing a summary of a topic in cancer epidemiology.

**EPI 585 (2) Advanced Topics in Cancer Epidemiology**

Spring. Prerequisites: EPI 504 or EPI 530 and EPI 584 or instructor permission. The primary objective of the course is to gain comprehensive knowledge about cancer and methodologies and current issues central to cancer epidemiology.

**EPI 589 (2) Psychosocial Epidemiology**

Fall. Pre-requisites: EPI 504 or EPI 530. Epidemiology is the study of the distribution and determinants of disease. Psychosocial epidemiology is a growing subfield of epidemiology that examines how psychological and social factors influence physical health and disease in human populations. Because the field of psychosocial epidemiology is heavily influenced by observational data, the concepts of confounding, mediation, and effect modification will be emphasized throughout the course. Class sessions will consist of presentations by the professor;

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interactive discussions about key topics, assigned readings and in-class assignments; viewing and discussion of educational DVDs; and student presentations.

### **EPI 590R (1-3) EPI Seminar**

Fall & Spring. Various topics by Epi faculty. Current topics include Prediction Research, Epidemiology of Respiratory Illness, and Infectious Disease Dynamics.

### **EPI 591L (2) Methods in Nutritional Epidemiology**

Fall. Pre-requisites: EPI 530, EPI 533 or instructor permission. Experience with SAS preferred. This course is designed for students interested in studies of diet and health outcomes. The course provides an overview of methods for estimating dietary intakes. Issues related to the collection, processing, analysis and manipulation of dietary data in relation to foods dietary patterns, nutrients, and dietary supplements will also be addressed. Students will also have the opportunity to apply methods for manipulating dietary data including understanding variation in diet, comparing methods for energy adjustment, manipulating raw data to create food grouping variables for dietary pattern analysis and calculating a dietary score.

### **EPI 591S (2) Social Epidemiology**

Fall & Spring. Pre-requisites: EPI 504 or EPI 530. This course will focus on the contribution of social factors to health and disease in human populations. With an emphasis on both theory and methods, seven topics of contemporary interest to public health research will be covered in depth: (1) social status; (2) race, ethnicity and racism; (3) geography/place; (4) immigration; (5) health literacy; (6) stress; and (7) social support.

### **EPI 594 (3) Advanced Applied Methods in Social Epidemiology**

Spring. Introduction to theory and application of methods relevant to social epidemiology including approaches to causal inference, spatial, and multilevel.

### **EPI 595 (0) Applied Practice Experience**

Fall, Spring, & Summer. An Applied Practice Experience (APE) is a unique opportunity that enables students to apply practical skills and knowledge learned through coursework to a professional public health setting that complements the student's interests and career goals. The APE must be supervised by a Field Supervisor and requires approval from an APE Advisor designated by the student's academic department at RSPH.

### **EPI 596 (2) Maternal Child Health**

This is the foundational course for the Maternal and Child Health Certificate. It covers historical and theoretical underpinnings of maternal and child health problems and programs aimed to reduce morbidity, mortality, and health disparities. Skills in program planning and evaluation are taught through multidisciplinary teams working with academic and field-based faculty in local, state, federal, and nongovernmental agencies. Maternal and child health is defined as a field of public health that addresses underlying forces for these problems, the historical framework for ameliorating those problems, and current programs and policies that have evolved from that historical context. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

### **EPI 596L (1) MCH Foundations Lab**

Spring. Students enrolled in the MCH certificate only. The group laboratory sessions utilize a multi-disciplinary team approach, supervised weekly by a combination of course faculty, field-based faculty, and teaching assistant. The laboratory reinforces MCH concepts through practical application in program planning and evaluation in local, state, federal, and nongovernmental agencies. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in

women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

#### **EPI 597R (1-4) Directed Study**

Fall, Spring, & Summer. Provides the opportunity to pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes for coursework.

#### **EPI 598C (4) Capstone**

Spring. This course provides an opportunity for students to apply the epidemiologic and biostatistical skills they obtained in coursework to real-world public health data.

#### **EPI 598R (1-4) MPH Thesis Research**

Fall, Spring, & Summer. Enables students to apply the principles and methods learned in an academic setting through the preparation of a monograph that embodies original research.

#### **EPI 599R (1-4) Thesis**

Fall, Spring, & Summer. Enables students to apply the principles and methods learned in an academic setting through the preparation of a monograph that embodies original research applicable to public health, incorporating a hypothesis that has been successfully evaluated with appropriate statistical and epidemiological techniques and is potentially publishable and has public health impact. Graded S/U.

#### **PUBH 700 Introduction to Public Health**

Public health, by its very nature, is an interdisciplinary field. Even within one doctoral program, students could have different types of master's training, or none at all (for the few doctoral programs that do not require master's training for matriculation). This interdisciplinary expertise contributes to the rich intellectual environment of the school. This course is required for entering doctoral students who do not have an MPH or MSPH from a Council on Education for Public Health-accredited school or program. This course is optional for all other students and is delivered in a hybrid format with an online self-administered component and three on-campus meetings in the fall semester of the first year.

#### **PUBH 701 Public Health Research: Discovery to Practice**

Doctoral education in public health trains students to drive innovation and discovery in public health. Apart from the usual doctoral milestones of coursework, the qualifying exam, and the dissertation, much of the doctoral process is self-directed. Identifying your goals for your doctoral experience and how to achieve them can be daunting. This conversation-based course is designed to provide students the tools to develop a personal strategy for successfully navigating the doctoral experience.

#### **EPI 730 (2) Grant Writing**

Spring. PhD students only. Provides an opportunity to apply information learned in methods and substantive courses to the very practical task of gaining funding for research projects.

#### **EPI 731 (3) Analytical Foundations of Epidemiology**

Spring. PhD students only. Designed specifically for Epidemiology PhD students to learn statistical theory in the context of epidemiologic concepts and examples. The aim of the course is for students to understand the theories that underlie the statistical techniques used in epidemiologic research, and to enhance critical thinking and integration of this material with broader epidemiologic principles.

#### **EPI 739 (2) Epidemiologic Methods V**

Fall. PhD students only. Prerequisite: EPI 530, EPI 534, BIOS 500, EPI 545, EPI 550, and BIOS 510 (may be taken concurrently). Permission required. Deals with a variety of topics in quantitative epidemiological methodology. Topics include concepts of study design and the

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relationship to hazard rates and ratios, conditional logistic regression, polytomous logistic regression, continuation odds ratio models, and Poisson regression.

Note: This course will be offered in the Spring beginning Spring 2021.

### **EPI 744 (2) Pediatric and Perinatal Epidemiology**

Fall. Prerequisites: EPI 530 and EPI 540 or 545 or permission of instructor. A survey course to review the current knowledge about various topics related to factors that affect pregnancy outcomes. Introduces methodologic issues that are specific to these studies. Methodologic issues are addressed in the context of choosing study design options and evaluating current research, including choice of study populations, prevalence issues, selection issues, confounding, misclassification, and etiologic heterogeneity.

### **EPI 746 (2) Reproductive Epidemiology**

Spring. Prerequisite: EPI 504 or EPI 530. Reviews the epidemiology of human reproductive function and the methodologic issues involved in studying reproduction. Topics include male and female infertility, pregnancy loss, the impact of infectious diseases on reproduction, contraceptive efficacy, unintended pregnancy, and environmental and occupational impacts on reproduction.

### **EPI 747/EHS 747 (2) Advanced Environmental Epidemiology**

Fall. Prerequisites: EPI 530, EPI 540 or 545, BIOS 500, and BIOS 501 or 591P or permission of instructor. Explores design and analysis issues specific to occupational and environmental epidemiology. Case studies representative of a variety of exposures, outcomes, and study designs are used to illustrate the application of epidemiological principles to the study of exposures occurring in the workplace and in the general environment.

### **EPI 750 (3) Analysis of Longitudinal Data in Epidemiological Research**

Spring. Prerequisite: EPI 530, EPI 533 or EPI 534, EPI 550 or EPI 740, and BIOS 500, BIOS 501 or 591P. Permission required. Offers methods for analyzing longitudinal data sets to evaluate epidemiological research involving relationships between exposure and disease variables.

Note: This course may not be offered in Spring 2021.

### **EPI 790R (1) Doctoral Seminar in Epidemiologic Practice**

Fall, Spring. PhD students only. Presents discussions by invited guests, faculty, and students of special topics and research findings.

### **EPI 791 (1) Teaching Epidemiology**

Fall. PhD students only. This course provides an opportunity for students to learn and apply principles and skills involved in organizing and teaching an introductory level course in epidemiologic methods. The course is designed to be taken concordantly with the student's teaching assistantship experience. Topics include preparing lecture materials, evaluating students' learning, and diversity in the classroom (both culturally and with respect to learning styles). There will also be an opportunity for students to discuss teaching issues and challenges with their peers and the instructor, and to offer advice and solutions based on their experience. Students will also explore teaching more broadly, to include conveying important public health topics to a lay audience.

### **EPI 797R (1-3) Directed Study**

Fall, Spring, Summer. PhD students only. Provides the opportunity to pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes for course work.

### **EPI 798R. Pre-candidacy Research**

Fall, Spring, Summer. PhD students only. Dissertation research.

**EPI 799R (VC) Research**

Fall, Spring, Summer. PhD students only. Dissertation research.

**RES 999/PUBH MPH Graduate in Residence**

Fall, Spring, Summer. Full-time status. Must have completed all course hours.



## Department of Health Policy and Management

<http://www.sph.emory.edu/departments/hpm/index.html>

**Kenneth E. Thorpe, Chair**

The Department of Health Policy and Management (HPM) offers courses of study leading to the Master of Public Health (MPH) and the Master of Science in Public Health (MSPH) degrees through the Rollins School of Public Health (Rollins) and the Doctor of Philosophy (PhD) degree through Laney Graduate School in collaboration with the departments of economics and political science. The residential MPH programs of the HPM department are oriented to professional public health practice with concentrations in either health care management or health policy. The MSPH in health services research focuses on building analytic skills for the assessment and development of health-related public policy. Additional information on admission processes, course sequencing, and course scheduling can be found on the HPM website.

The HPM department cooperates with other Emory schools in offering several residential dual degree programs. The collaboration with Goizueta Business School leads to the MBA and the MPH with a concentration in health policy. The joint offerings with the Emory School of Medicine lead to MD and MPH degrees for medical students; the MMSc and MPH for physician assistant students; and, the DPT and MPH degrees for physical therapy students with a concentration in health services management. The collaborations with Emory University School of Law, the Nell Hodgson Woodruff School of Nursing, the Candler School of Theology, and the Center for Ethics lead, respectively, to the JD and MPH, the MSN and MPH, the MDiv and MPH, the MTS and MPH, or the MA and MPH with concentrations in either health care management or health policy. Interdisciplinary in philosophy and content, the courses of the Department of Health Policy and Management are designed to provide students with a comprehensive background in the conceptual and analytical knowledge necessary to understand and improve health status and health services delivery. The orientation of the HPM courses aligns academic knowledge with best professional practice. The teaching programs of the department are reinforced by its adjunct faculty members, all of whom are working in the health sector. They provide students with a professional practice perspective in the ever-changing and evolving health care system.

The HPM faculty is interdisciplinary. Academic backgrounds and active research commitments include economics, political science, public policy, healthcare management, epidemiology, and sociology, as well as the clinical health sciences. Major research areas include comparative health systems analysis and health reform initiatives in the United States, Europe, as well as both emerging and developing economies. Individual members are conducting research in clinical economics of cardiovascular disease and cancer, outcomes and effectiveness research, quality of life measures, payment systems, physician reimbursement and physician profiling, mental health policy, women's health policy, and health care labor markets. PhD dissertations and MSPH theses are independent research projects that may build on the research activities of the faculty. MPH students are encouraged to identify research opportunities with individual members of the faculty. The department conducts collaborative research with other components of Emory University and with The Carter Center, the Centers for Disease Control and Prevention, the World Health Organization, the World Bank, voluntary organizations, U. S. corporations, and Atlanta-based hospitals and health care institutions.

### Department Admission Criteria

Students in the master's programs come from a variety of academic and professional backgrounds. Some are mid-career professionals who have considerable experience as managers, policy makers, or clinicians. Others are more recent graduates from a variety of academic backgrounds who are beginning their professional careers in public health.

Combined with students in the dual-degree programs, the result is a diverse student body that is encouraged to contribute its knowledge and experience to classroom discussions. Applicants are expected to demonstrate both strong academic skills, including analytical, quantitative, and verbal skills, as well as leadership potential in their chosen field. The residential MPH option may be completed on either a full-time or part-time basis. The MSPH may only be completed on a full-time basis. Students are admitted only in the fall semester. Please see the Department of Health Policy and Management website for more information at <https://www.sph.emory.edu/departments/hpm/degree-programs/index.html>.

### Which Master's Degree Program Should I Choose?

The three master's degree programs are distinct and it is important to understand which one best fits your needs. The following table details some of the major differences between the three programs.

	<b>MPH in Health Care Management Track</b>	<b>MPH Health Policy Track</b>	<b>MSPH in Health Services Research</b>
<b>Program Focus</b>	Health Care Management	Health Policy	Health Services Research
<b>Credits Required</b>	42	42	48
<b>12-Month Option</b>	Yes	No	No
<b>Elective Credits</b>	4	6	9
<b>Thesis Option?</b>	No	No	Required
<b>Cohort Size</b>	40	40	6-8
<b>Sample Key Skills</b>	Accounting, marketing, human resources	Advocacy, policy analysis, economics, financing	Research design methods, programming, analysis
<b>Sample Career Path</b>	Managing a hospital or nursing home	Government, advocacy, consulting, research	Research firm, consulting, government, doctoral program

### MPH Departmental Program Requirements

The MPH in both HPM residential options builds on the public health core of epidemiology, biostatistics, environmental health, and the behavioral sciences. Required MPH coursework includes Health Policy and Resource Allocation, Financial Accounting, Health Economics, and Introduction to Health Care Management. During the first semester as a graduate student, MPH students choose either the health policy or health care management option. Courses are sequenced and scheduled with prerequisites. Students not following the recommended course-sequencing pattern may find it necessary to extend their programs beyond their original expectations. Each MPH option concludes with a set of capstone courses. The HPM residential MPH programs require 42 semester hours for graduation. After one semester of MPH coursework, each student is responsible for completing an applied practice experience or practicum.



## HEALTH POLICY AND MANAGEMENT

### MPH Required Core Courses

Course	Course Title	Credit Hours
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-Professional Education Experience	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0
<b>BIOS 500/BIOS 500L</b>	Statistical Methods with lab	4
<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>EH 500</b>	Perspectives in Environmental Health	2
<b>EPI 504</b>	Fundamentals of Epidemiology	2
<b>or EPI 530</b>	Epidemiologic Methods I (Pre-requisite or concurrent with BIOS 500)	4
<b>GH 500</b>	Critical Issues in Global Health	2

### MPH Required HPM Core Courses

Course	Course Title	Credit Hours
<b>HPM 501</b>	Health Policy and Resource Allocation	3
<b>HPM 502</b>	Introduction to Management	2
<b>HPM 510</b>	Financial and Managerial Accounting	3
<b>HPM 521</b>	Introduction to Health Economics	3
<b>HPM 595</b>	Applied Practice Experience	0

### Health Policy Option Requirements

<b>HPM 522</b>	Economic Evaluation of Health Care Programs	4
<b>HPM 523</b>	Public Financing in the Health Care System	3
<b>HPM 561</b>	Public Health Law	2
<b>or HPM 557</b>	Health Care Administration Law	2
	Electives	6

### Health Care Management Options Requirements

<b>HPM 511</b>	Financial Management for Health Care Organizations	3
<b>HPM 540</b>	Human Resource Management in Health Care	2
<b>HPM 545</b>	Health Care Marketing	2
<b>HPM 557</b>	Health Care Administration Law	2
<b>or HPM 561</b>	Public Health Law	2

### Integrative Learning Experience

As the culmination of their educational experience, students work with a faculty adviser to design a culminating Integrative Learning Experience that demonstrates the student's mastery of a public health discipline that is relevant to his or her short and long-term career objectives. Students in the Health Policy and Management MPH degree programs complete a series of two capstone courses.

Course	Course Title	Credit Hours
<i>Health Policy Option</i>		
<b>HPM 576</b>	Capstone: Policy Analysis	3
<b>HPM 575</b>	Capstone: Advanced Health Policy Analysis	3
<i>Health Care Management Option</i>		
<b>HPM 560</b>	Capstone: Strategic Management	3
<b>HPM 550</b>	Capstone: Operations Management	3

### MSPH Departmental Program Requirements

The 48-hour MSPH in Health Services Research requires a series of research theory and methodology courses as well as the completion of a master's thesis. The MSPH is highly recommended for those considering doctoral work or a career in applied health services research. In addition to the required courses, all HPM students have the opportunity to expand their education through a variety of electives. After one semester of MSPH coursework, each student is responsible for completing an applied practice experience or practicum

#### MSPH Required Core Courses

Course Number	Course Title	Credit Hours
PUBH 500	Introduction to Public Health	0
PUBH 501	Inter-Professional Education Experience	0
PUBH 502	Public Health Professional Development Seminar	0
BSHES 500	Behavioral and Social Sciences in Public Health	2
EH 500	Perspectives in Environmental Health	2
EPI 504	Fundamentals of Epidemiology	2
or EPI 503	Epidemiologic Methods I (Pre-requisite or concurrent with BIOS 500)	4
GH 500	Critical Issues in Global Health	2

#### MSPH in Health Services Research Required HPM Courses

HPM 501	Health Policy and Resource Allocation	3
HPM 521	Introduction to Health Economics	3
HPM 522	Economic Evaluation of Health Care Programs	4
HPM 523	Public Financing in the Health Care System	3
HPM 581	Research Seminar I (Process & Writing)	2
HPM 583	Research Seminar III (Thesis Development)	2
HPM 585	Quantitative Methods I (Database Management—SAS)	3
HPM 586	Quantitative Methods II (Statistical Analysis—Stata)	3
HPM 587	Advanced Research Methods	1
HPM 730	Theory-Based Research Design Seminar II (Design & Writing)	4
HPM 595	Applied Practice Experience Electives	0 10

### Integrative Learning Experience

As the culmination of their educational experience, students work with a faculty adviser to design a culminating Integrative Learning Experience that demonstrates the student's mastery of a public health discipline that is relevant to his or her short and long-term career objectives. Students in the Health Policy and Management MSPH degree program complete a thesis.

Course Number	Course Title	Credit Hour
HPM 599R	Thesis	VC

### PhD Department Admission and Program Requirements

The Department of Health Policy and Management offers a PhD program in health services research and health policy through the Laney Graduate School. An online application is available at [www.graduateschool.emory.edu](http://www.graduateschool.emory.edu). Students specialize in economics and political science and take core coursework in the departments of economics and political science along with those courses in the department. The Department of Health Policy and Management offers doctoral seminars in health policy, health economics, and empirical methods.

The admission process focuses on qualifications indicating that the candidate is likely to excel as a scholar in an academic or applied research organization. Demonstration of quantitative aptitude, as indicated by previous coursework or GRE scores, is particularly important.

International students whose native language is not English must attain a minimum score of 560 or more on the paper Test of English as a Foreign Language (TOEFL) or 200 or higher score on the computer-based TOEFL. Please see the Department of Health Policy and Management website at <https://www.sph.emory.edu/departments/hpm/degree-programs/phd/index.html> for specific admissions deadlines, a full description of the doctoral degree courses, and dissertation requirements.

### Faculty

**E. Kathleen Adams**, Professor. BS, Florida State University, 1970; MS, 1972; PhD, University of Colorado, Boulder, 1979. Maternal and child health policy, public financing of health care, Medicaid and low-income populations, access and provider supply.

**Edmund R. Becker**, Professor. BS Westminster College, 1971; MA, Ohio University, 1973; PhD, Vanderbilt University, 1981. Health care organization and financing, health politics and policy, organizational theory and behavior, physician payment and productivity, unions and labor relations.

**Sarah C. Blake**, Research Assistant Professor. BA, University of South Carolina, 1992; MA, The George Washington University, 1996; PhD., The Georgia Institute of Technology, Georgia State University, 2013. Health policy, program evaluation, women's health, maternal and child health, quality improvement, long-term care, and emergency preparedness.

**Puneet Kaur Chehal**, Assistant Professor. BA, University of California, Davis, 2008; MA, Duke University, 2015; PhD, Duke University, 2017. Public health insurance programs, health economics, and low-income populations.

**Steven D. Culler**, Associate Professor. BA, College of Wooster, 1977; MA, 1979; PhD, University of Illinois, 1981. Health care financial management, cost effectiveness analysis, outcomes research, and health economics.

**Janet R. Cummings**, Associate Professor. BA, University of North Carolina, Chapel Hill, 1999; PhD, University of California at Los Angeles, 2009. Mental health services, health disparities, geographic variations in health care access and utilization, and children's health.

**Benjamin G. Druss**, Rosalynn Carter Chair in Mental Health, Professor. BS, Swarthmore College, 1985; MD, New York University, 1989; MPH, Yale University, 1995. Mental health services, mental health policy research.

**Laura Gaydos**, Research Associate Professor. BA, Brown University, 1998; PhD, University of North Carolina, Chapel Hill, 2004. Adolescent/child health, faith-based health, health policy, maternal and child health.

**Ilana Graetz**, Associate Professor. BA, University of California - Berkeley, 2002; PhD, University of California - Berkeley, 2012. Health policy, health information technology, mobile health, patient-reported outcomes, and health disparities.

**Jason Hockenberry**, Professor. BS, Kutztown University, 2002; PhD, Lehigh University, 2008. Health economics.

**David H. Howard**, Professor. BA, Vassar College, 1994; PhD, Harvard University, 2000. Health economics, medical decision making.

**Kara Jacobson**, Senior Associate. BA, Emory University, 1991; MPH, Emory University, 1993. Health outcomes, health promotion and prevention programming, health literacy, arthritis.

**Joseph Lipscomb**, Professor and Georgia Cancer Coalition Distinguished Cancer Scholar; BA, Vanderbilt University, 1970, PhD, University of North Carolina at Chapel Hill, 1975. Outcomes research with a focus on cancer, quality of care assessment, cost-effectiveness analysis, health workforce planning, decision modeling.

**Victoria L. Phillips**, Associate Professor. BA, Tulane University, 1986; DPhil, Oxford University, 1991. Health economics, economic evaluation, decision analysis, comparative effectiveness, the financing and delivery of care, particularly for people with chronic illness.

- Kimberly Rask**, Research Associate Professor. BA, Bryn Mawr College, 1980; MD, University of Pennsylvania, 1984; PhD, University of Pennsylvania, 1991. Access to medical care, public hospital needs of underserved populations. Jointly appointed with the Emory University School of Medicine.
- Richard B. Saltman**, Professor. BA, Dartmouth College, 1969; MA, 1971; PhD, Stanford University, 1980. Comparative health policy, organization theory, United States health policy, health systems reform, accountability and governance.
- Kenneth E. Thorpe**, Robert W. Woodruff Professor and Chair, Department of Health Policy and Management; BA, University of Michigan, 1978; MA, Duke University, 1980; PhD, Rand Graduate Institute, 1985. Director, Emory Center on Health Outcomes and Quality. United States health policy and finance.
- Silke A. von Esenwein**, Research Assistant Professor. BS, University of Massachusetts, 1998; MA, Emory University, 2000; PhD, Emory University, 2004. Health care integration, mental health policy, reproductive health policy.
- Adam S. Wilk**, Assistant Professor. AB, Dartmouth College, 2006; PhD, University of Michigan, 2015. Health economics, Medicaid and underserved populations, provider team coordination and decision-making, and dialysis care delivery and policy.
- Courtney R. Yarbrough**, Assistant Professor. BA, University of Georgia, 2004; MPA, University of Georgia, 2012; PhD, University of Georgia, 2017. Pharmaceutical markets and policy, substance abuse policy, community social capital and health outcomes.

### Emeritus Faculty

- Walter M. Burnett**, Research Professor. BA, Wesleyan University, 1959. MA University of Iowa, 1964; PhD University of Iowa, 1965.
- Fredric D. Kennedy**, Emeritus Professor. BE, Yale University, 1956; BS, 1958; MBA, University of California, Los Angeles, 1961; PhD, University of North Carolina at Chapel Hill, 1974.
- Stephen Margolis**, Emeritus Professor. BA, Yeshiva University 1963; PhD, Cornell University, 1970.
- Jane C. Nelson**, Emeritus Professor; BA, Barry College, 1965; MEd, University of Washington, 1969; PhD, University of Florida, 1977; MPH, Emory University, 1992.

### Jointly Appointed Faculty

- Amy Y. Chen**, Assistant Professor and Director; BA, University of Texas at Austin, 1988; MD, Johns Hopkins University, 1992; MPH, University of Texas School of Public Health, 1999. Health services research. Emory University School of Medicine; Atlanta Veterans Affairs Hospital.
- Michael M.E. Johns**, Chancellor. BS, Wayne State University, 1964; MD, University of Michigan Medical School, 1968. Executive Vice President for Health Affairs.
- Jeffrey P. Koplan**, Professor and Director, Global Health Initiative. BA, Yale University, 1966; MD, New York University, 1970; MPH, Harvard University, 1978. Director, Global Health Initiative.
- Jonathan Lewin**, Professor. BS, Brown University, 1981. MD, Yale University, 1985. Executive Vice President for Health Affairs, Emory University. Executive Director, Woodruff Health Sciences Center. President, CEO & Chairman of the Board, Emory Healthcare.
- Sara Markowitz**, Professor and Director of Studies. Economics and English, BA, cum laude, Rutgers University, 1993. Economics, MA, Hunter College, City University of New York, 1998. Economics, PhD, Graduate Center, City University of New York, 1998. Professor of Economics, Emory University.
- Deborah A. McFarland**, Associate Professor. BA, Ohio Wesleyan University, 1968; MPH, University of North Carolina, Chapel Hill, 1973; MSc, London School of Economics, 1984; PhD, University of Tennessee, 1987. Health policy, health financing in UNITED STATES and developing countries, comparative health policy, health systems reform, equity and the poor. Jointly appointed with the Hubert Department of Global Health.
- Ani B. Satz**, Professor of Law. BA, University of Tulsa, 1994; PhD Monash University (completed at Princeton University), 2001; JD, University of Michigan, 2001. Health law, law and philosophy, torts, and disability law. School of Law.

## Adjunct Faculty

- Greg Anderson**, Adjunct Associate Professor. BS, University of Tennessee, 1995; MS, University of Tennessee, 1998; MPH, Emory University, 2004. Senior Scientist, Office of Infectious Diseases, U.S. Centers for Disease Control and Prevention.
- Sarah Benator**, Adjunct Professor. BA, University of Michigan 2006; JD, Emory University School of Law, 2009; MPH, Emory University, 2010. The Sanders Law Firm, P.C.
- Curtis S. Florence**, Adjunct Associate Professor. BA, University of Alabama, 1989; PhD, University of North Carolina, 1997; Health and labor economics, econometrics.
- Robert E. Gross**, Adjunct Associate Professor. BA, University of Maryland, 1971; MBA, Loyola College, 1977. Databases in health care, health care revenue cycle. PriceWaterhouseCoopers.
- Leigh S. Hamby**, Adjunct Professor. BS, Emory University, 1984; MD, Emory University, 1988; MSHA, University of Alabama, 2000. Vice President, Piedmont Hospital.
- Redge Hanna**, Adjunct Associate Professor. Georgia College, NHA 2000, Corporate Director Service Performance Emory Healthcare.
- Henry Heiman**, Adjunct Professor. BA, Washington University, 1979. MD, University of Cincinnati, 1984. MPH, Emory University, 2009.
- Manoj Jain**, Adjunct Professor. BE, Boston University 1985; MD; MPH. Medical Directory QSource, Tennessee's Quality Improvement Organization since 1999.
- Ramzi Kansa**, Adjunct Associate Professor, BS Accounting, the University Alabama, MBA, CPA, CFF, CISSP. Vice President, Global Enterprise Risk Management (ERM) and Chief Audit Executive at fortune Multinational Healthcare Company.
- Michael Killeen**, Adjunct Assistant Professor. BA, Journalism, University of Georgia, 2002. MBA, Georgia College, 2015. Vice President, Lenz Marketing.
- Robert K. Merritt II**, Adjunct Associate Professor; BA, Washington and Lee University, 1987. MA, Emory University, 1991. U.S. Centers for Disease Control and Prevention.
- Michael O'Toole**, Adjunct Associate Professor. BS, Georgia Institute of Technology, 2000; MS, 2006. Piedmont Healthcare.
- William Pearson**, Adjunct Associate Professor. MHA, Medical University of South Carolina, 1999. PhD, University of South Carolina, 2004. U.S. Centers for Disease Control and Prevention.
- Christopher E. Press**, Adjunct Associate Professor. BBA, Ohio University, 1976; MBA, University of Cincinnati, 1980. Morgan Health Care Consulting.
- Ali R. Rahimi**, Adjunct Professor. BS, Florida State University, 1996; MPH, Emory University, 2000; MD, Medical College of Georgia, 2004. Division of Cardiovascular Medicine and Department of Quality. Kaiser Permanente of Georgia and The Southeast Permanente Medical Group.
- Lawrence Sanders Jr.** Adjunct Professor. BA, Clemson University, 1977; MD, Vanderbilt University, 1981; MBA, University of Pennsylvania, 1988. Southwest Hospital and Medical Center.
- Richard Sanders**, Adjunct Professor. BA, Duke University, 1992, JD, Emory University, 1996. Private law practice.
- Frederic E. Shaw**, Adjunct Professor. BA, University of New Hampshire, 1973; MD, University of Vermont College of Medicine, 1977; JD, Columbia Law School, 1992. Consultant, U.S. Centers for Disease Control and Prevention.
- Brooke K. Tripp**, Adjunct Assistant Professor. BA, University of North Carolina at Chapel Hill, 1999; MPA, University of Georgia, 2001. Center for Surveillance, Epidemiology, and Laboratory Services, U.S. Centers for Disease Control and Prevention.
- Jon W. Wollenzien Jr.**, Adjunct Professor. BBA, Marshall University, 1985; MHA Des Moines University, 1990; DBA, Nova Southeastern University, 1999. Chief Executive Officer, Palmetto Health Council Inc.
- Elizabeth Woodcock**, Adjunct Assistant Professor. BA, Duke University, 1992; MBA, The Wharton School of the University of Pennsylvania, 1999; Speaker, author and consultant.
- K. Robin Yabroff**, Adjunct Professor. BS and BA, Indiana University, 1987; MBA Finance, University of Rochester, 1991; PhD Epidemiology, Johns Hopkins Bloomberg School of Public Health, 2001. Senior Scientific Director, Health Services Research, American Cancer Society.

## Health Policy and Management Course Descriptions

### HPM 500 (2) Intro to US Health Care System

Fall, Spring, & Summer. Required for all MPH students. Introduces students to the US health care system, both the public and private sector. Examines the structure of the health system, current topics in health care reform, the policy process, and advocacy for public health.

### HPM 501 (3) Health Policy and Resource Allocation

Fall. Required for HPM students. Examines the formulation and implementation of health policy in the US health care system. Emphasizes the application of analytical contributions from health economics, health services research, and other policy-related disciplines to current issues in health care delivery, organization, and financing.

### HPM 502 (2) Intro to Health Care Management

Spring. Required for HPM students. Introduces the theory and principles of management. Topic areas include motivation, leadership, organizational change, human resources administration, organizational theory, strategic planning, and management control systems. Teaches practical applications of management theory through case studies and group discussions.

### HPM 510 (3) Financial and Managerial Accounting

Fall. Introduces the basic accounting concepts, analytical techniques, decision-making tools, and vocabulary needed for effective management of health care organizations. The first part of the course is devoted to the fundamentals of financial accounting, including preparing and interpreting key financial statements. The second part covers the generation, use, and interpretation of accounting information for making managerial decisions.

### HPM 511 (3) Financial Management for Health Care Organizations

Spring. Prerequisite: HPM 510. Introduces the fundamental theories and relationships guiding financial decision making as they apply to the management of health care organizations. Focuses on the key managerial issues related to maintaining and expanding a health care organization's assets. Selected topics in this course include short-term assets management, discounting cash flow analysis, capital acquisition decisions, and capital budgeting decisions.

### HPM 521 (3) Intro To Health Economics

Fall. Introduces basic supply and demand concepts applied to health care markets, using microeconomic theory. Topics of discussion include what does or does not make health care distinctive as an economic good, the market for health care in theory and practice, and economic proposals to overcome existing market failure.

### HPM 522 (4) Econ Eval Of Health Care Programs

Spring. Prerequisite: HPM 521 or permission of instructor. Prerequisites: HPM 500 or HPM 501, and HPM 521. Examines the theory, methods, and applications of economic evaluations (cost-effectiveness, cost-benefit, cost-utility) of health care programs, using examples from both developing and developed countries. Applications range from economic evaluations of medical procedures to economic evaluations of intervention programs in developing countries.

### HPM 523 (3) Public Financing in the Health Care System

Spring. Prerequisites: HPM 500 or HPM 501 and HPM 521. Focuses on the principles of public finance to enable students to evaluate tax subsidies and revenue structure used to finance health care with comparisons to alternative structures. Students apply the concepts of equity and efficiency in financing health care at the national and state levels.

### HPM 525 (3) Health Services Data Analytics in the Workplace

Spring. The purpose of this course is to provide you with practical training on how to work with data and perform data analytics using Excel.

### **HPM 531 (3) Contemporary Issues in Health Economics and Healthcare Management**

Fall. In this course students will develop and practice the skills needed to stay on top of the contributions of leading thinkers in healthcare management, policymaking, and research to our understanding of health care markets and the system's key stakeholders. Students will review, integrate, and apply key principles and frameworks of health economics and financial management through the examination of key contemporary issues in this setting including pharmaceutical pricing, collaboration among diverse providers under bundled payments, and hospital consolidation and antitrust.

### **HPM 533 (3) Qualitative Methods for Health Services Research**

Spring. This course introduces students to the theoretical and practical applications of qualitative research. Emphasis is placed on qualitative methods most commonly associated with health services research, including informant interviews, document reviews, and focus groups. Students will gain practical experience with qualitative methodology as well as learn the basic approaches to mixing qualitative and quantitative methods. Students will complete a research proposal by the end of the semester that reflects a mixed method study.

### **HPM 534 (2) Grant Writing for Public Health**

Spring. Basic introduction to grant writing for students with little or no grant writing experience. Topics covered will include determining which grants you should apply for, the basic components of a grant proposal, data sources and resources, and the funder's perspective. Each student will plan and write sections of a short foundation grant proposal.

### **HPM 540 (2) Human Resource Mgmt In Health Care**

Spring. Prerequisites: HPM 501 and HPM 502 or permission of the instructor. Provides an overview of interpersonal dynamics, conflict resolution, and human resource management in health care organizations

### **HPM 545 (2) Healthcare Marketing**

Spring. Prerequisites: HPM 501 and HPM 510 or permission of the instructor. Presents the basic concepts of marketing in the context of the delivery of health care services in the United States. Students undertake an applied marketing project on a group basis.

### **HPM 550 (3) Capstone-Operations Management**

Spring. Prerequisites: HPM 501, HPM 502, HPM 510, HPM 511, HPM 521, HPM 540, HPM 545, HPM 561 or 557. Integrates various analytical approaches developed in prerequisite courses into practical decision making by analyzing the problems of day-to-day operations within the health care organization. Includes problems in personnel staffing, personnel training and directing, financial control, performance measurement, and planning. Uses a case method approach.

### **HPM 552 (3) Health Information Technology: Policy, Evidence, and Management Strategies**

Spring. Pre-requisites: HPM 500 or 501, or with permission of instructor. The course will cover health information technology (HIT) topics relevant to both the HPM management and policy tracks. Students will be asked to evaluate research, business proposals, and policies from the perspective of multiple stakeholders, including large healthcare systems, hospitals, physicians, policy makers, payers (CMS and insurance providers), HIT industry executives, researchers, and patient advocates. Topics covered will include electronic health records, health information exchanges, computerized decision support systems, machine learning, quality improvement, management strategies, meaningful use, telehealth payment structures, implementation, usability, workflow, patient portals, and mHealth.

### **HPM 553 (3) Pharmaceutical Economics and Policy**

Fall. Prerequisite: HPM 521 or permission of the instructor. Examines the role of pharmaceuticals in the delivery of health care and the economic principles and public policies that impact pharmaceutical markets. Includes topics related to drug pricing, competition,

regulation, research and development, access to drugs, and substance abuse. Analyzes the strategies of various actors in pharmaceutical markets branded and generic drug manufacturers, insurers, pharmacy benefit managers, physicians, and patients.

**HPM 554 (3) Quality Improvement Meth/Hlth Care**

Fall & Spring. Prerequisite: HPM 500 or HPM 501 or permission of the instructor. Presents a theoretical framework to facilitate the continuous improvement of quality in health care organizations. Introduces multiple approaches, including outcome measurement and case management. Emphasizes team development, analytical statistics, and process knowledge.

**HPM 555 (2) Health Care Management in the Outpatient Setting**

Fall & Summer. This course introduces students to management in the outpatient setting. Health care is transitioning into the lowest cost environment to provide care for patients. This shift from inpatient to outpatient care has created significant needs for strong managers who understand the complexity of providing care in this setting. By using a variety of case studies and practical experiences, students will be able to apply the concepts learned in a real-world setting.

**HPM 556 (3) Physician Performance**

Fall. Prerequisite: HPM 500 or HPM 501 or permission of the instructor. Provides a systematic review of the major determinants of the performance of physicians, who by one estimate directly or indirectly influence 70 to 90 percent of all medical activities. Covers practice variation; medical appropriateness; patient and physician characteristics; uncertainty and medical decision-making; organizational characteristics and financial incentives; error and negligence; measuring MD performance via physician profiling, report cards, managed care; changing practice; utilization management; standards and professional society guidelines.

**HPM 557 (2) Healthcare Administration Law**

Spring. Introduces students to legal aspects of contemporary issues associated with the administration of health services organizations. Through readings, lectures and group interactions, the course will analyze the legal relationships between individual providers, payors, and regulatory entities and their impact on administration of these organizations.

**HPM 559 (3) Negotiation and Conflict Management in the Healthcare Setting**

Spring. The purpose of this course is to understand the basic theory and processes of negotiation so that the student can negotiate successfully in a variety of organizational settings. Students will develop these skills by preparing for and simulating a variety of case study negotiations.

**HPM 560 (3) Capstone-Strategic Management**

Fall. Prerequisites: HPM 501, HPM 502, HPM 510, HPM 511, HPM 521, HPM 540, and HPM 545 and HPM 557 or 561. This course is intended as the integrative capstone course for management students completing their degree in Health Policy and Management. Examines the formulation and implementation of business strategies in health care organizations, models of strategic management, and the role of stakeholders in the strategic management process. Reviews specific analytical tools used in strategy formulation, choice, and implementation, with an emphasis on real- world health care applications.

**HPM 561 (2) Fundamentals Of Public Health Law**

Spring. Introduces students to US and international legal environments of public health, including constraints imposed by constitutional, statutory, and conventional requirements. Addresses the sources of law and their interrelationships, legal protections of fundamental rights, government police powers, social welfare and entitlements programs, health care regulation, access to health care, ethics, legal liability, health care financing, and legal influences on public health programs in developing countries. Students are also exposed to the political and advocacy aspects of the law-making process as it relates to public health.



### **HPM 562 (3) Health Insurance Concepts**

Spring. Introduces the basic structure, pricing, and management of financial risks by private health insurance plans, and the estimation of future expenditures for public health insurance programs. Examines the operation of health insurance plans from both the buyer and the insurer perspectives; how health plans employ actuarial estimates to project the cost of their benefit packages and determine the premiums they charge; and methodology as it pertains to the projection of costs in public health insurance programs.

### **HPM 564 (3) Health Outcomes**

Spring. Prerequisites: HPM 501 and BIOS 500 (or the equivalent), or permission of the instructor. Focuses on the construction, analysis, and real-world application of health outcome measures including especially patient-reported outcomes (PROs) to a broad range of current health policy topics. These include evaluation of health system performance at the macro (national/international) level, new strategies for value-based purchasing of medical care based on measurable improvements in health outcomes, evaluation of health care provider performance, research comparing the effectiveness of competing interventions, quality-of-care appraisal, and patient-provider decision-making in the clinic and at the bedside. Emphasis is on the basic measurement tools and analytical approaches being used now by outcomes researchers in academia, federal and state government policy shops, the pharmaceutical and medical device industry, and also data management and research consulting firms that advise both government and industry.

### **HPM 565 (2) Health Care For The Indigent**

Fall. Prerequisite: HPM 500 or HPM 501 or permission of instructor. Explores the problems of uninsured Americans in obtaining health care. Reviews the scope of the current problem and the role of existing programs, as well as future directions for health policy. Addresses practical issues in program administration, with an emphasis on Medicaid and other indigent care programs.

### **HPM 569 (3) Women's Health Policy**

Spring. Instructs students in understanding the historical, social, political, legal, and economic factors and values that have influenced the development and implementation of health policy pertaining to women in the United States. Addresses current key policy and advocacy issues and examines varying views of women's rights, roles, and responsibilities in the health care system.

### **HPM 570 (3) Comparative Health Systems**

Spring. Prerequisite: HPM 500 or HPM 501 or permission of instructor. Explores and analyzes the current reform process in European and North American health systems. Emphasizes normative policy as well as financial objectives, and the conflicting interests of key actors. Concludes with a consideration of implications for health system reform in the United States.

### **HPM 572 (2) Contemporary Health Policy Issues**

Fall. Pre-requisites: HPM 500 or 501, or with permission of instructor. The course will cover health information technology (HIT) topics relevant to both the HPM management and policy tracks. Students will be asked to evaluate research, business proposals, and policies from the perspective of multiple stakeholders, including large healthcare systems, hospitals, physicians, policy makers, payers (CMS and insurance providers), HIT industry executives, researchers, and patient advocates. Topics covered will include electronic health records, health information exchanges, computerized decision support systems, machine learning, quality improvement, management strategies, meaningful use, telehealth payment structures, implementation, usability, workflow, patient portals, and mHealth.

### **HPM 573 (3) Access to Healthcare: Measures, Determinants, and Current Issues**

Topics in the course include the measurement of access and examination indicators of access over time and across states and constituent groups. The determinants of access including age, race, ethnicity, income, insurance and health risk are presented. Current topics in access

are integrated into the course. These include racial disparities, immigrant status, geographic variation, the uninsured, and access under Medicaid.

**HPM 575 (3) Capstone-Advanced Topics in Policy Analysis**

Spring. Prerequisites: HPM 501, HPM 510, HPM 521, HPM 522, HPM 523, HPM 561 or 557 and HPM 576. This class will teach students how to conduct public health policy analyses that examine options to address emerging issues, conduct analysis of the options, and communicate recommendations.

**HPM 576 (3) Capstone: Health Policy Analysis**

Fall. Prerequisites: HPM 501, HPM 510, HPM 521, HPM 522, HPM 523, HPM 561 or 557. Students will learn how to use the tools of economics, statistics, and decision analysis to predict the impact of state and federal policy changes. Topics covered include market failures, cost-benefit analysis, discounting, inflation adjustment, and contingent valuation. During the course of the semester, studies will write four to five brief policy analyses to model the impact of policy changes. Examples include caps on noneconomic damages in malpractice suits, mandated coverage of contraceptives by insurance plans, increases in tobacco excise taxes, and bans on drivers' use of cell phones. The course emphasizes presentation of results for nontechnical audiences.

**HPM 577 (2) Mental Health/Medical Interface in US**

Fall. The seminar explores the complex and dynamic relationship between general health and mental health in the United States. Gaps in parity and proposal for achieving parity are discussed in the context health reform.

**HPM 581 (2) Research Seminar I**

Fall. The seminar introduces the health services research process, research design issues, ethical problems faced by researchers and the development of the MSPH thesis. Enrollment is limited to students admitted to the MSPH in health policy and health services research.

**HPM 583 (2) Research Seminar III - Analysis**

Fall. Prerequisite: HPM 581, 730. The seminar provides HPM MSPH students with the guidance necessary for developing a quantitatively-based thesis using large secondary data sets. It begins with development of a researchable health policy question and the selection of appropriate databases and operational definitions. Enrollment is limited to students admitted to the MSPH in health policy research.

**HPM 585 (3) Quantitative Methods Using SAS I**

Fall. The course is an introduction to SAS software with a focus on organizing and merging large databases for purposes applying statistical analysis. The course complements the introduction to SAS in the BIOS 500 lab. Enrollment is limited to students in the HPM MSPH program.

**HPM 586 (3) Quantitative Methods II (Stata)**

Spring. Prerequisite: HPM 585 and BIOS 500. This course introduces student the STATA software with a focus on using the software for statistical analysis for data which has been organized using the SAS software. The course builds on the concepts intro in BIOS 500 and concludes with regression analysis. Enrollment is limited to students admitted to the HPM MSPH program or permission of the instructor is required.

**HPM 587 (1) Advanced Research Methods**

Fall. Prerequisite: HPM 730, 586. The course provides the opportunity for students to explore in depth the major research methods used in health policy research. The emphasis is on employing methods which are consistent with the limitations of study data and study assumptions. Enrollment is limited to students admitted to the MSPH in health policy research or the HPM doctoral program.

### **HPM 592 (2) Case Studies in Public Mental Health**

This course is the core course for the Certificate in Mental Health. Offered each spring, any current first year student enrolled in the MPH or MSPH program at RSPH that plans to pursue the Certificate in Mental Health must enroll in BSHES 592/HPM 592. Participating certificate students will be identified based on their enrollment in this course.

### **HPM 595 (0) Applied Practice Experience**

Fall, Spring, & Summer. An Applied Practice Experience (APE) is a unique opportunity that enables students to apply practical skills and knowledge learned through coursework to a professional public health setting that complements the student's interests and career goals. The APE must be supervised by a Field Supervisor and requires approval from an APE Advisor designated by the student's academic department at RSPH.

### **HPM 596 (2) Maternal Child Health**

Spring. This is the foundational course for the Maternal and Child Health Certificate. It covers historical and theoretical underpinnings of maternal and child health problems and programs aimed to reduce morbidity, mortality, and health disparities. Skills in program planning and evaluation are taught through multidisciplinary teams working with academic and field-based faculty in local, state, federal, and nongovernmental agencies. Maternal and child health is defined as a field of public health that addresses underlying forces for these problems, the historical framework for ameliorating those problems, and current programs and policies that have evolved from that historical context. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

### **HPM 596L (1) MCH Foundations Lab**

Spring. Students enrolled in the MCH certificate only. The group laboratory sessions utilizes a multi-disciplinary team approach, supervised weekly by a combination of course faculty, field-based faculty, and teaching assistant. The laboratory reinforces MCH concepts through practical application in program planning and evaluation in local, state, federal, and non-governmental agencies. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

### **HPM 597R (1-4) Directed Study**

Fall, Spring, & Summer.

### **HPM 598R (1-4) Special Study Project**

Fall, Spring, & Summer. Presentation of a paper that defines a problem in public health, reviews the literature on this subject, details the methodologies for data collection and analysis, describes findings and conclusions, and discusses implications for public health.

### **HPM 599R (1-4) Thesis**

Fall, Spring, & Summer. Preparation of a monograph based on original research applicable to public health. Should be publishable or have potential public health impact.

### **PUBH 700 Introduction to Public Health**

Public health, by its very nature, is an interdisciplinary field. Even within one doctoral program, students could have different types of master's training, or none at all (for the few doctoral programs that do not require master's training for matriculation). This interdisciplinary expertise contributes to the rich intellectual environment of the school. This course is required for entering doctoral students who do not have an MPH or MSPH from a Council on Education for Public Health-accredited school or program. This course is optional for all other students

and is delivered in a hybrid format with an online self-administered component and three on-campus meetings in the fall semester of the first year.

**PUBH 701 Public Health Research: Discovery to Practice**

Doctoral education in public health trains students to drive innovation and discovery in public health. Apart from the usual doctoral milestones of coursework, the qualifying exam, and the dissertation, much of the doctoral process is self-directed. Identifying your goals for your doctoral experience and how to achieve them can be daunting. This conversation-based course is designed to provide students the tools to develop a personal strategy for successfully navigating the doctoral experience.

**HPM 720R (4) Doctoral Seminar in Health Policy**

The purpose of this year-long seminar is to acquaint students with the major areas of health policy research, and active areas of research in health policy and economics. The course will also address the role of researchers in the research process, including how to execute peer review.

**HPM 730 (4) Theory-Based Research Design Seminar II**

Spring. This course guides students through the process of writing a health services research proposal that is grounded in theory. The coursework emphasizes the development of a conceptual framework tailored to a specific research topic by drawing on existing theory, conceptual frameworks, and scientific literature. Other course topics include conducting literature searches and critically reviewing relevant literature; defining and measuring theoretical constructs; developing testable hypotheses; identifying potential omitted variable bias; and executing an effective research presentation.

**HPM 740 (4) Doctoral Seminar in Health Economics**

This reading course is designed to acquaint students with emerging literature in health economics with particular focus on insurance, delivery systems, provider behavior, and public programs. Students will learn to evaluate theoretical and empirical models employed in contemporary research and identify health economics research questions to which these might be employed.

**HPM 750 (2) How Health Policymakers Think About Making Policy: Insights from Political Science and Organizational Behavior**

Fall. Prerequisites: Doctoral standing or permission of the instructor. The course focuses on key concepts and factors that influence real-world health policymaking. Following an initial session on the concepts of governance and stewardship, the course examines key issues in the behavior of public sector organizations and the complexities of implementing public sector policy. The course then examines how policy implementation issues influence different policy paradigms in public health, concluding with a discussion of recent writings about government responses to the COVID-19 pandemic.

**HPM 760 (4) Doctoral Seminar in Health Services Research**

This class is designed to acquaint students with the major tools of health services research. The course will also highlight existing and emerging issues in health services research, policy, and management. Discussions of options for addressing the issues and a review of the empirical literature evaluating their impact are examined.

## Hubert Department of Global Health

<http://www.sph.emory.edu/departments/gh/index.html>

Usha Ramakrishnan, Interim Chair

Global health seeks to understand and strives toward equity in health and well-being, both locally and globally. The MPH in Global Health degree provides students with training to apply global health approaches to domestic and international challenges and opportunities. The Hubert Department of Global Health (GH) offers a course of study leading to the Master of Public Health (MPH) degree. This program is offered in both a traditional 24-month format and an accelerated, 12-month format. For the traditional 24-month format, students have the option to select one of four areas of concentration: infectious diseases, community health development, public health nutrition, or sexual and reproductive health and population studies. For the accelerated, 12-month format, students select the accelerated program concentration.

Our students, staff, and faculty work to improve health and health delivery systems in Atlanta and around the world. In the 2019–2020 academic year, the student body included students from 17 different countries and 37 states in the United States. Through fieldwork, 43% of our students collaborate with partners globally in 26 countries and 75% of our students collaborate with partners in the United States on global health research, programs, or policies. The department is the host of several important fellowship programs that bring mid-career professionals from developing countries to our program. We currently host Humphrey, Foege, Fulbright, and King Abdullah Fellows from around the world. Among the Rollins School of Public Health's 202 full-time faculty, 50 hold primary appointments in the Hubert Department of Global Health. Our primary faculty are complemented by 38 jointly appointed faculty (with other departments at Rollins, Emory School of Medicine, Laney Graduate School, and other schools in the University) and more than 90 adjunct faculty (U.S. Centers for Disease Control and Prevention, World Health Organization, CARE, and others). Our faculty have been recognized with numerous national and international teaching, research, and service awards.

A major strength of the Rollins School of Public Health is the opportunity for students to participate in fieldwork as a part of their program. These field experiences include a wide range of program, research, and service opportunities. Opportunities are available both with local agencies such as the CDC, the American Cancer Society, CARE, and The Carter Center as well as an extensive network of national and international organizations. Funding for travel is available on a competitive basis. Seventy-seven percent of our students successfully secure competitive funding for their fieldwork.

Graduates of the program find employment abroad with international and bilateral agencies, government departments, nongovernmental organizations, and research and academic institutions. Many also work with US-based organizations concerned with global issues. Some graduates go into clinical fields and others go on to pursue a doctoral degree.

The department co-sponsors a PhD program in Nutrition and Health Sciences. This program is administered by the Laney Graduate School at Emory University. For more information about this degree program visit: <http://www.graduateschool.emory.edu/degree-programs>.

### Department Admission Criteria

The Hubert Department of Global Health seeks students who are passionate about global health and wish to improve the health of their local and global communities. Our students have demonstrated this commitment through careers, service, or training in advancing global health. This might include working with underserved communities or within a local, state, or regional public health entity (either domestically or internationally), volunteer or mission experience, or service with Peace Corps, AmeriCorps, etc.

Fall 2020/2021 applicants to our MPH degree programs are no longer required to submit GRE or MCAT test scores. The submission of GRE scores is optional but is recommended for those who believe their GRE scores will help support their application. Submitted test scores may not be more than five years old.

### Global Health Program Requirements

Completion of the MPH in Global Health requires 42 semester hours of coursework. Full-time students complete these requirements in two years. Students are required to take Rollins and departmental core courses as well as specialized courses from their selected area of concentration. To personalize and strengthen their training, students have the flexibility to take elective courses at Rollins, or in some cases, from other graduate programs within Emory University or other Atlanta universities. In addition to coursework, towards the end of their training, students are required to complete an Integrative Learning Experience which takes the form of a thesis project. The thesis project may take the form of either a special studies project (e.g. a deliverable for an organization) or a research project (e.g. systematic review, analysis of primary or secondary data) using quantitative, qualitative, or other methodologies and presented in a traditional style or manuscript style. Topics should be relevant to global health.

The Hubert Department of Global Health places great importance on the applied practice experience (APE), which is designed to complement academic training with practical, hands-on experience. All students must show evidence of substantial domestic or international practical public health experience relevant to the field of global health prior to receiving clearance for graduation. The APE may provide an opportunity for some students to gather data or experience required in the development of their thesis project, such as a research or special studies project.

Please find school and department core requirements outlined below. Additional specialized requirements will be explored by concentration.

### MPH Requirements

#### Rollins Core Requirements (14 credits)

Course Number	Course Title	Credit Hours
BIOS 500/BIOS 500L	Statistical Methods I	4
BSHES 500	Behavioral and Social Sciences for Public Health	2
EH 500	Perspectives in Environmental Health	2
EPI 530/EPI 530L	Epidemiological Methods I	4
HPM 500	Introduction to U.S. Health Care System	2
PUBH 500	Introduction to Public Health	0
PUBH 501	Inter-Professional Team Training	0
PUBH 502	Public Health Professional Development Seminar	0

#### HDGH Department Requirements

GH 501	Evidence Based Policy, Programs and Research	3
GH 595	Applied Practice Experience	0

#### Methods (9 credits minimum)

Students are required to complete a minimum of 9 credits in methodological skill driven courses. **Students are required to choose at least one course (= 3 credits) from the list below:**

GH 503	Quantitative Data Collection	3
GH 522	Qualitative Research Methods for Global Health	3
GH 560	Monitoring and Evaluation of Global Health Programs	3

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Additionally, students will choose 6 credits minimum of courses from the “2020 GH Approved Skill Based Methods Course” Guide.

*Note:* Students in HDGH can use courses to fulfill only one HDGH academic requirement and cannot use the same course to fulfill more than one HDGH academic requirement. For example, students in the community health development concentration should only use GH 560 to fulfill their concentration requirement.

### Integrative Learning Experience

All students in HDGH must complete a thesis project in order to fulfill the requirements of the MPH degree. This project is a rigorous academic requirement. As the culmination of the MPH experience, it is an independent, theory-based inquiry in which the student applies knowledge and skills acquired during the MPH program to the scholarly study of a public health problem. In HDGH, the thesis project may take the form of either a special studies project (e.g. a deliverable for an organization) or a research project (e.g. systematic review, analysis of primary or secondary data) using quantitative, qualitative, or other methodologies and presented in a traditional style or manuscript style.

Course Number	Course Title	Credit Hours
<b>GH 599R</b>	Thesis	4

### Infectious Disease Concentration

Infectious diseases make up a substantial burden of diseases globally, and their control remains critical to protecting the health and development of all populations. Even in an era where non-communicable diseases are increasingly causing morbidity and mortality, we still face numerous infectious disease threats. In addition to established problems, such as HIV/AIDS, tuberculosis, malaria, respiratory infections, and diarrheal illnesses, emerging infections like the COVID-19 pandemic, pandemic H1N1 influenza A (2009), Ebola, Zika, MERS-CoV, SARS-CoV-2, and multi-drug resistant organisms present ongoing threats to all health systems. Defining the causes, patterns, and options for the control, prevention, or treatment of infectious diseases is key to a comprehensive public health policy for all countries. The infectious disease concentration is designed to prepare students to assume appropriate, responsible, and challenging positions to address these significant global infectious disease problems. Students will acquire the necessary skills to provide leadership, research, and service and to work as members of teams committed to the prevention and control of infectious diseases throughout the world.

### Course Requirements (Infectious Disease)

In addition to Rollins core and departmental requirements, the core requirements for the Infectious Disease concentration include two required courses (GH 511 International Infectious Disease; GH 515 Transforming Public Health Surveillance) that together total five credits. To gain necessary skills in the areas of epidemiology/research, program management, or health promotion, students should take additional elective courses in these areas. Students in the infectious disease concentration have the potential to develop their thesis project, such as a special studies project or research project with adjunct faculty at the CDC, The Carter Center, CARE, or in other departments at Emory.

#### ID Concentration Core

Course Number	Course Title	Credit Hours
<i>Both courses required</i>		
<b>GH 511</b>	International Infectious Disease	2
<b>GH 515</b>	Transforming Public Health Surveillance	3

*Concentration Suggested Electives*

<b>GH 512</b>	Health in Complex Humanitarian Emergencies	2
<b>GH 516</b>	Global Perspectives in Parasitic Diseases	3
<b>GH 517</b>	Case Studies in Infectious Diseases	2
<b>GH 518</b>	Emerging Infectious Diseases	2
<b>GH 522</b>	Qualitative Research Methods in Global Health	3
<b>GH 525</b>	Qualitative Data Analysis	3
<b>GH 529</b>	Water and Sanitation in Developing Countries	2
<b>GH 533</b>	Preparedness and Planning for Complex Humanitarian Emergencies	1
<b>GH 535</b>	Field Epidemiology	2
<b>GH 536</b>	Religion and Health in Context: HIV	3
<b>GH 543</b>	Fundamentals of Qualitative Data Analysis	2
<b>GH 544</b>	Field Trials and Intervention Studies	2
<b>GH 550</b>	Epidemiology and Dynamics of STD Transmission	2
<b>GH 558</b>	Global Issues in Antimicrobial Resistance	2
<b>GH 562</b>	Tuberculosis: A Re-emerging Health Problem	1
<b>GH 563</b>	AIDS: Global Public Health Implications	2
<b>GH 564</b>	Public Health Preparedness	2
<b>GH 566</b>	Immunization Programs and Policies	2
<b>GH 571</b>	Vaccines and Vaccine-Preventable Diseases	2
<b>GH 574</b>	Malaria Prevention, Control and Treatment	2
<b>GH 580</b>	Environmental Microbiology:	2
	Control of Food and Waterborne Diseases	
<b>GH 582</b>	Global Climate Change: Health Impacts and Response	2
<b>EH 583</b>	Spatial Analysis of Disease Ecology	4
<b>EHS 750</b>	Environmental Determinants of Infectious Disease	3
<b>EPI 541</b>	Hospital/Healthcare Epidemiology	2
<b>EPI 544</b>	Epidemiology of Foodborne and Diarrheal Diseases	1
<b>EPI 546</b>	Methods in HIV Epidemiology	2
<b>EPI 562</b>	Emerging Infectious Diseases	2
<b>EPI 569</b>	Concepts and Methods in Infectious Disease Epidemiology	3
<b>EPI 570</b>	Infectious Disease Dynamics: Theory and Models	3

**Public Health Nutrition Concentration**

The field of public health nutrition seeks to understand the complex causes of over- and under-nutrition, and their consequences on growth, development, communicable and non-communicable disease, and economic productivity through the life course and across generations. Public health nutrition also concerns itself with the development and evaluation of programs and policies to improve diets and nutritional status. The public health nutrition practitioner requires a solid understanding of the biology of nutrition, the individual, community, and structural determinants of dietary intakes and nutritional status, and the principles of program and policy design, implementation, and evaluation. As such, the Public Health Nutrition concentration takes a broad perspective with respect to content and methodological approaches to equip students for careers in public health nutrition. Graduates can use these skills, both locally and abroad, to serve government agencies, the private sector, nongovernmental organizations, applied research institutions, and universities in the U.S. and globally.

**Course Requirements (Public Health Nutrition)**

In addition to Rollins core and departmental requirements, the core requirements for the Public Health Nutrition concentration include one required course (GH 545 Nutritional Assessment), one selective life course nutrition class (GH 534 Diabetes: A Model for Global



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Non-communicable Disease Prevention and Control; GH 546 Maternal and Child Nutrition; GH 551 Diet and Chronic Disease; GH 552 Global Elimination of Micronutrient Malnutrition; GH 579 Non-Communicable Disease Prevention and Control) and one selective methods class (GH 567 Shaping a Healthy Global Food System through Policy; GH 568 Community Engaged Food Security; EPI 537 Epidemiology of Chronic Disease; EPI 591L Methods in Nutritional Epidemiology) that together total a minimum of 7 credits. Students may also choose to take additional electives based on areas of interest (e.g. maternal and child nutrition, food security, chronic disease prevention, etc.).

### Public Health Nutrition Concentration Core

Course Number	Course Title	Credit Hours
<i>Required course</i>		
<b>GH 545</b>	Nutritional Assessment	3
<i>Select at least one course from this group (Life Course Nutrition)</i>		
<b>GH 534</b>	Diabetes: A Model for Global Non-communicable Disease Prevention and Control	2
<b>GH 546</b>	Maternal and Child Nutrition	3
<b>GH 551</b>	Diet and Chronic Disease	2
<b>GH 552</b>	Global Elimination of Micronutrient Malnutrition	2
<b>GH 579</b>	Chronic Disease Prevention and Control	3
<i>Select at least one course from this group (Methods Course)</i>		
<b>GH 567</b>	Shaping a Healthy Global Food System through Policy (ALT Spring)	2
<b>GH 568</b>	Community Engaged Food Security (ALT Spring)	3
<b>EPI 537</b>	Epidemiology of Chronic Disease	2
<b>EPI 591L</b>	Methods in Nutritional Epidemiology	2
<i>Suggested Life Course Nutrition Electives</i>		
<b>GH 538</b>	Food and Nutrition in Complex Humanitarian Emergencies	1
<b>GH 548</b>	Human Nutrition I	6
<b>GH 549</b>	Human Nutrition II	6
<b>NRSNG 614</b>	Human Lactation and Breastfeeding Management	2
<i>Suggested Research/Program Methods Electives</i>		
<b>GH 502</b>	Introduction to Quantitative Data Collection	2
<b>GH 503</b>	Quantitative Data Collection	3
<b>GH 514</b>	Social and Behavioral Change Communication	2
<b>GH 515</b>	Transforming Public Health Surveillance	3
<b>GH 522</b>	Qualitative Research Methods	3
<b>GH 523</b>	Quantitative Data Analysis	3
<b>GH 525</b>	Qualitative Data Analysis	3
<b>GH 543</b>	Fundamentals of Qualitative Data Analysis	2
<b>GH 555</b>	Proposal Development	2
<b>GH 560</b>	Monitoring and Evaluation of Global Health Programs	3
<b>GH 580</b>	Control of Food and Waterborne Diseases	2
<b>EPI 544</b>	Epidemiology of Foodborne and Diarrheal Diseases	1
<b>EPI 561</b>	Methods in Obesity in Epidemiology	2

## Sexual Health, Reproductive Health, and Population Studies Concentration

The concentration in sexual and reproductive health and population studies addresses current domestic and global issues in these domains using quantitative, qualitative, and epidemiological methods. Students and faculty in the concentration explore topics in three core areas: (1) Reproductive Health includes fertility, family planning, abortion, women's and children's health; (2) Sexual Health includes gender identity, sexuality, sexual health and behavior, sexually transmitted infections, HIV/AIDS; and (3) Population Studies includes aging and mortality, health over the life course, migration, family and social networks, and international development.

The concentration prepares students for programmatic or research work. Students who wish to pursue a programmatic focus develop expertise at the master's level in public health policy and program management or evaluation. Students are encouraged to learn methods of data collection and analysis. Students aim to gain an interdisciplinary perspective and to engage in cross-cultural work. Students choose courses within the department and across the school and university. This concentration maintains close ties with international nonprofit organizations (e.g. CARE) and with state, national, and international organizations (e.g. the CDC). A number of preeminent scientists play an important role in the concentration by serving as course lecturers and by mentoring students.

### Course Requirements (Sexual and Reproductive Health and Population Studies)

In addition to Rollins core and departmental requirements, the Sexual and Reproductive Health and Population Studies concentration requires a minimum of six credits from the following electives (GH 530 GEMMA Seminar: The Global Elimination of Maternal Mortality from Abortion; GH 541 - Technology of Fertility Control; GH 559 - Gender and Global Health; GH 569 - Population Dynamics, International Development and Health; GH 585 - Gender Based Violence in Global Perspective). Students are also encouraged to take additional elective courses of their choice based on the skill set they may desire, for example in epidemiology, health promotion, or program management.

### Sexual and Reproductive Health and Population Studies Concentration Core

Course Number	Course Title	Credit Hours
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*Please choose a minimum of six credits from the following electives*

#### *Fertility and Reproduction*

<b>GH 530</b>	The GEMMA Seminar: Global Elimination of Maternal Mortality from Abortion	2
<b>GH 541</b>	Technology of Fertility Control	2

#### *Sexual and Reproductive Health*

<b>GH 559</b>	Gender and Global Health	3
<b>GH 585</b>	Gender-Based Violence in Global Perspective	3

#### *Population Studies*

<b>GH 569</b>	Population Dynamics, International Development and Health	2
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#### *Concentration Suggested Electives*

<b>GH 502</b>	Introduction to Quantitative Data Collection	2
<b>GH 503</b>	Quantitative Data Collection	3
<b>GH 507</b>	Health as Social Justice	2
<b>GH 514</b>	Social and Behavioral Change Communications	2
<b>GH 515</b>	Transforming Public Health Surveillance	3
<b>GH 522</b>	Qualitative Research Methods	3
<b>GH 523</b>	Quantitative Data Analysis	3

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<b>GH 525</b>	Qualitative Data Analysis	3
<b>GH 526</b>	Interdisciplinary Perspectives on Human Rights	2
<b>GH 537</b>	Programming for Sexual and Reproductive Health in Complex Humanitarian Emergencies	1
<b>GH 539</b>	Reproductive Health Program Management	2
<b>GH 543</b>	Fundamentals of Qualitative Data Analysis	2
<b>GH 546</b>	Maternal and Child Nutrition	3
<b>GH 550</b>	Epidemiology and Dynamics of STD	2
<b>GH 555</b>	Proposal Development	2
<b>GH 560</b>	Monitoring and Evaluation of Global Health Programs	3
<b>GH 563</b>	AIDS: Global Public Health Implications	2
<b>GH 593</b>	Topics in Religion and Health: Sexual and Reproductive Health	3
<b>NRSG 614</b>	Human Lactation and Breastfeeding Management	2
<b>EPI 516</b>	Issues in Women's Health	2
<b>EPI 539</b>	Epidemiologic Concepts and Analysis	3
<b>EPI 565</b>	Data Sources and Methods for MCH Epi	2
<b>BIOS 501</b>	Statistical Methods II	4
<b>BIOS 550</b>	Sampling Applications	2

### Community Health Development Concentration

The community development concentration prepares professionals to work at community, district, and national levels to strengthen local capacity to address their priorities, improve health, and move toward well-being. Graduates of this concentration will have the capacity to work with grassroots organizations, private voluntary groups, governmental agencies, and other sector providers to design, implement, manage, and evaluate community-based public health initiatives. Emphasis will be given to the development of public health skills, the acquisition of knowledge about working within local communities in different cultural settings and development contexts and promoting social and behavioral change for healthier communities.

#### Course Requirements (Community Health Development)

In addition to Rollins core and departmental requirements, the core requirements for the Community Health Development concentration include two required courses (GH 521 Program Management; GH 560 Monitoring and Evaluation of Global Health Programs) and one selective (GH 507 Health as Social Justice; GH 508 - Health and Human Rights Seminar; GH 513 Community-Based Participatory Action Research; GH 519 Faith and Health: Transforming Communities; GH 568 Community Engaged Food Security; or GH 572 - Community Transformation: A Five-day Experiential Workshop on Partnerships and Empowerment) that together total a minimum of 8 credits. Students are also encouraged to take additional elective courses of their choice based on the skill set they may desire (i.e., epidemiology, health promotion, or community health assessment).

#### Community Health Development Concentration Core

Course Number	Course Title	Credit Hours
<b>Community Interaction</b>		
<i>Select at least one course from this group</i>		
<b>GH 507</b>	Health as Social Justice	2
<b>GH 508</b>	Health and Human Rights Seminar	2
<b>GH 513</b>	Community-Based Participatory Action Research	3
<b>GH 519</b>	Faith and Health: Transforming Communities	3
<b>GH 568</b>	Community-Engaged Food Security	3

<b>GH 572</b>	Community Transformation: A Five-day Experiential Workshop on Partnerships and Empowerment	2
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**Management**

*Required course*

<b>GH 521</b>	Program Management	3
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**Community Metrics and Measurement**

*Required course*

<b>GH 560</b>	Monitoring and Evaluation of Global Health Programs	3
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*Concentration Suggested Electives*

<b>GH 502</b>	Introduction to Quantitative Data Collection	2
<b>GH 503</b>	Quantitative Data Collection	3
<b>GH 505</b>	Social Entrepreneurship for Global Health	1
<b>GH 509</b>	Translation and Implementation Science	2
<b>GH 514</b>	Social and Behavioral Change Communications	2
<b>GH 515</b>	Transforming Public Health Surveillance	3
<b>GH 522</b>	Qualitative Research Methods	3
<b>GH 524</b>	Health Systems Performance and Health Systems Financing: Methods and Evidence	2
<b>GH 523</b>	Quantitative Data Analysis	3
<b>GH 525</b>	Qualitative Data Analysis	3
<b>GH 529</b>	Water and Sanitation in Developing Countries	2
<b>GH 530</b>	The GEMMA Seminar: Global Elimination of Maternal Mortality from Abortion	2
<b>GH 539</b>	Reproductive Health Program Management	2
<b>GH 543</b>	Fundamentals of Qualitative Data Analysis	2
<b>GH 545</b>	Nutritional Assessment	3
<b>GH 556</b>	Foundational Ethical Challenges in Global Health	3
<b>GH 552</b>	Global Elimination of Micronutrient Malnutrition	2
<b>GH 561</b>	Applications of Public Health Economics in Low and Moderate Income Countries	3
<b>GH 582</b>	Global Climate Change: Health Impacts and Response	2
<b>GH 583</b>	Introduction to Global Mental Health	2
<b>GH 586</b>	Community Health Assessment	3
<b>EPI 539</b>	Epidemiologic Concepts and Analysis	3
<b>EPI 565</b>	Data Sources and Methods for MCH Epidemiology	2
<b>BIOS 501</b>	Statistical Methods II	4
<b>BIOS 550</b>	Sampling Application I	2
<b>HPM 522</b>	Economic Evaluation of Health Care Programs	4

**Accelerated Program Concentration**

The Accelerated Program Concentration is aimed at experienced public health professionals interested in enhancing their knowledge of global health issues and building leadership skills. The Accelerated Program Concentration requires three semesters, or 12 months in residence, to complete 42 credit hours. It also includes an applied practice experience and thesis requirement. Once matriculated, it is not possible to transfer into, or out of, the Accelerated Program Concentration.

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Admission into the Accelerated Program Concentration is very competitive. Applicants are required to meet the following criteria at a minimum:

- A bachelor's degree (e.g. BA, BS) or first professional degree (e.g. MBBS) from an accredited university
- At least 3 years of relevant public health experience post-bachelor's or first professional degree

All applicants must also include a statement outlining their proposed thesis topic and thesis chair in their admissions packet. Applicants are encouraged to contact HDGH faculty in advance of their application in order to explore thesis opportunities and support.

### Course Requirements (Accelerated Program)

In addition to the 17 credits of Rollins and departmental core courses and the minimum of 9 credits in methodological skill driven courses, students are required to complete an additional minimum 12 elective courses (examples below). Students can tailor their courses to best fit their professional and career objectives, in consultation with their faculty advisor. Students in the accelerated program concentration have the potential to develop their thesis project, such as a special studies project or research project, with adjunct faculty at partner organizations in the Atlanta area (e.g. the CDC, The Carter Center, CARE) or in other departments at Emory.

#### *Concentration Suggested Electives (Minimum 12 credits)*

<b>GH 502</b>	Introduction to Quantitative Data Collection	2
<b>GH 503</b>	Quantitative Data Collection	3
<b>GH 505</b>	Social Entrepreneurship for Global Health	1
<b>GH 509</b>	Translation and Implementation Science	2
<b>GH 513</b>	Community Based Participatory Action Research	3
<b>GH 514</b>	Social and Behavioral Change Communications	2
<b>GH 515</b>	Transforming Public Health Surveillance	3
<b>GH 519</b>	Faith and Health: Transforming Communities	3
<b>GH 521</b>	Program Management	3
<b>GH 522</b>	Qualitative Research Methods	3
<b>GH 523</b>	Quantitative Data Analysis	3
<b>GH 524</b>	Health Systems Performance and Health Systems Financing	2
<b>GH 525</b>	Qualitative Data Analysis	3
<b>GH 529</b>	Water and Sanitation in Developing Countries	2
<b>GH 530</b>	The Global Elimination of Maternal Mortality from Abortion	2
<b>GH 543</b>	Fundamentals of Qualitative Data Analysis	2
<b>GH 545</b>	Nutritional Assessment	3
<b>GH 556</b>	Foundational Ethical Challenges in Global Health	3
<b>GH 552</b>	Global Elimination of Micronutrient Malnutrition	2
<b>GH 561</b>	Applications of Public Health Economics in Low and Moderate Income Countries	3
<b>EPI 539</b>	Epidemiologic Concepts and Analysis	3
<b>BIOS 501</b>	Statistical Methods II	4
<b>BIOS 550</b>	Sampling Applications I	2
<b>HPM 522</b>	Economic Evaluation of Health Care Programs	4
<b>Total Program Credit Hours</b>		<b>42</b>

## Interdepartmental Programs

The Hubert Department of Global Health offers two interdepartmental programs. A joint MPH or MSPH degree is offered in Global Epidemiology with the Department of Epidemiology. A joint MPH degree in Global Environment Health is offered with the Gangarosa Department of Environmental Health. For more information and specific coursework, please refer to the Interdepartmental Programs section of this catalog.

## Faculty

**O. Yaw Addo**, Research Assistant Professor and Epidemiologist – CDC Nutrition Branch, BSc. University of Ghana, 2001; MS, University of Cincinnati, 2007; PhD, University of Minnesota-Twin Cities, 2010. Maternal-Child Health, Nutritional & life course epidemiology, Child growth & maturation and related outcomes, Global health, Public health surveillance.

**Mohammed K. Ali**, Associate Professor. MD, University of Cape Town, 2003; MSc (cardiovascular medicine), University of Oxford, 2007; MSc (Global Health), University of Oxford, 2007; MBA, Emory University, 2012. Cardiovascular disease and diabetes, Translation and implementation science, Health services research, Preventive medicine, Primary care.

**Karen L. Andes**, Research Associate Professor. BA, Arizona State University, 1987; BA, Arizona State University, 1987; MA, Northwestern University, 1989; PhD, Northwestern University, 1994. Sexual and reproductive health, Latino health (US and LAC), Qualitative research methods and analysis, Community based participation action research, Urbanization and slums.

**Solveig Argeseanu**, Associate Professor. BA, George Washington University, 1997; MSc, London School of Economic and Political Science, University of London, 2001; MA, University of Pennsylvania, 2003; PhD, University of Pennsylvania, 2006. Demography, Chronic disease and mortality, Health over the life course, Migrant and refugee health, Social and contextual influences on health.

**A. Cornelius Baker**, Lecturer. BA, Eisenhower College/Rochester Institute of Technology, 1983. HIV/AIDS, Health services delivery to sexual and racial, ethnic minority populations, Community mobilization, civil society and human rights.

**Robert A. Bednarczyk**, Assistant Professor. BS, Lebanon Valley College, 1997; MS, SUNY-Albany School of Public Health, 2006; PhD, SUNY-Albany School of Public Health, 2010. Adolescent and adult vaccines, vaccine policy, human papillomavirus, adolescent health, clinical and field trials, quantitative data analysis.

**John B. Blevins**, Research Associate Professor. BA, Furman University, 1989; MDiv, Duke University, 1992; PhD, Emory University, 2005. Religion and public health, religion and sexual health, religion and HIV/AIDS, community-level HIV prevention, community health assets mapping.

**Robert F. Breiman**, Professor. BS, University of Arizona, 1975; MD, University of Arizona, 1979; Internal Medicine and Infectious Diseases, UCLA, 1987; Child mortality, acute respiratory infections, diarrheal diseases, bacterial and viral vaccines, typhoid fever, urbanization, surveillance, emerging infectious diseases and outbreak response.ersity, 2009; PhD, Emory

**Kenneth G. Castro**, Professor. BSc, University of Puerto Rico, 1974; MSc candidate, Northeastern University, 1976; MD, State University of New York at Stony Brook School of Medicine, 1980. Social Internal Medicine. Montefiore Medical Center, Albert Einstein College of Medicine, NY. 1983; EIS Program, CDC, 1985; Infectious diseases, School of Medicine, Emory University, 1989. Global and domestic infectious diseases with a focus on HIV, tuberculosis, diagnostics, clinical trials, and epidemiologic studies aimed at informing evidence-based policies.

**Cari Jo Clark**, Associate Professor. BA, University of Kansas, 1996; MPH, Yale School of Public Health, 1999; ScD, Harvard School of Public Health, 2005. Health effects of exposure to child maltreatment and intimate partner violence and the design and evaluation of violence prevention strategies in low and middle- income countries.

**Dabney P. Evans**, Co-Director of Graduate Studies, Research Associate Professor. Executive Director, Institute of Human Rights. Director, Center for Humanitarian Emergencies., BA, Arizona State University, 1996; MPH, Emory University, 1998; PhD, University of Aberdeen, 2010. Health and human rights, gender-based violence, femicide, intimate partner violence,

violence against women and girls, commercial sexual exploitation, sexual and reproductive health and rights, complex humanitarian emergencies, capacity building.

**Ghada N. Farhat**, Research Associate Professor. BSc, American University of Beirut 1998, MPH, American University of Beirut 2000, PhD, University of Pittsburgh 2006. Non-communicable diseases with a focus on breast cancer; public health training and research capacity building in underdeveloped setting.

**William H. Foegle**, Presidential Distinguished Professor of Public Health Emeritus. BA, Pacific Lutheran College, 1951; MD, University of Washington, 1961; MPH, Harvard University, 1965. Disease eradication and agricultural projects of Global 2000 of The Carter Center, child survival and development, global tobacco plague, medical ethics, preventive medicine, injury control.

**Stanley O. Foster**, Professor Emeritus. AB, Williams College, 1955; MD, University of Rochester, 1960; MPH, Emory University, 1982. Strengthening the capacity of learners to work with communities to help them identify and overcome barriers to health and well-being.

**Eugene J. Gangarosa**, Professor Emeritus. BA, University of Rochester, 1950; MD, 1954; MS, Bacteriology, 1955. Control of foodborne and waterborne diseases, child survival issues, primary health care, minority health issues, migrant health.

**Unjali P. Gujral**, Research Assistant Professor. BA, University of California, Irvine, 2003; MPH, Yale University, 2010; PhD, Emory University, 2015. Diabetes and Cardiovascular disease; Ethnic differences in cardio-metabolic physiology; South Asian cardio-metabolic health.

**Monique Hennink**, Associate Professor. BA, Flinders University of South Australia, 1987; PhD, University of Southampton, 1998. Demography, reproductive health, and sexual behavior, HIV/AIDS, culture and behavior, microcredit and health, qualitative research methods, Africa and Asia.

**Sophia A. Hussen**, Research Assistant Professor. BA, Harvard University (Biological Sciences), 2000. MPH, University of Michigan (Health Behavior and Health Education), 2002. MD, University of Pennsylvania, 2006. HIV/AIDS, adolescent health, health disparities.

**Renuka Kapoor**, Research Assistant Professor. BS, Delhi University, 1996; MS, Kurukshetra University, 1998; PhD, All India Institute of Medical Sciences, 2005; MPH, Emory University, 2017. Water, Sanitation and Hygiene, Exposure risk assessment, WASH in healthcare settings, Healthcare epidemiology, Infectious disease epidemiology, Maternal and child health.

**Miriam Kiser**, Research Assistant Professor. BA, Georgia State University, 1990; MPH, Emory University, 1993; DMin, Wesley Theological Seminary, 2011. Senior Program Director, Interfaith Health Program. Health as social justice; community engagement; leadership development; religion as a social determinant of health.

**Keith P. Klugman**, Emeritus William H. Foegle Professor of Global Health. MBChB, PhD, University of the Witwatersrand (Johannesburg), 1981; DTMH, 1985; FRC Path, London, 1991; FRSS Afr (South Africa), 1996. Director of the Pneumonia Program, Gates Foundation.

**James V. Lavery**, Professor and Conrad N. Hilton Chair in Global Health Ethics. BA University of Western Ontario, 1985; BSc, McMaster University, 1981; MSc University of Toronto, 1994; PhD University of Toronto, 1999. Global health, ethics, research ethics, community engagement, social innovation in ethics, "Humanizing" global health, Brokered Dialogue.

**Juan S. Leon**, Co-Director of Graduate Studies. Associate Professor. BA, Dartmouth College, 1996; PhD/MPH, Northwestern University, 2003. Infectious disease, immunology, enteric and foodborne diseases, diarrhea, norovirus, parasitology, Chagas heart disease, rotavirus, vaccines, Latin America, Latino immigrants.

**Pengbo Liu**, Research Assistant Professor. BS, Xi'an Jiaotong University, China, 1991; MSc, Xi'an Jiaotong University, China, 1994; PhD, Peking Union Medical College, China, 1997. Infectious diseases, foodborne and waterborne diseases, water microbiology, enteric pathogens detection in environments, norovirus, bioinformatics, next-generation sequencing data analysis.

**Felipe Lobelo**, Associate Professor. MD, Rosario University, Bogota, Colombia, 2002. PhD University of South Carolina, 2010; EIS Class 2008. Chronic disease prevention, social determinants of health infectious and chronic diseases, implementation science, mHealth; physical activity, obesity, and cardio-metabolic diseases in high and low-to-middle income countries.

**Glen F. Maberly**, Professor Emeritus. BSc, University of New South Wales, 1975; MB/BS, 1977; MD, 1983. Micronutrient malnutrition, endocrinology.

**Matthew Magee**, Associate Professor. BA, Grinnell College, 2001; MPH, University of Illinois at Chicago, 2006; PhD, Emory University, 2013. Co-occurring infectious and non-communicable diseases, tuberculosis, diabetes mellitus.

**Reynaldo Martorell**, Robert W. Woodruff Professor of International Nutrition. AB, St. Louis University, 1969; PhD, University of Washington, 1973. Maternal and child nutrition; child growth, micronutrient malnutrition; functional consequences of nutrition in early life; design and evaluation of nutrition interventions; food and nutrition policy; obesity in low and middle-income countries.

**Deborah A. McFarland**, Associate Professor. BA, Ohio Wesleyan University, 1968; MPH, University of North Carolina-Chapel Hill, 1973; MSc, London School of Economics, 1984; PhD, University of Tennessee, 1987. Health systems strengthening in LMICs, health economics of infectious diseases, neglected tropical diseases, health policy and governance, health financing, equity and the poor.

**Joanne A. McGriff**, Research Assistant Professor. AB, Princeton University, 1997; MD, University of Rochester School of Medicine and Dentistry (NY), 2003; MPH, University of Rochester (NY), 2003; JM, Emory University School of Law, 2017. Associate Director, Center for Global Safe Water, Sanitation and Hygiene; WASH in healthcare facilities; WASH and behavior; mental health; Haiti; monitoring and evaluation; nonprofit management

**Scott J McNabb**, Research Professor. BS, University of Oklahoma, 1972; MS, University of Oklahoma Health Sciences Center, 1976; PhD, University of Oklahoma Health Sciences Center, 1986. Epidemic Intelligence Service (1991). Public health surveillance; oral and written scientific communication; public health informatics; management and leadership; on-line, e-Learning; monitoring and evaluation.

**Christine L. Moe**, Eugene J. Gangarosa Chair and Professor. BA, Swarthmore College, 1979; MS, University of North Carolina-Chapel Hill, 1984; PhD, 1989. Environmental transmission of infectious agents; epidemiology of foodborne and waterborne diseases; environmental microbiology; water, sanitation, and health.

**K. M. Venkat Narayan**, O. C. and Ruth Hubert Professor. MBBS, St. Johns Medical College, 1980; MSc, University of Edinburgh, 1987; MFPHM, Royal College of Physicians, 1988; MBA, Herriot Watt University, 1995. Diabetes, obesity and nutrition. Member, National Academy of Medicine (Elected 2016).

**Helena Pachón**, Research Professor. BS, Cornell University, 1993; MS, 1996; MPH, Harvard University, 2002; PhD, Cornell University, 2006. Nutrition, with a focus on fortification.

Shivani A. Patel, Rollins Assistant Professor. BS, University of Michigan, 2003; MPH, University of Michigan, 2009; PhD, Johns Hopkins, 2013. Social epidemiology and health disparities, cardio-metabolic disease, obesity, India.

**Usha Ramakrishnan**, Interim Chair. Professor. Director, Doctoral Program in Nutrition and Health Science. BS, University of Madras, 1983; MS, 1985; PhD, Cornell University, 1993.

Childhood malnutrition, maternal and child nutrition, micronutrient malnutrition.

Roger W. Rochat, Research Professor. MD, University of Washington, 1966. Coordinator Humphrey Fellowship Program, Reproductive Health, Global Elimination of Maternal Mortality from Abortion, MCH Epidemiology, program evaluation.

**N. Sarita Shah**, Associate Professor. BA, Johns Hopkins University, 1996; MD, Johns Hopkins School of Medicine, 2000; Internal Medicine, Columbia-Presbyterian Medical Center, 2003; MPH, Columbia Mailman School of Public Health, 2004. Tuberculosis, HIV, transmission, prevention.

**Sheela Sinharoy**, Research Assistant Professor. BA, Pennsylvania State University, 1999; MPH, University of North Carolina-Chapel Hill, 2008; PhD, Emory University, 2017. Nutrition of women and children, agriculture and food security, gender and empowerment, water, sanitation and hygiene, household air pollution, program evaluation.

**Lisa R. Staimez**, Research Assistant Professor. BS, University of Arizona, 1999. MPH, Yale University, 2003; PhD, Emory University 2013. Diabetes pathophysiology, epigenetics and type 2 diabetes, lifestyle interventions, nutrition and diet.

**Aryeh D. Stein**, Professor. BSc, University of London, 1984; MPH, Columbia University, 1989; PhD, 1992. Nutritional epidemiology, diet and chronic diseases, life course epidemiology, intergenerational effects on health, monitoring and evaluation of public health programs.



**Sandra L. Thurman**, Director, Joseph W. Blount Center for Health and Human Rights and Senior Lecturer. BS, Mercer University; MA, Community Pastoral Care, Saint Paul's University, Limuru, Kenya. HIV/AIDS, religion and public health, human rights.

**Rachel Waford**, Research Assistant Professor. BA, Western Kentucky University 2004, MA, Western Kentucky University 2006, PhD, University of Louisville, 2013. First Episode Psychosis; Early identification, intervention, and prevention for severe mental illness in young people and other vulnerable populations; Community education and advocacy for mental illness: Immigrant and refugee mental health.

**Amy Webb Girard**, Research Associate Professor. BS, Mercer University, 1997; PhD, Emory University, 2006. Maternal and child health, particularly in relation to nutrition and food security, breastfeeding, and HIV.

**Mary Beth Weber**, Assistant Professor. BS, University of Georgia, 1999; MPH, Emory University, 2002; PhD, 2012. Diabetes and obesity, translational research, lifestyle interventions, lifestyle behaviors.

**Cynthia Whitney**, Professor, BS, Iowa State University of Science and Technology, 1986; MD, University of Minnesota Medical School, 1990; MPH, Harvard School of Public Health, 1997. Child health and mortality, vaccines, infectious disease.

**Kate Winskell**, Associate Professor. BA, Wadham College, University of Oxford, 1988; MA, Courtauld Institute, University of London, 1990; PhD, 1995. Communication for social and behavioral change, sexuality, and HIV/AIDS.

**Melissa Young**, Assistant Professor. BS, Iowa State University 2006. PHD, Cornell University 2011. Maternal and Child Nutrition, breastfeeding, complementary feeding, child growth, micronutrient malnutrition, program implementation and evaluation.

**Kathryn M. Yount**, Asa Griggs Candler Chair of Global Health and Professor, Hubert Department of Global Health and Department of Sociology. BA, University of North Carolina–Chapel Hill, 1991; MHS, Johns Hopkins University, 1994; PhD, 1999. Gender, empowerment, gender-based violence, women's and children's health, research methods for the social sciences in lower-income populations and settings.

### Jointly Appointed Faculty

**Susan Allen**, Professor. BA, Duke University, 1980; DTMH, Liverpool School of Tropical Medicine, 1983; MD, Duke University, 1984; MPH, University of California at Berkeley, 1995.

**Ruth L. Berkelman**, O. Wayne Rollins Professor. BA, Princeton University, 1973; MD, Harvard Medical School, 1977. Epidemiology Department.

**Henry Blumberg**, Professor. BA, Washington University, 1979; MD, Vanderbilt University, 1983. Emory University School of Medicine.

**Alfred Brann**, Professor, BA Vanderbilt University; MD, Tulane University. Emory University School of Medicine.

**Peter Brown**, Professor. BA, University of Notre Dame, 1975; MA, State University of New York, Stony Brook, 1976; PhD, 1979. Department of Anthropology, Emory University.

**Thomas F. Clasen**, Professor, Interim Chair, Gangarosa Department of Environmental Health, and Rose Salamone Gangarosa Chair in Sanitation and Safe Water. BA, St. Mary's University of Minnesota, 1978; JD, Georgetown University, 1981; MSc, London School of Hygiene & Tropical Medicine, 2002; PhD, University of London, 2006.

**Jonathan Colasanti**, Assistant Professor. BA, University of Virginia, 2004; MD, University of Miami, 2008; MSPH, University of Miami, 2012.

**Cheryl Day**, Associate Professor. BS, Emory University 1998. PhD, Harvard University, 2003

**Carlos del Rio**, Distinguished Professor for Emory Clinical and Academic Affairs at Grady; Professor of Medicine and Executive Associate Dean for Emory at Grady, Emory University School of Medicine; Professor of Global Health and Epidemiology, Rollins School of Public Health and Co-Director, Emory CFAR. Former Hubert Professor and Chair. MD, Universidad La Salle (México), 1983.

**Jessica K Fairley**, Assistant Professor. BS, Georgetown University, 1997; MD, Georgetown University, 2003; MPH, Emory University, 2016.

- Matthew C. Freeman**, Associate Professor. BA, Wesleyan University, 2000; MPH, Emory University, 2005; PhD, London School of Hygiene and Tropical Medicine, 2011. Gangarosa Department of Environmental Health.
- Mary R. Galinski**, Professor and Director Malaria Host-Pathogen Interaction Center (MaHPIC). BS, State University of New York, 1979; MS, New York University School of Medicine, 1983, PhD, 1987.
- Neel R. Gandhi**, Associate Professor. BA, Williams College, 1994; MD, Brown-Dartmouth Program in Medical Education, 1999. Department of Epidemiology.
- Richard Goodman**, Professor, MD, University of Michigan–Ann Arbor, 1975; MPH, University of California Los Angeles, 1983; JD, Emory University School of Law, 2001. Emory University School of Medicine.
- Neela D. Goswami**, Assistant Professor. BS Stanford University, 2002. MD, Johns Hopkins, 2006; MPH, University of North Carolina, Chapel Hill, 2013.
- Craig Hadley**, Associate Professor. BS, University of Utah, 1998; PHD; University of California Davis.
- Rachel Hall-Clifford**, Assistant Professor, BA, The University of the South, 2001; MS, University of Oxford, 2001; MPH, Boston University, 2005; PhD, Boston University, 2009. Emory College.
- Robert A. Hatcher**, Professor Emeritus. BS, Williams College, 1959; MD, Cornell University, 1963; MPH, University of California, Berkeley, 1973. Emory University School of Medicine.
- James M. Hughes**, Professor Emeritus. BA, Stanford University, 1966; MD, Stanford University, 1971. Emory University School of Medicine (Infectious Diseases).
- Ameeta Kalokhe**, Assistant Professor. BS, University of Michigan 2001, MD, Wayne State University 2005, MSc Emory University 2011.
- Phyllis Kozarsky**, Professor of Medicine. BA, Hobart and William Smith Colleges, 1974; MD, Albert Einstein College of Medicine, 1978. Travel Well International Travelers' Clinic, Emory University Midtown Hospital.
- Megan Lawley**, Assistant Professor, BA, Emory University, 2002; MD, Emory University School of Medicine, 2012; MPH Emory University School of Public Health, 2018.
- Thomas Lawley**, Professor, MD, State University of New York (SUNY), Buffalo, NY. EVP Health Affairs.
- Vincent Marconi**, Professor. BS, University of Florida, 1996; MD, Johns Hopkins University, 2000.
- John E. McGowan Jr.**, Professor Emeritus. BMS, Dartmouth Medical School, 1965; MD, Harvard University, 1967. Department of Epidemiology.
- Walter A. Orenstein**, Professor, BS City College of New York 1968, MD Albert Einstein College of Medicine 1972, DSc (Hon) Wake Forest 2006.
- Michael Phillips**, Professor. McGill University, BSc 1971; McMaster University, MD 1974; University of Washington, MA 1984; University of Washington, MPH 1985; University of Washington, PhD, 1986.
- Polly J. Price**, Asa Griggs Candler Professor of Law and Professor of Global Health. BA, Emory University, 1986; M.A. Emory University, 1986; J.D., Harvard Law School 1989.
- Paulina A. Rebollo**, Assistant Professor. MD, Universidad La Salle, 2003; MSC, Emory University, 2008; Internal Medicine Residency, Emory University, 2009, Infectious Disease Fellowship, Emory University, 2013, Medical Microbiology Fellowship, Emory University, 2014.
- Ira K. Schwartz**, Associate Professor. BS, Union College, 1972; MD, University of Chicago, 1977. Emory University School of Medicine.
- Andi L. Shane**, Associate Professor. BA, University of Pennsylvania, 1990; MPH, Columbia University, 1992; MD, Louisiana State University. Emory University School of Medicine.
- Lynn M. Sibley**, Professor. BS, University of Colorado, 1973; MS, University of Utah, 1980; MA, University of Colorado, 1987; PhD, 1993. Emory University Nell Hodgson Woodruff School of Nursing.
- Sydney A. Spangler**, Assistant Professor. BS/BSN, University of Utah, 1997; MSN, University of Utah, 1999; PhD University of North Carolina at Chapel Hill, 2009.
- Anne Spaulding**, Associate Professor, ScB, Brown University, 1984; MD, Medical College of Virginia, 1989; MPH, Johns Hopkins School of Public Health, 2005. Department of Epidemiology.
- Laurence Sperling**, Professor. BA, Emory University, 1985; MD, 1989. Emory University School of Medicine.

**Parminder Suchdev**, Associate Professor. BS/BSA, University of Arizona, 1998; MD/MPH, Northwestern University, 2002.

**Patrick Sullivan**, Professor. BS, Emory University, 1988; DVM, University of Tennessee, 1992; PhD, 1994.

**Peter W. F. Wilson**, Professor. BS, Yale University, 1970; MD, University of Texas at San Antonio, 1974.

### Adjunct Faculty

**David Addiss**, Adjunct Associate Professor. BA, University of California-San Diego, 1977; MD, Medical College of Georgia, 1981; MPH, Johns Hopkins University, 1985. U.S. Centers for Disease Control and Prevention.

**Sulieyman Nasser Al Shehri**, Adjunct Assistant Professor. MBBS, King Saud University, 1982; MPH, Johns Hopkins University, 1987; PhD, University of London, 1998. Director General for School Health in the Kingdom of Saudi Arabia (KSA).

**Wondimagegnehu Alemu**, Adjunct Associate Professor. MD, Addis Ababa University, 1983; MPH/TM, Tulane University, 1991. WHO Representative, Nigeria.

**Mohammad Al-Nsour**, Adjunct Assistant Professor, MB, Pirigrove Medical Institute, 1997; MS, American University of Beirut, 2005; PhD, American University of Beirut, 2014. Eastern Mediterranean Public Health Network (EMPHNET).

**Mark Anderson**, Adjunct Assistant Professor. BA, Franklin and Marshall College, 1983; MPH, University of North Carolina, 1991; MD, University of North Carolina, 1992. U.S. Centers for Disease Control and Prevention.

**James Banaski Jr.**, Adjunct Instructor, BS, Drury University, 2003; MSc, Webster University, 2004. Centers for Disease Control and Prevention.

**Ibrahim Bani**, Adjunct Associate Professor, MD, Khartoum Medical School 1977; PhD, University of Surrey, 1974; DTMH, Royal College of Physicians, 1984. King Abdulaziz University of Health Sciences.

**David Berendes**, Adjunct Instructor, BS, Duke University, 2009, MSPH, Emory University, 2011, PhD, Emory University, 2016. U.S. Centers for Disease Control and Prevention.

**Robert S. Bernstein**, Adjunct Associate Professor. AB, University of Pennsylvania, 1965; MS, Pennsylvania State University, 1968; PhD, 1971; MD, University of Connecticut, 1977; MPH, Johns Hopkins University, 1979. Management Sciences for Health.

**Robert J. Berry**, Adjunct Professor. BS, University of Utah, Utah, 1968; MD, Cornell University Medical College, New York, 1973. U.S. Centers for Disease Control and Prevention. Division of Birth Defects and Developmental Disabilities.

**Oleg Bilukha**, Adjunct Associate Professor. MD, Lviv State Medical Institute, Ukraine; PhD, Cornell University, Ithaca NY. U.S. Centers for Disease Control and Prevention. National Center for Environmental Health.

**Suzanne Binder**, Adjunct Professor. BS, McGill University, Montreal, 1976; MD, Tufts University School of Medicine, 1981. Consultant.

**Claire Broome**, Adjunct Professor. BA, Harvard University, 1970; MD, 1975. U.S. Centers for Disease Control and Prevention.

**Joan E Cain**, Adjunct Assistant Professor, BS University of Illinois, 1997; MD, University of Pennsylvania, 2001; MScR, Emory University, 2009.

**Robert T Chen**, Adjunct Professor, BS, University of Illinois, 1977; MA, University of Chicago, 1980; MD, University of Chicago, 1982. Brighton Collaboration.

**Susan Cookson**, Adjunct Associate Professor, BS, Duke University, 1975; MD, University of North Carolina, 1985; MPH, Emory University, 2003. U.S. Centers for Disease Control and Prevention.

**Victor Coronado**, Adjunct Assistant Professor, MD, Federico Villareal Nacional University, 1979; MPH, Tulane University, 1990. U.S. Centers for Disease Control and Prevention.

**Adolfo Correa**, Adjunct Professor. BS, Chemistry, San Diego State University, 1969; MS, University of California, San Diego, 1970; MD, 1974; MPH, Johns Hopkins University, 1981; PhD, 1987. U.S. Centers for Disease Control and Prevention.

**S. Deblina Datta**, Adjunct Associate Professor. BA, Cornell University, 1990; MD, Mt. Sinai School of Medicine, 1995. U.S. Centers for Disease Control and Prevention.

- Ann M. DiGirolamo**, Adjunct Assistant Professor, BA, Emory University, 1986; PhD, Indiana University, 1994; MPH, Emory University, 2001. CARE USA.
- Taroub Faramond**, Adjunct Assistant Professor, MD, University of Leningrad, School of Medicine, 1982; MPH, Rollins School of Public Health, 1995.
- C. Rafael Flores Ayala**, Assistant Adjunct Professor. MAppStat, Louisiana State University, 1981; PhD, University of California at Los Angeles, 1989.
- Tyralynn Frazier**, Adjunct Instructor, BS, Michigan State, 2001; MA, Emory University, 2009; MPH/PhD, Emory University 2014.
- Thomas R. Frieden**, Adjunct Professor. BS, Oberlin College, 1982; MD/MPH, Columbia University, 1986. Director, U.S. Centers for Disease Control and Prevention.
- Richard Garfield**, Adjunct Professor. RN Hahnemann Medical College 1976, MPH, Columbia University 1980; DrPH, 1987. U.S. Centers for Disease Control and Prevention.
- Richard Gelting**, Adjunct Professor. BS, University of New Hampshire, 1984; MS, Stanford University, 1988; PhD, Stanford University, 1995. U.S. Centers for Disease Control and Prevention.
- Roger I. Glass**, Adjunct Professor. AB, Harvard University, 1967; MD, 1972; MPH, 1972; PhD, University of Goteborg, 1984. Fogarty Center, NIH.
- Lenette Golding**, Adjunct Assistant Professor. BS, Arizona State University, 1996; MPH, Emory University, 2003; PhD, University of Georgia, 2011.
- Patricia M. Griffin**, Adjunct Professor. AB, Immaculata College, 1971; MD, University of Pennsylvania, 1977. U.S. Centers for Disease Control and Prevention.
- Julie Gutman**, Adjunct Assistant Professor. BS, University of Wisconsin, 1998; MD, University of Tel Aviv, 2002; MScR, Emory University, 2009.
- Danny Haddad**, Assistant Professor. MSc, State University of Groningen, the Netherlands, 1996; MD, State University of Groningen, The Netherlands, 1998.
- Aron Hall**, Adjunct Assistant Professor. BS, University of North Carolina, 1999; MSPH, University of North Carolina, 2001; DVM, North Carolina State University, 2006. U.S. Centers for Disease Control and Prevention.
- Douglas Hamilton**, Adjunct Assistant Professor. BA, Earlham College, 1974; PhD, Vanderbilt University, 1982; MD, 1984. U.S. Centers for Disease Control and Prevention.
- Thomas Handzel**, Adjunct Assistant Professor. BS, Cornell University, 1983; MS, University of North Carolina, 1990; PhD, 1998. U.S. Centers for Disease Control and Prevention.
- Laurie Hawkins**, Adjunct Assistant Professor. BS, Miles College, 1995; MA, University of Colorado, 2004; PhD, University of Colorado, 2015.
- Timothy Holtz**, Adjunct Associate Professor. BA, St Olaf College; MD, University of Iowa; MPH, Johns Hopkins.
- Dale Hu**, Adjunct Professor. BA Psychology, Stanford University, California, 1983; MD, University of California, San Diego, 1987; MPH, Johns Hopkins University, 1989. U.S. Centers for Disease Control and Prevention, Division of Birth Defects and Developmental Disabilities.
- Cheng Huang**, Adjunct Assistant Professor. BA, Xiamen University, 1998; MA, Peking University, 2002; MA, University of Pennsylvania, 2003; PhD, 2007.
- Farah Husain**, Adjunct Professor. BS, McGill University, 1994; DMD, Tufts University School of Dental Medicine, 1999; MPH, Harvard University, 2005. U.S. Centers for Disease Control and Prevention.
- Michelle Hynes**, Adjunct Assistant Professor. BA, University of Colorado, 1991; MPH, Columbia University, 1998; PhD, Emory University, 2012. U.S. Centers for Disease Control and Prevention.
- Aamer Ikram**, Adjunct Professor. MBBS, Army Medical College 1987; MCPS, College of Physicians and Surgeons, 1991; Phd, Baqai Medical University, 2014.
- Sumaya Karmini**, Adjunct Assistant Professor. MD, Mazar-e-Sharif Medical University, Afghanistan, 1999. Refugee Women's Network.
- Senait Kebede**, Adjunct Assistant Professor. MPH, Johns Hopkins University, 2002; Doctor of Medicine, Addis Ababa University, Ethiopia, 1985.
- Michael Laxy**, Adjunct Professor, BA Technische Universitat, 2010; MPH, Ludwig Maximilians Universitat, 2012; MSc, Ludwig Maximilians Universitat, 2015; PhD, Ludwig Maximilians Universitat, 2015.

- Eva Leidman**, Adjunct Professor. BA, University of California Los Angeles, 2010; MSPH Johns Hopkins, 2012. U.S. Centers for Disease Control and Prevention.
- Helena Lippus**, Adjunct Assistant Professor. MD, University of Tartu, 2013.
- Kimberly Lindblade**, Adjunct Associate Professor. BS, University of Arizona, 1990; MPH, University of Michigan, 1992; PhD, 1999. U.S. Centers for Disease Control and Prevention.
- Roger-Claude Liwanga**, Adjunct Assistant Professor. LLM, University of Cape Town, 2005; SJD, Suffolk University Law School, 2016.
- Barbara Lopes-Cardozo**, Adjunct Assistant Professor. MPH, Tulane University, 1993; MD, University of Amsterdam, 1981. U.S. Centers for Disease Control and Prevention.
- Mahmoud Mahmoud**, Adjunct Assistant Professor. MBBch, Al-Azhar University Medical School; Diploma, American University, 2007, 2010. Al-Imam University College of Medicine.
- Fauzia Malik**, Adjunct Assistant Professor. BA, Punjab University, 1992; MSc, Quaid-I-Izam University, 1998; PhD, University of Edinburgh, 2017. Yale University.
- Michael D. Malison**, Adjunct Associate Professor. BA, Catholic University of America, 1973; MD, University of Miami, 1978. U.S. Centers for Disease Control and Prevention.
- Lise D. Martel**, Adjunct Assistant Professor. BA/MEd, Saint Mary's University, 1993; MS, University of Hawaii, 2003; PhD, 2007. U.S. Centers for Disease Control and Prevention.
- Lauren Maxwell**, Adjunct Assistant Professor, BA, University of Michigan, 2000; MPH, University of North Carolina, 2010; PhD, McGill University, 2017.
- Marjorie McCollough**, Adjunct Associate Professor. BS, Michigan State University, 1983; MS, MGH Institute of Health Professions, 1986; ScD, Harvard University, 1999. American Cancer Society.
- Ziad Memish**, Adjunct Professor. MD, University of Ottawa, 1987. Saudi Ministry of Health.
- Eric Mintz**, Adjunct Associate Professor. BS, Antioch College, 1979; MD, State University of New York, 1984; MPH, Columbia University, 1989. U.S. Centers for Disease Control.
- Diane Morof**, Adjunct Assistant Professor. BA Brandeis University, 1995; MS, London School of Hygiene and Tropical Medicine, 1999; MD, University of Chicago, 2000.
- Dale L. Morse**, Adjunct Professor. BS, Cornell University, 1971; MD, University of Rochester, 1975; MS, Harvard School of Public Health, 1985. U.S. Centers for Disease Control and Prevention.
- Carlos Navarro-Colorado**, Adjunct Assistant Professor. MD, Universidad de Alicante, 1993; MTM, Universidad Autonoma Barcelone, 1994; MS, London School of Hygiene & Tropical Medicine, 1998; PhD, University of Aberdeen, 2005. UNICEF
- Lynnette Neufeld**, Adjunct Assistant Professor. BAsc, University of Guelph, 1990; MS, Cornell University, 1995; PhD, 2000. Head of Division of Nutritional Epidemiology, National Institute of Public Health, Cuernavaca, Mexico.
- John Nkengasong**, Adjunct Professor. BSc, University of Yaounde, 1987; MSc, Institute of Tropical Medicine, 1990; MSc, University of Brussels, 1992; PhD, University of Brussels, 1994. Africa CDC.
- Ikechukwu Ogbuanum**, Adjunct Assistant Professor. MD, University of Nigeria, 1998; MPH, University of South Carolina, 2006; PhD, University of South Carolina, 2009.
- Chima Ohuabunwo**, Adjunct Professor. BMSc, University of Port Harcourt, 1987; MBBS, University of Port Harcourt, 1990; MPH, Emory University, 2007. Morehouse School of Medicine.
- Claudia Ordonez**, Adjunct Instructor. BA, National University of Colombia, 1999; MA, Lesley University, 2003.
- Juan Peña-Rosas**, Adjunct Assistant Professor. MD, Universidad Central de Venezuela, 1983; MPH, University of Puerto Rico, 1991; PhD, Cornell University, 1993. World Health Organization.
- Henry B. Perry III**, Adjunct Professor. BA, Duke University, 1968; MPH, Johns Hopkins University, 1971; MD, 1974; PhD, 1976. International Center for Diarrheal Disease Research, Bangladesh.
- Bobbie Person**, Adjunct Instructor. BS, Medical College of Virginia 1976; MPH, Emory University, 1989; U.S. Centers for Disease Control and Prevention.
- Eric Pevzner**, Adjunct Assistant Professor. BS, Michigan State University, 1995; MPH, Emory University, 1998; PhD, University of North Carolina, 2005. Centers for Disease Control and Prevention.
- Dorairaj Prabhakaran**, Adjunct Professor. MBBS, Bangalore Medical College, 1985; MD, All India Institute of Medical Sciences, 1990; DM, 1993; MSc, McMaster University, 2006. Centre for Chronic Disease Control, New Delhi, India.

- Richard Rheingans**, Adjunct Associate Professor. BA, Yale University, 1987; MA, 1992; PhD, Cornell University, 1993.
- Charlotte Rolle**, Adjunct Assistant Professor. BSc, McGill University, 2006; MD, University of Chicago, 2010; MPH, Harvard, 2014.
- Taraz Samandari**, Adjunct Professor. BS, University of Colorado, 1984; PhD, University of Colorado, 1991; MD, University of Colorado, 1993. U.S. Centers for Disease Control and Prevention.
- Scott Santibanez**, Adjunct Associate Professor. BA, West Virginia University, 1990; MD, 1994; MA, Columbia Theological Seminary, 2011.
- Mona Saraiya**, Adjunct Professor. BA-University of Chicago 1987, Rush Medical College 1991. MPH Emory University 1995.
- Dirk Schroeder**, Adjunct Associate Professor. BA, Stanford University, 1984; MPH, Johns Hopkins University, 1988; ScD, Johns Hopkins University, 1991. HolaDoctor.
- Omar Shafey**, Adjunct Assistant Professor. BA, Tulane University, 1984; MPH, San Diego State University, 1992; PhD, University of California, San Francisco, 1997. American Cancer Society.
- Sharmila Shetty**, Adjunct Professor. BA, Barnard College, 1992; MD, Mount Sinai School of Medicine, 1996; Epidemic Intelligence Service, U.S. Centers for Disease Control and Prevention, 2002. U.S. Centers for Disease Control and Prevention.
- Karen Siegel**, Adjunct Assistant Professor. BA, University of Pennsylvania, 2004; MPH, Yale University, 2007; PhD, Emory University, 2014.
- Vivek Singh**, Adjunct Associate Professor. MBBS, Government Medical College; MPH, Emory University, 2008; PhD (C) Maastricht University. Indian Institute of Public Health.
- Julia Smith-Easley**, Adjunct Assistant Professor. BS, University of South Carolina, 1993; MPH Rollins School of Public Health, 1997. U.S. Centers for Disease Control and Prevention.
- Rob Stephenson**, Adjunct Associate Professor. BSc, Southampton University 1995. MSc, London School of Hygiene and Tropical Medicine. 1996. PhD, Southampton University 1999.
- Leisel Talley**, Adjunct Instructor. BS, George Washington University, 1995; MPH, Emory University, 2000. U.S. Centers for Disease Control and Prevention.
- Peter Teunis**, Adjunct Professor. PhD MSc, Utrecht University, 1982; PhD, 1990. Biostatistician, Centre for Infectious Disease Control, RIVM, Netherlands.
- Angus Thomson**, Adjunct Assistant Professor. BSc, Australian National University, 2090; PhD, Queensland Institute of Medical Research, 1996. Sanofi Pasteur, France.
- Timothy Uyeki**, Adjunct Associate Professor. BS Biology, Oberlin College, 1981; MPP, University of California, Berkeley, 1985; MD, Case Western Reserve University, 1990; MPH, University of California, Berkeley, 1996. U.S. Centers for Disease Control and Prevention. Deputy Chief, Epidemiology and Prevention Branch, Influenza Division.
- Jorge Vidal Graniel**, Adjunct Associate Professor. BSc Autonomous University of Puebla, 1999; MSc, National School of Biological Sciences (ENCB-IPN); PhD, Center for Research and Advanced Studies (Cinvestav-IPN). University of Mississippi Medical Center.
- John Ward**, Adjunct Professor. BS, University of Alabama, 1977; MD, University of Alabama, 1981. Task Force for Global Health.
- Bruce G. Weniger**, Adjunct Associate Professor. BA, State University of New York College at Old Westbury, 1970; MPH, University of California, Los Angeles, 1978; MD, 1978. U.S. Centers for Disease Control and Prevention.
- Anne Williams**, Adjunct Assistant Professor. BS, University of Washington, 2010; MPH, University of California, 2010; PhD, University of California, 2015. Consultant.
- Holly Ann Williams**, Adjunct Assistant Professor. BS, University of Pittsburgh, 1976; MN, University of Washington, 1979; PhD, University of Florida, 1995. U.S. Centers for Disease Control and Prevention. International Emergency and Refugee Health Branch (IERHB)

## Global Health Course Descriptions

### GH 500 (2) Critical Issues in Global Health

Fall & Spring. The overarching objective of GH 500 is to equip students with critical perspectives and resources that they will need as public health professionals and global citizens

## GLOBAL HEALTH

in our increasingly inter-connected and interdependent world. The course introduces students to: (1) fundamental cross-cutting themes that contextualize contemporary global health issues; and (2) selected health topical areas such as maternal and child health, pandemics, and non-communicable diseases. The course provides an overview of the past, present, and expected future directions of global health.

### **GH 501 (3) Evidence-Based Policy, Programs & Research**

Fall. The goal of the course is to equip students with critical perspectives to address current and future global health challenges and opportunities as public health professionals and global citizens in this increasingly interdependent world. The course explores historical milestones, actors, assumptions, context and theories driving selected global health priorities in policy, programs and research. To do this, the course will enhance the skills of critical thinking, assessment of evidence from multiple perspectives and application of evidence in formulation of policies, programs and research priorities. A recurring theme throughout the course is that there are common global drivers influencing the health of populations in high, middle and low income countries and that cross-cutting issues of inequality and systems transcend settings. Global Health students only.

### **GH 502 (2) Introduction to Quantitative Data Collection**

Fall. This course provides an introduction to the collection of quantitative data. Taking an applied approach, we learn the entire process of designing a study, including instrument design, sampling methods, budgeting and training, fieldwork components, and data management. Special focus is given to research in less-developed countries and to cross-cultural research. Participants develop their own studies, including survey instruments and method protocols.

### **GH 503 (3) Quantitative Data Collection**

Spring. This course provides an introduction to the collection of quantitative, representative data. Taking an applied approach, we cover the entire process of designing a study, including instrument design, sampling methods, budgeting and training, fieldwork components, and coding and editing of data. The focus is on collecting data in less-developed countries. Students develop their own surveys and accompanying methods proposals, which they may use for their Applied Practice Experience or other projects.

### **GH 504 (2) Effective Oral Communication**

Fall. Satisfactory/Unsatisfactory grading. This course is designed to convey the principles and practice of dynamic and persuasive oral communication of scientific information. Its goal is to develop competencies in effective oral communication of scientific research using various techniques to diverse audiences. Course topics include (1) communication as an interactive process; (2) persuasive vis-à-vis informative presentations; (3) distinguishing data, information, and messages; (4) analyzing a target audience; (5) condensing complex messages into soundbite size; (6) effective approaches for visual aids including PowerPoint, YouTube, Prezi, tables, graphs, charts, and photographs; (7) understanding the messages presenters give by their personal image; and (8) strategies for dealing with the media. Students give oral presentations as part of their final grade. No prerequisites.

### **GH 505 (1) Social Entrepreneurship for Global Health**

Fall. Prerequisite: Second-year Global Health students or permission of instructor. GH505 provides an introduction to the relatively new, but fast-growing use a business approaches to address social problems; micro financing, made famous by Muhammad Yunus, is an example of social entrepreneurship. The course will examine how social entrepreneurs who produce mission-driven products or services can reduce their dependence on government funds and charitable donations. Students will be exposed to case studies from experienced social entrepreneurs, including the lead instructor, and will also develop their own social enterprise plan. Knowledge and skills acquired through the course include: organizational leadership, market opportunity assessment, product/service development, and budgeting.

**GH 507 (2) Health As Social Justice**

Fall. Offers an interdisciplinary approach to understanding the complexities inherent in improving the health of communities. Examines the multiplicity of social factors that affect health and working models of approaches to favorably alter them. Initiated by students, and cross-listed with the Nell Hodgson Woodruff School of Nursing, the Emory University School of Law, and Candler School of Theology. Emphasis is on enhancing one's life as a professional including both leadership roles and personal dimensions by expanding self-awareness and strengthening critical thinking skills. The pedagogy and class design utilize a participatory, learner-directed approach to education. This approach makes possible an engaged experience with issues fundamental to social justice power relations, empowerment, and participation.

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**GH 508 (2) Health and Human Rights Seminar**

Spring. Examines a spectrum of issues related to health and human rights including three main topics: health as a human right, the impact of human rights abuses on health, and strategies for the adoption of a human rights framework to public health program planning and practice. Case studies among vulnerable populations of interest to public health professionals in each of these topics are utilized to support critical inquiry into the field of health and human rights.

**GH 509 (2) Translation & Implementation Sciences**

Spring. The course aims to introduce students to methods for translating scientific knowledge into realworld practice and policy. The course covers topics around identifying and appraising the evidence base, assessing and addressing barriers that impede implementation of proven interventions, designing innovative solutions and studies to test these, and concepts of decision science to promote implementation and sustainability of proven interventions. Throughout the course, students are exposed to case studies of global health interventions which illustrate implementation science concepts while evoking discussion and critical thinking.

**GH 510 (2) Epidemiological Methods in Complex Humanitarian Emergencies**

Spring. Prerequisites: BIOS 500, EPI 530, and GH 512. This course covers epidemiologic methods used in complex humanitarian emergencies such as rapid assessment, surveillance, survey design (with a focus on cluster surveys) and analysis. In addition, the class includes other topics such as outbreaks in emergencies as well as practical sessions on anthropometry and field laboratory methods. Teaching methods combine lectures and case studies of recent humanitarian emergencies.

**GH 511 (2) International Infectious Diseases**

Spring. Prerequisite: EPI 530. Offers an epidemiological, clinical and public health perspective of selected acute infectious diseases of current national and international interest. Emphasizes the agent, methods of transmission, the host, role of surveillance, and methods of control and prevention.



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### **GH 512 (2) Health in Complex Humanitarian Emergencies**

Spring. Prerequisites: BIOS 500 and EPI 530. The course covers the technical and management principles that are the basis of planning, implementing, and evaluating health programs for acutely displaced populations in developing countries. Emphasis is placed on refugees in camp situations. The course also includes modules on assessment, nutrition, epidemiology of major health problems, surveillance, and program management in the context of an international relief operation. Five-day intensive held over January break.

### **GH 513 (3) Community Based Participatory Action Research**

Fall & Spring. GH 513 provides an introduction to Community-based Participatory Action Research (CBPAR), and similar research approaches ones that are community-based and community-centered, participatory in their inclusion of community members as protagonists, and action-oriented in the sense that they explicitly seek to promote change. Students will develop familiarity with a range of classical and innovative research approaches, including assets-based approaches such as appreciative inquiry and critical approaches such as autoethnography. The course will be divided roughly in half, with the first half being more instructor-guided and the second half, student-generated and led.

### **GH 514 (2) Social and Behavioral Change Communications**

Spring. Serves as a practical introduction to the methods and theories used in the development, planning and implementation of communication interventions to promote healthy behavior and social change. Participants learn how to describe and analyze behaviors, conduct formative research, design an intervention strategically, write a creative brief to guide materials design, and develop and pretest materials. Case studies range from community-level group communication to mass media campaigns, and address a range of health issues, with particular focus on sexual and reproductive health, especially HIV/AIDS.

Global health students only.

### **GH 515 (3) Transforming Public Health Surveillance**

Fall. Transforming Public Health Surveillance (TPHS) provides a review of the history, purposes, activities, uses, elements, data sources, models, analyses, actions, reports, evaluation, and ethical and legal issues of public health surveillance (PHS). It helps students understand the critical importance of the direct association between PHS and public health action, plus develop skills and competencies with the use of data-information-messages and the information and communication technologies that enable, enhance, and empower them. TPHS describes informatics approaches to enable and enhance data sharing, analytics, and visualization through interoperability that adapts to meet the challenges as PHS moves from analog to digital and demonstrates how PHS core functions (i.e., detection, registration, confirmation, analysis, feedback, communication, and response) will be enabled, enhanced, and empowered by these opportunities. Cross-listed with EPI 515.

### **GH 516 (3) Global Perspectives In Parasitic Diseases**

Fall. Prerequisite: EPI 530 (may be taken concurrently). Focuses on prevalent parasitic infections seen in this country as well as those seen primarily abroad. Topics include parasite lifecycles, immunology, diagnostic methods, clinical manifestations, treatment and follow up, complications, epidemiology, prevention and control, methods of transmission, and future research priorities.

### **GH 517 (2) Case Studies In Infectious Disease**

Fall. Prerequisites/concurrent: EPI 504 or EPI 530 and BIOS 500 or permission of instructor. Provides training in the investigation, control, and prevention of infectious diseases by both descriptive and analytic epidemiological techniques. Students work with infectious diseases of national and international interest. Cross-listed with EPI 517.

**GH 518 (2) Emerging Infectious Disease**

Spring. Prerequisite/concurrent: EPI 504, or EPI 530 or permission of instructor. This course examines factors that contribute to the emergence and re-emergence of infectious diseases, and provides a framework for assessing the public health threat from infectious diseases and for recommending an appropriate response. Fundamental principles of infectious disease surveillance and epidemiology as well as pathogenesis will be addressed. Previous coursework in microbiology strongly preferred. Cross-listed with EPI 562.

**GH 519 (3) Faith and Health: Transforming Communities**

Spring. Serves to help students oriented toward pastoral, social service, and community health roles better understand the theoretical relationship between religious practices at personal and social scale, and the health of the community as a basis for developing and leading practical initiatives. Students become familiar with both religious and health science literature in this area. Examines the characteristics of healthy congregations and the various roles they play that are critical to the formation of coherent and whole neighborhoods and communities. Examines those leadership practices that build the capacity for collaboration between religious organizations, including congregations and their partners in the public sector.

Cross-listed with SR 698.

**GH 521 (3) Global Health Program Management**

Fall. Second year global health students only. This course is specifically designed for those who will be working in developing countries and/or countries in economic and political transition-working in the public sector, the non-governmental sector, the community or international organizations. In this course, we focus on two primary resources in any organization or program-people and money-and the processes leading to high performance and quality. While derived from management theory and practice, the focus of this course is less on theory and more on application. This course focused on increasing your ability to analyze, explain and diagnose managerial and organizational dilemmas and generate solutions that are feasible. This will be done primarily through cases, group discussions and exercises. Lectures will provide background and theory.

**GH 522 (3) Qualitative Methods for Research in Global Health**

Spring. This course will provide students with practical skills and theoretical principles for conducting and evaluating qualitative research. Weekly sessions will focus on different tasks in the process of conducting qualitative research. This course will include theory and concepts underpinning qualitative research, qualitative research design, ethical considerations and challenges, instrument design, key data collection methods used in public health (interviewing, group discussions and observations), and summarizing and presenting data. The course provides instruction on the challenges of applying qualitative methods in international settings and guidance on fieldwork planning and implementation to assist students in preparing for their practicum activities. This course uses a variety of approaches to foster the development of practical skills in qualitative research; formal lectures, interactive group sessions, discussions with experts, and task-based assignments. This course is a prerequisite for Qualitative Data Analysis (GH525).

**GH 523 (3) Quantitative Data Analysis**

Fall. Prerequisites: EPI 530 and BIOS 500. EPI 531, BIOS 501, and GH 503 strongly recommended. This course provides an introduction to the process of addressing research questions using quantitative data. The course emphasizes the technical skills required to transform a quantitative data set (exemplars: NHANES and Demographic and Health Surveys) into a reproducible analysis for global health applications. Students will receive guided, structured experience with quantitatively operationalizing research questions, data acquisition and management, data exploration, formal data description, conceptualization and construction of composite variables, analysis of statistical associations, and addressing common threats to valid inference. Exercises will be completed using SAS software with an emphasis on programming specific to complex survey designs. Students must register for both lecture and lab components.

**GH 524 (2) Health Systems Performance and Financing: Methods and Evidence**

Spring. Prerequisite: GH 501. Introduces the major policy issues in health care financing for developing countries and transition economies. Topics include models of health care financing used by countries; performance of the systems with respect to equity, efficiency, and effectiveness; evaluation of current financing and health sector reform proposals; and redefinition of the roles of government and the private sector. Investigates health care financing in the economic, political, and social contexts of the country-specific health system reform efforts and broader themes in international development.

**GH 525 (3) Qualitative Data Analysis**

Fall. Prerequisite: GH 522 or equivalent. This course is designed to provide students with the theoretical principles and practical skills for analyzing qualitative data. The course will provide an overview of the theoretical principles of qualitative data analysis, and practical tasks of data preparation, data analysis, writing and presenting data. Students will develop skills in using MAXQDA10 software to analyze qualitative data through weekly lab sessions. During the course students will learn techniques for analyzing qualitative data through guided classroom activities, lab sessions and structured assignments. The course is ideal for second-year MPH students who collected qualitative data during their summer practicum; students without their own data may use a class data set. Each student will work with their individual data in course assignments.

**GH 526 (3) Interdisciplinary Perspectives on Human Rights**

Fall. Open to students from all of the graduate and professional schools. Examines the theory and practice of global and human rights from an interdisciplinary perspective. Examines issues of history, origins, and legitimacy of universal human rights, and discusses standards, institutions, and processes of implementation. Examines human rights across a variety of substantive areas, including: conflict, development, globalization, social welfare, public health, and rights of women and other vulnerable groups.

**GH 529 (2) Water and Sanitation in Developing Countries**

Fall. Provides students with techniques needed to develop, evaluate, and sustain successful drinking water and sanitation interventions for developing countries. Focuses on practical field and laboratory tools needed for different stages of projects, including: assessment of perceived and actual need, alternative strategies for different environmental settings, assessing cost and financial sustainability of projects, laboratory and field techniques for assessing exposure to microbial and chemical agents, and measuring health outcomes (for baseline or effectiveness assessment). Includes lectures, extensive case studies, and field and laboratory exercises.

**GH 530 (2) The GEMMA Seminar: The Global Elimination of Maternal Mortality from Abortion**

Spring. Students will develop skills in abortion and maternal mortality measurement using WHO and CDC criteria in populations with safe or unsafe abortions. Students will also use case studies to evaluate the influence of political and legal decisions, ethics, human rights conventions, social justice and religious approaches on abortion practice, contraception, postabortion care, and abortion-related mortality. They will use Values Clarification and Attitudes Transformation (VCAT) techniques to clarify and inform their own values on abortion. They will learn to describe the impact of terminology and values on national and international abortion debates, describe/learn about clinical abortion services and treatment for unsafe abortion, develop grant proposals to support program activities that prevent abortion mortality, and develop well-articulated arguments to advocate for the global elimination of maternal mortality from abortion.

**GH 531 (1) Mental Health in Complex Humanitarian**

Spring. Prerequisites: GH 510 and GH 512. This course covers essential principles necessary to understand and address mental health issues in complex humanitarian emergencies. Using epidemiological and ethnographic approaches, the course will highlight mental health surveys; outcome evaluation methods; best practices and evidence-based interventions for beneficiary populations; and preparation and training for emergency responders and aid workers. Three day intensive held over December weekend.

**GH 532 (1) Risk Communication in Complex Humanitarian Emergencies**

Fall. The objective of the course is to encourage and facilitate improved risk communication for public health emergencies among public health authorities and partner organizations through the building of risk communication core capacities as part of the surveillance and response requirements of the International Health Regulations (IHR).

**GH 533 (1) Preparedness and Planning in Complex Humanitarian Emergencies**

Fall. This course covers the essential principles of public health emergency preparedness and planning in the international context. Students will become familiar with concepts of the US Federal Plan Development Process, emergency operation plan development, and table-top exercises. The common pitfalls and challenges of emergency preparedness and planning in the international context will be discussed. Students will have the opportunity to walk through the plan development process culminating in a table-top exercise, and provide input for plan improvement.

**GH 534 (2) Diabetes: A Model for Global Non-communicable Disease Prevention & Control**

Spring. Provides students with both content and skills in the field of diabetes, a pandemic of international public health concern, which encourages effective public health programming for diabetes and other chronic diseases. Through a uniquely public health approach, examines a spectrum of issues related to chronic diseases, such as diabetes, and address the implications for public health practice. Published papers on each of these topics are utilized throughout the course to support critical inquiry into the burgeoning field of diabetes public health.

**GH 535 (2) Field Epidemiology**

Spring. Prerequisite: EPI 530. Uses a series of case studies to teach the principles and practice of epidemiology, ranging from surveillance and descriptive epidemiology to outbreak investigations and analytic methods. Focuses on the use of sound epidemiological judgment. Cross-listed with EPI 535.

**GH 536 (3) Religion & Health in Context: HIV**

Spring. This course will explore the ways in which religion has been utilized over the last twenty-five years to make sense of the HIV epidemic and to mobilize or hinder productive responses. These processes of making meaning and responding have occurred in a variety of contexts; the course will critically explore a broad spectrum of religious, political, and public health contexts to demonstrate the ways in which religion is invoked in response to questions and practices of health and wellness. The readings for the course are designed to introduce the class topic and students are expected to complete assigned readings prior to class. In many instances, class time will include lecture and discussion of readings but at other times, the class sessions will function to develop ideas introduced in the readings more fully. In other words, students should not expect the class sessions merely to fully summarize assigned readings. Written assignments are designed to test not only students' knowledge of the material but also their ability to integrate that knowledge with critical reflection on both theory and practice.

**GH 537 (1) Programming in Sexual and Reproductive Health in Humanitarian Emergencies**

Spring. This course builds on students' knowledge of epidemiologic principles and health needs in complex humanitarian emergencies. It takes an applied epidemiological approach covering three essential components to sexual and reproductive health in complex humanitarian emergencies: program management, monitoring, and evaluation; policy and advocacy; and emerging issues and methods. The course will use a mix of lectures, discussions, and applied learning exercises to discuss how humanitarian conflict affects sexual and reproductive health outcomes, key guidelines and program priorities in the field, and areas of innovation and knowledge gaps.

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### **GH 538 (1) Food and Nutrition in Complex Humanitarian Emergencies**

Fall. Malnutrition during humanitarian emergencies, including acute malnutrition and micronutrient deficiencies, is very common. This course will discuss how organizations decide when, what type, and how much food to distribute during crisis. It also will address other programs that are used to prevent malnutrition, how organizations concerned with nutrition evaluate nutritional status in individuals and populations and the various types of feeding programs that are implemented in emergency situations. The course will include practical field exercises on nutrition as well as visits by guest practitioners from the field.

### **GH 539 (2) Reproductive Health Program Management**

Fall. This course introduces program management principles and the history, ethical dimensions, and scope of reproductive health problems, programs, and policies. Lectures and in-class case studies will examine managing and implementing programs in socially diverse settings. Students will learn contextually appropriate management skills in program development, implementation and logistics, budgeting, monitoring, evaluation and using logic models, as well as team dynamics and leadership. Students will apply learned skills in ethical reflections, case studies, and a final project.

### **GH 541 (2) Technology of Fertility Control**

Fall. Covers the effectiveness, benefits and WHO/CDC/ACOG guidelines for contraceptive methods and recent efforts to improve use of effective contraception in the United States. Includes historical and ethical perspectives on contraception policies, laws, and accessibility throughout the world and their impact on fertility. Includes information on Norplant implants, morning-after approaches to birth control, the reversal of sterilization procedures, abortion, withdrawal, and male and female condoms. Will include a case study including program planning and budgeting for providing improved contraception in response to the Zika epidemic in Puerto Rico.

### **GH 543 (2) Fundamentals of Qualitative Data Analysis**

Fall & Spring. This course will provide an intensive overview of qualitative data analysis including the use of MAXqda software. On completing the course, students will be able to assess the quality of a qualitative data set, define objectives for a specific analysis project, develop and implement an approach using appropriate tools of analysis (e.g., segments, codes, memos, variables), and develop descriptive and comparative accounts of project findings. In addition to lectures and conceptual discussions, the course will incorporate applied exercises using secondary data and MAXqda10 software in order to develop student skills in handling real-life textual data, implementing analysis procedures and techniques with software, and working in a team-based analysis setting.

### **GH 544 (2) Field Trials and Intervention Studies**

Fall. This course will develop understanding of design, conduct, and analysis of field trials and intervention studies. The course will focus on methods relevant to community and facility based trials in resource poor settings. However, several skills covered in this course will also be applicable to field and clinical trials in developed countries.

### **GH 545 (3) Nutritional Assessment**

Spring. Provides an overview of methods for assessing the nutritional status of both individuals and populations for purposes of etiologic research and disease prevention and control. Teaches the use of biochemical, anthropometric, and questionnaire methods for assessment of diet, body composition, physical activity, and biochemical characteristics. Research methods appropriate for measurement of any exposure in epidemiological or population studies are given special emphasis, including standardized data collection procedures, quality control, assessment of validity and reliability, and analytic methods to assess the effect of measurement error and to adjust for its effects when examining relations among variables. Covers methods for both acute and chronic disease.

**GH 546 (3) Maternal And Child Nutrition**

Spring. Emphasizes the significance and role of nutrition during pregnancy, lactation, and childhood in developing countries. Discusses the role of programs in developed countries.

**GH 548 (6) Human Nutrition I**

Fall. Prerequisites: one year of biology and organic chemistry and permission of instructor. The goal of the course is for students to learn the fundamental principles that underlie nutrient regulation and function and their integrative role in metabolic pathways. This course will address macronutrient requirements and how nutrient biochemical and metabolic processes are implicated in health and disease pathology as well as the potential for disease prevention or management through nutrient-dependent processes. These objectives will be accomplished by lectures and discussion sessions that focus on the basic principles of nutrient requirements, cell biology, physiology and biochemistry relevant to nutrition, followed by the role of macronutrients in health and disease. Cross-listed with IBS 580.

**GH 549 (6) Human Nutrition II**

Spring. Prerequisites: chemistry, undergraduate biology, and permission of instructor. Provides a graduate-level introduction to human nutrition and disease, at both the clinical and research levels, and an understanding of the experimental bases for current clinical nutritional practice. Cross-listed with IBS 581.

**GH 550 (2) Epidemiology and Dynamics of STDs**

Fall. Explores the social, biologic, and public health issues of sexually transmitted diseases and their overall importance in public health. Topics include the basic biology and epidemiology of the major STDs, the implication of transmission models for prevention, and psychosocial, behavioral, and economic aspects of STD/HIV. Cross-listed with EPI 550.

**GH 551 (2) Diet and Chronic Disease**

Fall. Provides an overview of the epidemiology of the intersections among diet, physical activity, obesity, and chronic disease from a life course and global perspective and the potential for policy level and individual level approaches to address the key diet-related diseases of our time—cancer, cardiovascular disease, and diabetes. Discusses changes in the prevalence of diet-related chronic disease and the potential for preventive measures in both developing and developed countries.

**GH 552 (2) Global Elimination of Micronutrient Malnutrition**

Fall. Provides an understanding of the causes and consequences of global micronutrient malnutrition (MNM), including its complex biological, social and economic determinants. Describes policies, strategies, programs, and projects aimed at eliminating maternal and child MNM, including evidence of efficacy and effectiveness. Defines roles and responsibilities of the public, private, and nonprofit sectors in implementing national programs and advocating for MNM elimination. Describes available systems for MNM monitoring and evaluation.

**GH 553 (1) Vision Health: A Global Perspective**

Spring. The purpose of the course is to provide basic knowledge of the epidemiology of the major causes of vision loss globally as well as knowledge of what can and is being done to prevent vision loss from these causes. The need for a multidisciplinary approach will be emphasized and vision loss makes a good model for other public health problems, especially non-communicable diseases. Reading from literature (available online to Emory students) will be assigned daily. Teaching methods will be a mix of didactic lectures by faculty, cases studies for discussion, and student presentations. All students will be expected to use suggested reading materials to prepare short presentations on specific topics for the class.

### **GH 555 (2) Proposal Development**

Spring. Over the course of the seven-week class, students will develop an NIH-style research proposal. Enrollees in the class will learn the following skills: identifying appropriate literature for designing and supporting your research questions; formulating aims and hypotheses for research; selecting appropriate methodologies to answer your research questions; planning field work, timelines and simple budgets; clear and concise scientific grant writing; and peer review. Individual class projects can be used as the basis for seeking funding for research projects including summer applied practice experiences.

### **GH 556 (3) Foundational Ethical Challenges in Global Health**

Fall. The goal of this course is to provide students with knowledge, skills and opportunities to critically examine and address ethical challenges associated with key aspects of global health. The course aims to complement other global health and public health courses by emphasizing critical analysis of the ethical and practical implications of global health and the assumptions, conventions, and practices that dominate the field. Each topic will be introduced through real-world cases and scenarios and students will be challenged to develop conceptual thinking and problem-solving skills by participating in the scenarios, which will build on the assigned readings, and reflect common activities and challenges in global health ethics practice.

### **GH 558 (2) Global Issues in Antimicrobial Resistance**

Spring. Develops tools to understand the microbiological, behavioral, and economic factors that contribute to the expanding epidemic of infectious diseases which may become untreatable due to the emergence of resistance. Provides a framework for intervention studies. Cross-listed with EPI 558.

### **GH 559 (3) Gender and Global Health**

Spring. This course provides an overview of theories, case studies, and social interventions related to gender and global health, with a focus on poor settings. Students are exposed to major theories in the social sciences and public health that have advanced an understanding of the institutional and ideological bases of gender inequities and of the power dynamics within couples and families that influence women's and men's health and wellbeing in these settings. The theoretical and empirical underpinnings of existing social policies and interventions intended to empower women in resource-poor countries are stressed, and case studies of the health-related consequences of these policies and interventions are discussed. By the end of the course, students will have developed the ability to evaluate critically and to identify the relationships between theory, evidence, and social interventions related to gender and health in poor settings.

### **GH 560 (3) Monitoring and Evaluating Global Health Programs**

Fall & Spring. Provides students with the technical skills to conceptualize and design process and impact evaluations of international public health programs or projects. Helps students understand the role of monitoring and evaluation in policy analysis, planning, program design and management.

### **GH 561 (2) Applications of Public Health Economics in Low & Moderate Income Countries**

Fall. Prerequisites: GH 500 or GH 501. This course is an applied course that uses economic theory and concepts to focus on critical public health issues in low and moderate income countries, particularly focusing on public goods, their use and provision. We will also apply evolving theories of behavioral economics to decisions faced by individuals and households in very resource constrained environments using examples and cases from sub-Saharan Africa, Latin America, south and central Asia where the greatest proportion of those living in absolute poverty reside.

**GH 562 (1) Tuberculosis**

Spring. Prerequisite: EPI 530 or EPI 504. Provides training in domestic and international public health aspects of tuberculosis, its epidemiology and diagnosis, theory and practice of treatment and means of prevention in developed and developing countries, and the interaction between HIV and tuberculosis. Cross-listed with EPI 542.

**GH 563 (2) AIDS: Global Public Health Implications**

Fall. This course explores the history of AIDS, changing trends in global epidemiology, recent advances in HIV clinical and social sciences, and the challenges to and multidisciplinary strategies for addressing the global HIV epidemic in the next 20 years. It will utilize a “reverse classroom” methodology with online lectures and documentaries, interactive classroom discussions with global health experts, and site visits to local HIV organizations.

**GH 565 (2) Developing Monitoring and Evaluation for Public Health Programs**

Spring. Provides students with the technical skills to conceptualize and design process and impact evaluations of international public health programs or projects. Helps students understand the role of monitoring and evaluation in policy analysis, planning, program design and management.

**GH 566 (2) Immunization Programs and Policies**

Spring. Provides an introduction to the basic scientific epidemiologic, economic, programmatic, and political aspects of vaccines and immunization. Emphases immunizations in the developing world, with examples also drawn from US experience. Cross-listed with EPI 566.

**GH 567 (2) Shaping a Healthy Global Food System through Policy**

Spring. Determinants of food consumption are complex but heavily influenced by policy. This course will explore the policies that influence health through their shaping of local and global food systems, including state/local, national, international, and institutional policies. Students will evaluate strategies to improve the policy landscape for nutrition and health and through case studies will gain skills in policy analysis and various styles of policy-writing.

**GH 568 (3) Community Engaged Food Security**

Spring. Determinants of food choices are complex but a primary determinant is access. Limited access to healthy foods at individual, household, and community level is associated with a range of health outcomes including malnutrition, depression, exposure to infectious diseases and chronic disease. This course will explore the determinants and outcomes of access to healthy foods, evaluate the effectiveness and sustainability of existing food security strategies, and conduct community-engaged research in local communities on food access issues. State, national, and international policies and their influence on food access will be explored. Community-based strategies to ameliorate food access issues will be explored.

**GH 569 (2) Population Dynamics, International Development, and Health**

Fall. This course provides an introduction to population dynamics and international development as important contexts of public health. Participants will learn about how issues such as economic growth, environmental change, international politics, and culture interact with population forces such as fertility, aging, mortality, and migration, in ways that affect health and public health practice. The course will provide an introduction to concepts and methods from demography an to basic data analysis using Stata. Training will include lectures and structured debates, reading and discussion of published research and policies, and critical research and writing.

**GH 571 (2) Vaccines and Vaccine Preventable Diseases**

Fall. This course will develop in-depth understanding of epidemiological, biological, and applied aspects of commonly used vaccines and vaccine preventable diseases (VPDs) of public health importance. The course content will be structured to review specific vaccines and VPDs (rather



## GLOBAL HEALTH

than overarching aspects of immunization programs covered in GH 566/EPI 566). Where relevant, the course lecturers will use examples from both developed and developing countries

### **GH 572 (2) Community Transformation: A Five-day Experiential Workshop on Partnerships and Empowerment**

Fall & Spring. A pre-assignment is required. Through participatory learning, this course introduces a process that can be used to help communities identify and reflect on their key issues and take action. Additionally, it expands the understanding of methods for community empowerment and facilitates through group exercise and reflection approaches to the community empowerment process.

### **GH 574 (2) Malaria Prevention, Control & Treatment**

Spring. This course will offer a practical introduction to the prevention, control and treatment of malaria. Participants will understand the biology of both the malaria parasite and the mosquito vector, and how their interactions with the human host result in the epidemiology of malaria. In addition, this class will review the history of malaria control and current prevention and control activities, to include vector control, reducing the burden of malaria in pregnancy and case management. There will be practical sessions related to vector control and malaria diagnostics. Teaching methods will combine lectures and practical lessons

### **GH 579 (3) Chronic Disease Control and Prevention**

Spring. This course introduces students to global and local issues in chronic non-communicable diseases (NCDs) prevention and control. NCDs are the leading cause of death and disability worldwide. In addition to their considerable health impact, NCDs pose a critical threat to development. Their complex etiology requires interdisciplinary and multi-sectoral approaches to prevention and control. The course highlights the burden and etiology of major NCDs, addresses approaches for surveillance of outcomes and risk factors, and lays out a comprehensive framework for prevention and control. The framework covers primary, secondary and tertiary prevention; population-level and individual-level approaches to delivering interventions; and major principles and strategies necessary for effective prevention including evidence-based interventions, life-course perspective, health systems strengthening, whole-of government and multi-sectoral action, among others.

### **GH 580 (2) Control Of Food/Waterborne Disease**

Spring. Introduces the major disease-causing microorganisms in the environment and their transmission through water, food, and air. Describes the organisms, pathogenesis, clinical diseases, reservoirs, modes of transmission, and epidemiology and surveillance systems. Discusses the transport, survival, and fate of pathogens in the environment, the concept of indicator organisms as surrogates for pathogens, and the removal and inactivation of pathogens and indicators by water and wastewater treatment processes. Presents examples of the public health impact of foodborne and waterborne diseases in developing countries. Cross-listed with EH 546.

### **GH 582 (2) Global Climate Change: Health Impacts and Response**

Fall. Explores the role of global climate change in changing patterns of infectious disease transmission, water and air pollution, drought, extreme precipitation and heat, and loss of coastal and arable land. The particularly serious vulnerability to climate change among developing world populations will be emphasized, as will the largely developed country emission sources driving the phenomenon. Topics include a review of the public health effects of global climate change, epidemiologic and other methods for understanding and studying these effects, the public health adaptation response, and health impacts of potential mitigation efforts and activities. Cross-listed with EH 582.

**GH 583 (2) Introduction to Global Mental Health**

Fall. This course focuses on the history and current state of global mental health. The goal of this course will be to explore global influences and cultural variances of mental health. We will explore these effects on incidence and prevalence, early identification and intervention, access to care, and measurement and evaluation. Social determinants of mental health and mental illness will be reviewed with emphasis on low and middle-income countries (LMICs). This course will also focus on closing gaps to mental health care globally, with specific focus on promising practices for mental health promotion and illness prevention, and the adaptation and application of psychological treatments in LMICs.

**GH 584 (2) Evidence-Based Decision Making with Principal Focus on Immunization, Infectious and Chronic Diseases**

Spring. In medicine and public health, decisions constantly have to be made – should a particular drug be licensed? Does a particular vaccine need a universal or a targeted recommendation? What screening tests should be routinely performed? For each of these decisions, there is a tremendous amount of information that needs to be addressed, assessed, and deliberated on. This course is designed to provide an overview of these processes and related deliberative bodies to help future public health professionals understand how their research and practice are used in evidence-based decision making.

**GH 585 (3) Gender-Based Violence in Global Perspective**

Spring. This course provides an overview of theories, case studies, and interventions related to gender-based violence, with a focus on lower-income settings and populations. Students are exposed to major theories that have advanced an understanding of the multilevel, social-ecological determinants of GBV, and the implications of GBV for adverse health outcomes across the life course, with a focus on sexual and reproductive health. Issues regarding GBV in highly vulnerable populations (including for example conflict-affected, adolescent, LGBTQ populations) are discussed to gain an understanding of GBV as gender justice and social justice issue, more broadly. Promising interventions for the primary and secondary prevention of GBV victimization and perpetration are emphasized with a focus on evidence based on rigorous impact evaluations. Ethical issues in conducting research on GBV are thoroughly addressed, enabling students to conduct their own research following international ethical guidelines. Legal frameworks and grass-roots social movements also are discussed. By the end of the course, students will have developed the ability to evaluate critically and to identify the relationships between theory, evidence, and practice related to gender-based violence in lower-income settings.

**GH 586 (3) Community Health Assessment**

Fall. Pre/co-requisite: GH 503, GH 522, GH 525, or GH 543. The purpose of this course is to provide learners with theoretical background, technical skills and practical experience to conduct a health-related community assessment in a “Glocal” context and through a community engaged process. The Community Health Assessment (CHA) is a vital planning tool to identify priority health assets, capacities and needs, target resources to address health inequalities and meaningfully involve stakeholders at the level of families, communities and/or populations in the assessment process.

**GH 593 (2) Religion & Health: Sexual & Reproductive Health**

Fall. This course will offer a sustained critical analysis of the complicated relationship between religion and sexuality, particularly in relation to issues of central concern to sexual and reproductive health. In the course students will examine the teachings of Christianity and Islam on sexuality from global perspectives, place those teachings in historical contexts, critically assess the impact of those teachings in the context of sexual and reproductive health initiatives in both national and international contexts, and work to align religion and sexual and reproductive health initiatives through group projects and case studies.

### **GH 594 (2) Opportunities in Global Cancer Prevention & Control**

Fall. Prerequisites: Completed or concurrently enrolled in EPI 504, 505, or 530. The goal of this course is to provide students with an understanding of the global elements of cancer prevention and control. As a leading cause of mortality and morbidity worldwide, cancer is increasingly being identified as a key concern for global health and an important development issue. This course will cover fundamental topics in global cancer prevention and control, including: cancer control planning, cancer surveillance, economic evaluation, primary and secondary prevention strategies, and policy interventions. The course will emphasize the applicability of existing cancer research and evidence-based practice to resource-limited settings.  
Class meets last half of fall semester.

### **GH 595 (0) Applied Practice Experience**

Fall, Spring, & Summer. An Applied Practice Experience (APE) is a unique opportunity that enables students to apply practical skills and knowledge learned through coursework to a professional public health setting that complements the student's interests and career goals. The APE must be supervised by a Field Supervisor and requires approval from an APE Advisor designated by the student's academic department at RSPH.

### **GH 595H (1) Humphrey Fellow Practicum**

Fall & Spring. Students enrolled in the MCH certificate only. The group laboratory sessions utilizes a multi-disciplinary team approach, supervised weekly by a combination of course faculty, field-based faculty, and teaching assistant. The laboratory reinforces MCH concepts through practical application in program planning and evaluation in local, state, federal, and non-governmental agencies. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

### **GH 596 (2) Maternal Child Health**

Spring. This is the foundational course for the Maternal and Child Health Certificate. It covers historical and theoretical underpinnings of maternal and child health problems and programs aimed to reduce morbidity, mortality, and health disparities. Skills in program planning and evaluation are taught through multidisciplinary teams working with academic and field-based faculty in local, state, federal, and nongovernmental agencies. Maternal and child health is defined as a field of public health that addresses underlying forces for these problems, the historical framework for ameliorating those problems, and current programs and policies that have evolved from that historical context. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

### **GH 596L (1) MCH Foundations Lab**

Spring. Students enrolled in the MCH certificate only. The group laboratory sessions utilizes a multi-disciplinary team approach, supervised weekly by a combination of course faculty, field-based faculty, and teaching assistant. The laboratory reinforces MCH concepts through practical application in program planning and evaluation in local, state, federal, and non-governmental agencies. Maternal and child health programs are unique to reproduction and life course development; more common in women, infants, children, or adolescents; more serious in women, infants, children, or adolescents; or have manifestations, risk factors, or interventions that are different in women or during life course development.

### **GH 597R (1-3) Directed Study**

Fall, Spring, & Summer. Provides the opportunity to pursue a specialized course of study in an area of special interest. Complements rather than replaces or substitutes for coursework.

**GH 599R (1-4) Thesis**

Fall, Spring, & Summer. All students in the HDGH must complete a thesis project in order to fulfill the requirements of the MPH degree. This project is a rigorous academic requirement; as the culmination of the MPH experience, it is an independent, theory-based inquiry in which the student applies knowledge and skills acquired during the MPH program to the scholarly study of a public health problem. In HDGH, the thesis project may take the form of either a Special Studies Project (e.g. a deliverable for an organization) or a Research Project (e.g. systematic review, analysis of primary or secondary data) using quantitative, qualitative or other methodologies and presented in a traditional style or manuscript style.



### Executive Master of Public Health

[www.sph.emory.edu/emph](http://www.sph.emory.edu/emph)

Melissa (Moose) Alperin, Director

The Executive Master of Public Health (EMPH) is a distance-based master of public health program designed to meet the needs of public health professionals and other professionals with a strong interest in the field. The 42 credit-hour program allows working professionals with at least three years of professional experience to remain employed while pursuing an advanced degree that will enable them to remain competitive and meet the challenges of public health in the future.

The master of public health (MPH) degree can be earned in two years (6 semesters) or three years (9 semesters). The EMPH program requires students to attend classes on campus for three days at the beginning and end of each semester for a total of 6 on-campus days per semester. All other coursework is delivered online through a web-based course management system. Courses are highly interactive and work is often collaborative.

Students are required to take a number of core courses designed to address the core competencies of public health practice. Core courses include biostatistics, epidemiology, health policy, social behavior, environmental health, and global health. Students also complete an applied practice experience (internship) and an Integrative Learning Experience (thesis or capstone depending on the track). In addition to the core requirements, students choose one of three specialty areas or tracks: Applied Epidemiology, Applied Public Health Informatics, or Prevention Science.

### Admission Requirements

Students may enter the EMPH program from a variety of professional backgrounds, but must have a minimum of three years of professional public health or related experience. Admission is based on appropriate experience, prior academic performance in postsecondary education, and a commitment to working in public health. New students are admitted in the fall semester.

### Core Requirements

Course	Course Title	Credit Hours
PRS 500D	Strategies and Resources for Online Learning	0
PUBH 500	Introduction to Public Health	0
PUBH 501D	Inter-professional Education & Training	0
BIOS 503D*	Introduction to Biostatistics	2
or BIOS 516D	Applied Biostatistics I	2
BSHES 504D	Social Behavior in Public Health	2
EH 500D	Perspectives in Environmental Health	2
EPI 504D**	Fundamentals of Epidemiology	2
or AEPI 530D	Applied Epidemiology I	3
GH 500D	Addressing Key Issues in Global Health	2
HPM 500D	Introduction to the US Health Care System	2

\*Applied Epidemiology students take BIOS 516D (versus BIOS 503D)

\*\*Applied Epidemiology students take AEPI 530D (versus EPI 504D)

### Applied Practice Experience (APE)

APE is a unique opportunity for EMPH students to integrate and apply practical skills and training learned through coursework and prior experiences in a professional public health work environment. APE is a significant educational experience that generally requires 200 hours in a

public health agency, institution, or community under the supervision of site administrators and the guidance of the EMPH program, the Office of Public Health Practice, and/or Career Development.

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PRS 595R</b>	Applied Practice Experience	2

### **Integrative Learning Experience**

As the culmination of their educational experience, students work with a faculty adviser to design a culminating Integrative Learning Experience that demonstrates the student's mastery of a public health discipline that is relevant to his or her short- and long- term career objectives. Students in the Applied Epidemiology track complete a research thesis. Students in the Applied Public Health Informatics track complete a series of two capstone courses. Students in the Prevention Science track select between completing a thesis or a series of two capstone courses.

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<i>Applied Epidemiology</i>		
<b>AEPI 599R</b>	Thesis-Applied Epidemiology	4
<i>Applied Public Health Informatics</i>		
<b>APHI 580D</b>	PH Informatics, Leadership and Strategy Capstone	2
<b>APHI 581D</b>	Advanced Data Science And Decision Support Capstone	2
<i>Prevention Science</i>		
<b>PRS 561D</b>	Public Health Advocacy Capstone	2
<b>PRS 562D</b>	Program Planning Capstone	2
<b>or PRS 599R</b>	Thesis-Prevention Science	4

### **Areas of Concentration**

#### **Applied Epidemiology Track**

The Applied Epidemiology track is geared to meeting the needs of the student who anticipates working as an epidemiologist in a practice-based setting such as clinical research settings, pharmaceutical or other health care industry companies, international agencies, and foundations where epidemiologists are employed. In addition to core courses, Applied Epidemiology students take the following courses:

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 502D</b>	Public Health Professional Development Seminar	0
<b>AEPI 515D</b>	Introduction to Public Health Surveillance	2
<b>AEPI 530D</b>	Applied Epidemiology I	3
<b>AEPI 534D</b>	Applied Epidemiology II	3
<b>AEPI 536D</b>	Epidemiological Modeling	3
<b>AEPI 537D</b>	SAS Programming	2
<b>AEPI 538D</b>	Applied Data Analysis	2
<b>AEPI 550D</b>	Topics in Applied Epidemiology	2
<b>AEPI 565D</b>	Advanced Modeling	3
<b>AEPI 599R</b>	Thesis – Applied Epidemiology	4
<b>APHI 501D</b>	Applied Public Health Informatics	2
<b>BIOS 516D</b>	Applied Biostatistics I	2
<b>BIOS 517D</b>	Applied Biostatistics II	2
<b>BIOS 518D</b>	Applied Biostatistics III	2
<b>PRS 502D</b>	Thesis Seminar	0

## EXECUTIVE MASTER OF PUBLIC HEALTH

### Applied Public Health Informatics Track

The Applied Public Health Informatics track is designed for working professionals who have a background in either public health or computer/information science and/or technology. Public health informatics is the systematic application of information and computer science to public health practice and research. The track is designed to provide students with the foundational principles, terminologies, and methodologies as well as an in-depth application of data sources, tools, and policies as they relate to the growing field of public health informatics. Students also will learn to design and evaluate components of public health information systems, to create and manage informatics projects for successful outcomes, and to enable informatics solutions to facilitate decision-making. In addition to core courses, Applied Public Health Informatics students take the following courses:

Course Number	Course Title	Credit Hours
AEPI 515D	Introduction to Public Health Surveillance	2
APHI 520D	Introduction to Public Health Informatics	2
APHI 525D	Overview of Data Sources, Standards and Information Systems	2
APHI 527D	Public Health Technology Systems and Architectures	3
APHI 535D	Project Management and System Lifecycle	3
APHI 540D	Data Management and Data Systems Architecture	3
APHI 545D	Information Security, Privacy, Legal and Ethical Issues	2
APHI 550D	Business and Communication Aspects of Public Health Informatics	3
APHI 552D	Introduction to Public Health Data Manipulation through Programming	2
APHI 580D	PH Informatics Leadership and Strategy Capstone	2
APHI 581D	Advanced Data Science and Decision Support Capstone	2
APHI 585D	Informatics Solutions for Public Health Decision Making	2

### Prevention Science Track

The Prevention Science track provides the EMPH student with the foundations of behavioral theories, program planning, research design, evaluation, and health communication through traditional and emerging technologies. Students will acquire the skills necessary to plan, implement, and evaluate community programs, and to communicate health and behavioral information. The Prevention Science curriculum prepares students in the essential public health services and competencies. The courses place a strong emphasis on application of prevention science knowledge, behavioral theories, and models to real-life public health situations and settings. In addition to core courses, Prevention Science students take the following courses:

Course Number	Course Title	Credit Hours
AEPI 515D	Introduction to Public Health Surveillance	2
APHI 501D	Applied Public Health Informatics	2
PRS 505D	Integrated Communication Strategies	2
PRS 530D	Quantitative Analysis	2
or PRS 533D	Qualitative Analysis and Mixed Methods	2
PRS 532D	Qualitative Research Methods	2
PRS 535D	Questionnaire Design and Analysis	2
PRS 538D	Community Needs Assessment	3
or PRS 540D	Conduct of Evaluation Research	3
PRS 542D	Curriculum Development for the PH Workforce	3

<b>PRS 575D</b>	Planning and Performance Measures for Nonprofits and Other Local Agencies	3
<b>PRS 580D</b>	Research Design and Grant Preparation	3
<b>PRS 561D</b>	Public Health Advocacy Capstone	2
<b>and PRS 562D</b>	Program Planning Capstone	2
<b>or PRS 599R</b>	Thesis – Prevention Science	4
<i>For thesis students only</i>		
<b>PRS 502D</b>	Thesis Seminar	0

### Executive Master of Public Health Faculty and Instructors

**Melissa (Moose) Alperin**, Director of Executive MPH Program and Research Assistant Professor. BA, Brown University, 1988; MPH, Emory University, 1991; EdD, University of Georgia, 2015. Public health workforce development, competency-based instruction, distance education and online instruction, scholarship of teaching and learning.

**Greg Anderson**, Adjunct Associate Professor. BS, University of Tennessee, 1995; MS, University of Tennessee, 1998; MPH, Emory University, 2004. Infectious disease surveillance, resource allocation, quality improvement methodologies, bioterrorism preparedness and response, and molecular genetics of antimicrobial resistance.

**Heba M. Athar**, Instructor. BS, University of Georgia, 2001; MD, University of Illinois/Christopher College of Medicine, 2005; MPH, University of Illinois, 2008; MPH, University of Illinois, 2010. Nonprofit sector, management of organizations, public health leadership, policy work, lobbying and advocacy, social entrepreneurship.

**Grant T. Baldwin**, Affiliated Professor. BA, University of Michigan, 1994; MPH, Emory University, 1996; PhD, University of Michigan, 2003. Unintentional injury prevention, application of behavioral and social science theory, community-based participatory research, community needs assessment, behavioral and social science research methods.

**Gwen Biggerstaff**, Affiliated Professor. BS, The University of Georgia, 2000; MSPH, Emory University, 2005; ScD, Tulane University, 2017. Public Health Services and Systems Research (PHSSR); mixed methods research; quality improvement in public health practice; performance measurement; foodborne, waterborne, and enteric diseases.

**Jose Binongo**, Research Associate Professor. BS, Ateneo de Manila University, 1984; MS, Sophia University, 1990; MEd, University of Virginia, 2004; PhD, University of Ulster (UK), 2000. Collaborative biostatistics, statistics education.

**Linelle Blais**, Associate Director (Prevention Science track) and Research Associate Professor. BA, Rhode Island College, 1986; PhD, University of Rhode Island, 1993. Individual and organizational change, program development and evaluation, and translation of science to practice.

**Dewey A. Blaylock**, Affiliated Instructor. BS, University of West Florida, 1978; MS, University of West Florida, 1980. Laboratory information management systems, public health information security, healthcare information flow modeling.

**Lisa M. Carlson**, Affiliated Instructor. Master Certified Health Education Specialist. BA, Yale University, 1992; MPH, Emory University, 1993. Ethics, qualitative methods, research administration, collaboration.

**W. Michael Caudle**, Research Associate Professor. BS, Colorado State University, 1998; PhD, Emory University, 2007. Neurotoxicology.

**Cari Jo Clark**, Associate Professor. BA, University of Kansas, 1996; MPH, Yale School of Public Health, 1999; ScD, Harvard School of Public Health, 2005. Health effects of exposure to child maltreatment, intimate partner violence, and the design and evaluation of violence prevention strategies in low- and middle-income countries.

**J. Mark Conde**, Associate Director (Applied Public Health Informatics track), Assistant Dean for Information Technology, and Affiliated Instructor. BA, Hiram College, 1980. Public health informatics, laboratory informatics, biosurveillance and preparedness information systems, theoretical and practical aspects of public health information systems development.



## EXECUTIVE MASTER OF PUBLIC HEALTH

**Paula Edwards**, Affiliated Professor. BS, Georgia Institute of Technology, 1996; PhD, Georgia Institute of Technology, 2006. Industrial and systems engineering, healthcare analytics and data governance, decision support systems, human integrated systems, user-centered design.

**Jennifer Frediani**, Assistant Professor (Nursing). BS, Georgia State University, 2002; MS, Georgia State University, 2006; PhD, Emory University, 2014. Nutrition and disease.

**Laurie Gaydos**, Deputy Director of Executive MPH Program and Research Associate Professor. BA, Brown University, 1998; PhD, University of North Carolina at Chapel Hill, 2004. Public policy, women's health, reproductive health, maternal/child health, mixed-methods research methods, program evaluation, and research design.

**Eduardo Gonzalez Loumiet**, Affiliated Instructor. BBA, Loyola University, 2003; MBA, University of Miami (Coral Gables), 2007. Healthcare technology, public health informatics, entrepreneurship, public speaking, personal branding, project management, cloud computing, cybersecurity.

**Frederic J. Grant**, Affiliated Professor. BS, Ohio State University, 1975; MBA, Georgia State University, 1980; PhD, Capella University of Minnesota, 2006; MPH, Emory University, 2011. Public health informatics, applied research methodologies, health system strategic planning and development, emergency preparedness, modeling and simulation.

**Jeremy Alexander Grey**, Affiliated Professor. BA, The College of New Jersey, 2006; PhD, University of Minnesota, 2013. HIV prevention, infectious disease modeling, health disparities.

**Johanna M. Hinman**, Affiliated Instructor. Master Certified Health Education Specialist. BA, Carleton College, 1992; MPH, Emory University, 1998. Health education and health promotion, program planning, community-based participatory research, community engagement and partnerships.

**James B. Jellison**, Affiliated Instructor. BA, Michigan State University, 1991; MPH, East Tennessee State University, 2009. Public health surveillance and informatics, epidemiology, geographic information systems, health information technology, interoperability standards, business process and requirements analysis, data modeling, evaluation.

**Jeb Jones**, Thesis Advisor and Assistant Professor. BS, Georgia State University, 2005; MPH, Emory University, 2012; PhD, Emory University, 2016. HIV/AIDS prevention, risk assessment, infectious disease dynamics.

**Cynthia Jorgensen**, Adjunct Associate Professor. BA, Boston University, 1981; MA, Boston University, 1982; DrPH, University of North Carolina at Chapel Hill, 1988. Application of theory in behavior change strategies, health and risk communication, formative research, multi-media campaigns, social media, cross cultural communication, program planning and evaluation.

**Vijaya Kancherla**, Associate Director (Applied Epidemiology track) and Research Assistant Professor. BHMS, University of Health Sciences, 2000; MS, Southern Illinois University, 2004; PhD, University of Iowa, 2010. Epidemiology and surveillance of birth defects.

**Wesley Kennemore**, Affiliated Professor. BA, University of Alabama, 1987; MS, Saint Mary's University, 1997; MD, Windsor University School of Medicine, 2011. Public health informatics, public health laboratories.

**Denise Kenson**, Affiliated Instructor. BS, Georgia State University, 1997. CSM (Certified Scrum Master), agile development, enterprise solution strategist, application development, portal and e-commerce, database management, software architect, strategic planning and analysis.

**Brian Lee**, Instructor. BBA, Georgia State University, 2006; MPH, Emory University, 2014. Public health informatics, interoperability, data engineering, entrepreneurship, user experience, open source.

**Juan Leon**, Thesis Advisor and Associate Professor. BA, Dartmouth College, 1996; MPH/PhD, Northwestern University, 2003. Community-based research, global health, infectious disease, MCH, public health practice, rural health, safe water and sanitation, vaccines, disease pathogenesis, environmental health.

**Nicole Luisi**, Affiliated Instructor. BA, Moravian College, 2003; MPH, East Stroudsburg University, 2005; MS, University of Massachusetts Amherst, 2014. HIV/AIDS prevention, behavior and health, longitudinal study design, web-based surveys, data collection and management.

**A. D. McNaghten**, Adjunct Instructor. BS, Ohio University, 1988; MHSA, 1990; PhD, 1994. Disease surveillance, global health, HIV/AIDS, infectious disease.

- Rita Noonan**, Affiliated Professor. BS, University of Connecticut, 1986; MA, University of Connecticut, 1989; PhD, Indiana University, 1998. Injury and violence prevention, evaluation, and translation research.
- Jean O'Connor**, Affiliated Professor. BS, Emory University, 1998; MPH, Emory University, 2001; JD, Emory University, 2001; DrPH, University of North Carolina at Chapel Hill, 2009. Public health law, tobacco and other drugs, obesity, health care access, policy development and evaluation, public health advocacy.
- William S. Pearson**, Adjunct Professor. BS, Bob Jones University, 1994; MHA, Medical University of South Carolina, 1999; PhD, University of South Carolina, 2004. Delivery systems for primary care and the management of chronic disease.
- Brooke E. Rivera**, Affiliated Instructor. BA, University of Georgia, 1999. MBA, Georgia State University, 2006. MPH, Emory University, 2017. Healthcare technology, public health informatics, project management, cloud computing, public health surveillance, advanced data science, public health preparedness and response, strategic planning.
- Daniel Rutz**, Affiliated Instructor. BS, University of Wisconsin, Platteville, 1971; MPH, Emory University, 2001. Health medical and public health emergency risk communication, planning, and response; global domestic violence and HIV/AIDS prevention strategies; building journalist competencies in public health and medical reporting, especially in developing countries.
- Iris Smith**, Professor Emeritus. BA, Fordham University, 1971; MPH, Emory University, 1979; PhD, Georgia State University, 2000. Substance abuse, program evaluation, behavioral research.
- Elizabeth A. Sprouse**, Affiliated Instructor. ABJ, The University of Georgia, 2000; MPH, Emory University, 2018. Clinical and public health informatics with emphasis on program development, project management, strategic planning, communications and technology training.
- Alexis M Sulyma**, Instructor. BSN, Duke University, 1981. MBA, Emory University, 1986 MPH, Healthcare technology, executive leadership, strategy, program management, public health informatics, project management, cloud, public health surveillance, public health preparedness and response, operations management, federal contracting.
- Megan Turk**, Affiliated Instructor. BS, Emory University, 2002; MBA, Emory University, 2005. Informatics, data analysis, strategic planning, project management.
- Rebecca Upton**, Affiliated Professor. AB, Colgate University, 1992; AM, Brown University, 1994; PhD, Brown University, 1999; MPH, Emory University, 2014. Qualitative and mixed methods, gender and reproductive health, fertility studies, HIV/AIDS, global public health, family and migration studies.
- Laura Ward**, Senior Associate. BSPH, University of North Carolina at Chapel Hill, 2007; MSPH, Emory University, 2009. Collaborative biostatistics, study design, data management.

## Executive Master of Public Health Course Descriptions

### AEPI 515D (2) Introduction to Public Health Surveillance

Fall. Prerequisites: AEPI 530D or EPI 504D or by special permission. People who manage disease, injury, or disability prevention and control programs have an ongoing need for reliable information about the status of these health problems among the populations they serve. The process that public health agencies use to collect, manage, analyze, interpret, and disseminate this information is called surveillance. This course aims to provide the mid-career learner with the tools needed to design and manage a surveillance system and to be a critical and informed user of surveillance data.

### AEPI 530D (3) Applied Epidemiology I

Fall. Prerequisite: PRS 500D or by special permission. This class will provide an introduction to the principles of epidemiology, including 1) the use of descriptive measures to describe the health of populations or groups of people, 2) approaches to assessing potential associations between personal characteristics, behaviors, or exposures and the occurrence of disease or other adverse health outcomes, 3) the basics of study design, including case-control studies and cohort studies and attendant approaches to defining case or exposure status.

**AEPI 534D (3) Applied Epidemiology II**

Spring. Prerequisites: BIOS 516D and AEPI 530D or by special permission. Continuing from Applied Epidemiology I, further insight into confounding is explored as well as effect modification. Methods of hypothesis formulation and analysis of 2x2 tables (point estimation and confidence levels) are described in detail as well as sample size calculations. Different approaches to control for extraneous variables in the design of studies are presented, such as randomization, matching, and restriction. The use of stratification for assessing effect modification and confounding is provided followed by an introduction to mathematical modeling. Different issues in the use of matching in case-control studies are presented. Statistical packages such as SAS and OpenEpi are used.

**AEPI 536D (3) Epidemiological Modeling**

Summer. Prerequisites: BIOS 516D, BIOS 517D, AEPI 530D and AEPI 534D or by special permission. Methods for analyzing multivariable data in order to evaluate epidemiological research relationships between exposure and disease variables. Includes logistic regression (conditional and unconditional), risk ratio regression, risk difference regression, and survival analysis.

**AEPI 537D (2) Introduction to SAS Programming**

Spring. Prerequisites: BIOS 516D, AEPI 530D or by special permission. This course is an introduction to the SAS programming environment. This is an applied computer course that instructs students in the techniques needed to enter data into a database and properly read and process data into a final dataset that is ready for epidemiologic analysis.

**AEPI 538D (2) Applied Data Analysis**

Fall. Prerequisites: BIOS 516D, BIOS 517D, BIOS 518D, AEPI 530D, AEPI 534D and AEPI 536D or by special permission. The purpose of this course is to prepare the student for actual analysis of epidemiologic data from case-control or cohort studies. It demonstrates, and gives the student an opportunity to explore, the methods taught in the epidemiology methods sequence. The student will develop a hypothesis, and test it using an epidemiologic database with stratified analysis and logistic regression techniques. The student also will use conditional logistic regression. It is expected that this course will help prepare Executive MPH students for analyzing their thesis data.

**AEPI 550D (2) Topics in Applied Epidemiology**

Summer. Prerequisites: BIOS 516D, BIOS 517D, AEPI 530D, and AEPI 534D or by special permission. This course will provide a survey of topics in applied epidemiology, including chronic disease, infectious disease, and maternal and child health. This course builds on students' foundation in epidemiologic methods and concepts and introduces them to selected public health issues. This course introduces students to the epidemiologic and research challenges and current and future public health action across a variety of applied epidemiological issues, including chronic disease, infectious disease and maternal and child health. Research design and analysis are not the primary focus of the course, but methodological issues are considered when pertinent to the interpretation of findings.

**AEPI 565D (3) Advanced Modeling**

Spring. Prerequisites: AEPI 530D, AEPI 534D, AEPI 536D, AEPI 538D, BIOS 516D, BIOS 517D, and BIOS 518D or by special permission. Advanced Modeling will cover multivariate methods for analyzing epidemiologic data that involve examining associations between exposures and outcomes for which the outcome data are the time to an event, event rates, or a count of events. The course covers survival analysis and Poisson regression.

**AEPI 597D (1-3) Applied EPI Directed Study**

Fall, Spring, & Summer. Provides the opportunity to pursue a specialized course of study in an area of special interest.

**AEPI 599R (1-4) Thesis**

Fall, Spring, & Summer. Prerequisites: AEPI 530D, AEPI 534D, AEPI 536D, AEPI 538D, BIOS 516D, BIOS 517D, BIOS 518D, PRS 502D or by special permission. Provides an opportunity to integrate the content and skills learned in the academic setting through participation in scholarly research or other culminating project.

**APHI 501D (2) Applied Public Health Informatics**

Fall. Prerequisite: PRS 500D or by special permission. This course introduces the mid-career learner to the emerging field of public health informatics through an overview of public health informatics areas of focus, information management techniques, and key information technology principles. The course enables participants to apply the technologies and methodologies available to improve the use and management of information for problem solving and decision making. Topics include types of data resources available, evaluating data in its context, and ways that the data may be used to affect outcomes. The course is designed for public health professionals and assumes no background in information technologists or public health informatics. [Applied Public Health Informatics students take APHI 520D instead of APHI 501D.]

**APHI 520D (2) Intro Applied Public Health Informatics**

Fall. Prerequisite PRS 500D or by special permission. The purpose of this course is to provide students with the foundational principles of public health informatics, exposing them to tools, methodologies, data sources, terminologies and policy issues. This course sets the pathway for understanding what specific competencies students will need as informaticians. Throughout the semester, students will delve into the basics of systems thinking, informatics tools, methodologies and standards, providing students the opportunity to obtain tangible skills to be applied in the workplace. They will also explore ehealth priorities and strategies for improving population health through health IT.

**APHI 525D (2) Overview of Data Sources, Standards, and Information Systems**

Summer. Prerequisites: APHI 520D APHI 545D, and BIOS 503D or by special permission. The purpose of this course is to provide students with an overview of current public health data sources, standards, and information systems. The students will learn to identify types and sources of data, as well as their utility to public health. The students will be able to identify the characteristics and features of applications and information systems that support point of service, surveillance, response and population health activities. The students will learn the features of effective public health information system design and best practices in choosing applications, integrating them, and exchanging information across systems. Finally, students will learn to determine the role of standards in enabling information exchange, interoperability, and how to move forward the evolution of standards.

**APHI 527D (3) Public Health Technology Systems and Architectures**

Summer. Prerequisites: APHI 520D APHI 545D or by special permission. The role of the informatician and informatics is to drive technology to a successful outcome supporting public health science and practice. To this end, both the science/practice and technology domains must be understood building enough breadth to be effective leading the deployment of an informatics solution. The Public Health Technology Systems and Architecture course is designed to give the informatics student more breadth in the technology domain around computing. One must understand enough about modern computing and data systems to partner with IT/IS professionals to make sure an appropriate design and successful deployment of the technology meets the needs of public health processes and outcomes. This course provides a functional exposure from the basic ideas of computing through complex human interactions with technology and architectures that we base our modern systems upon to serve the current and future requirements in public health.

### **APHI 535D (3) Project Management & System Lifecycle**

Fall. Prerequisites: APHI 520D, BIOS 503D, APHI 525D, APHI 527D, and APHI 545D or by special permission. The purpose of this course is to provide students with the skills and methods used in the management of technology deployment in public health scenarios. The evaluation of information system lifecycles and how they affect the planning and management process is also examined and students will gain experience with the tools to apply the impacts. Students will learn about ways to ensure that the milestones, change management, and quality assurance procedures are in place to deliver the solutions to meet public health needs. Students will also learn techniques, resources, and tools that assist in the analyses and documentation of workflows and business processes, which can be translated into requirements for public health information systems that drive the planning and management process. This course relies heavily on scenarios which require students to apply tools or methods taught in each module.

### **APHI 540D (3) Data Management & Data Systems Architecture**

Spring. Prerequisites: APHI 520D, BIOS 503D, APHI 525D, APHI 527D, APHI 535D, and APHI 552D or by special permission. The purpose of this course is to provide students with key data terminology, concepts, and model derivation principles for data management, and to provide an understanding of data systems architecture design within the context of public health. Students will learn to apply data design methodologies that are driven by effective requirements capture and public health program outcomes. The students will utilize standard requirements derivation methods to discover and extract data attributes and the data relationships that support a public health intent, outcome, or knowledge purpose. They will also learn to aggregate, normalize, and integrate data from multiple health and public health sources into relational model structures. Finally, students will learn best practices and methodologies that are used to architect interoperable public health data systems based on use of standard systems architectures.

### **APHI 545D (2) Information Security and Privacy**

Spring. Prerequisite: APHI 520D or by special permission. Information security is ultimately about risks and balances. The most secure information system is one that can hardly be used whereas the greater the access given, the more vulnerable the system may be to malicious activities. This course will enable students to put into practice information security and privacy frameworks and controls that will help determine the best balance or risk posture to protect data and individual privacy. Students will learn key provisions of national and state legislation for protecting the privacy of individuals and populations and understand public health's unique role within these regulations. In addition, students will work with different technology layers and associated controls that may be put in place to minimize the risk to institutions and the individual information that they protect.

### **APHI 550D (3) Business Aspects of Public Health Informatics**

Summer. Prerequisite: APHI 520D, some programming experience is useful but is not required or by special permission. The purpose of this course is to provide students with an introduction to the business practices associated with public health informatics. Students will learn to plan for and manage fiscal and operational resources in the midst of shifting budgetary environments. Students will learn the various processes of business technology planning, business case development, resource acquisition, allocation, and managing changing informatics requirements. In addition, students will learn to procure information technology services in order to purchase, develop, modify, and maintain public health information systems using generally accepted business practices and systematic decision-making methods.

### **APHI 552D (2) Intro to Public Health Data Manipulation through Programming**

Fall. Prerequisites: APHI 520D, BIOS 503D, APHI 525D, and APHI 530D or by special permission. Developing programming skills that focus on data quality, transformation, and heterogeneous data blending are critical for an informatician. This course is designed to take the programming beginner through a rapid exposure how the relevant programming concepts work and the syntax of an effective programming language, Python. This course is a required course for students in the Informatics track and is offered the second fall semester.

**APHI 580D (2) Public Health Informatics Leadership & Strategy Capstone I Course**

Spring. Prerequisites or Co-requisites: APHI 520D, BIOS 503D, APHI 525D, APHI 527D, APHI 535, APHI 550D or by special permission. The purpose of this course is to provide students with an opportunity to integrate knowledge learned from the course prerequisites and apply it in practical ways to real world situations. Emphasis is placed on developing strategies to provide new informatics capabilities to public health organizations through advanced leadership. Students will develop the skills to ensure that the strategic direction of informatics aligns with the public health mission and goals of an organization, as well as broader e-Health priorities in the community. Students will be able to describe the drivers for and approaches for emerging technology adoption with an agency, development and application of Enterprise Architecture while leading change. Students will learn how to critique strategic policies that influence public health informatics and how to assess the impact of these policies on informatics priorities within organizations.

**APHI 581D (2) Applied Data Science & Decision Support Capstone II**

Summer. Prerequisites: APHI 520D, BIOS 503D, APHI 525D, APHI 527D, APHI 535, APHI 540D, APHI 545D, APHI 552D and APHI 580D or by special permission. In this capstone course, students work individually to apply the concepts and skills learned throughout the APHI curriculum to an applied data science topic.

**APHI 585D (2) Informatics Solutions for Public Health Decision Making**

Spring. Prerequisites: APHI 520D, BIOS 503D, APHI 525D, APHI 535, APHI 545D, APHI 550D and APHI 552D or by special permission. The purpose of this course is to provide students an exploration of classic data warehouse and data fusion methods along with developing an understanding of the variability of data structures that support knowledge derivation and decision support in public health. The course will extend into new areas of knowledge and decision support methods and systems by exploring "big data" concepts and approaches to systems that support these new architectures. Another critical area for decision-making is the visualization of data. Data visualization, data reporting, and active data manipulation approaches and tools will be explored. This will include advanced tools like GIS, OLTP, and dashboard systems.

**APHI 597D (1-3) Directed Study**

Fall, Spring, & Summer. Provides the opportunity to pursue a specialized course of study in an area of special interest.

**APHI 599R (1-4) Thesis**

Fall, Spring, & Summer. Provides an opportunity to integrate the content and skills learned in the academic setting through participation in scholarly research or other culminating project.

**BIOS 503D (2) Introduction To Biostatistics**

Fall. Prerequisite: PRS 500D or by special permission. This course presents basic concepts and data analytic methods with an emphasis on interpretation of common statistical results. Topics covered include summary statistics; probability concepts; confidence intervals; hypothesis testing for means, proportions, and difference between means and proportions; contingency tables (including relative risk and odds ratio); and simple linear regression and correlation. Students will use Microsoft Excel for elementary statistical analyses. [Applied Epidemiology students and Applied Public Health Informatics students take BIOS 516D instead of BIOS 503D.]

**BIOS 516D (2) Applied Biostatistics I**

Fall. Prerequisite: PRS 500D or by special permission. This course covers fundamental concepts and methods used in data analysis. These include techniques in graphical and numerical descriptive statistics, elementary probability calculation using the normal distribution, point and confidence interval estimation and hypothesis testing for population means and proportions, differences between means and between proportions, and contingency table analyses (including

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risk ratio and odds ratio). Students will use SAS to perform the statistical analysis. Requirements include weekly homework assignments, weekly quizzes, midterm and final exams, and a data analysis project.

### **BIOS 517D (2) Applied Biostatistics II**

Spring. Prerequisite: BIOS 516D or by special permission. BIOS 517D is the follow-up course to BIOS 516D. BIOS 516D ended with procedures for two independent samples (two sample t-test and chi-square test). This course starts with procedures for paired samples (paired t-test and McNemar test), nonparametric tests and power and sample size calculations. Students then begin their study of linear regression, starting with one-predictor models and then moving on to multiple-predictor models. Interaction, confounding, multicollinearity, dummy variables and log transformation are also discussed. Like the previous course, BIOS 517D is focused on application of the statistical methods, and students are expected to show competence in evaluating a regression solution to address a particular research question. Students continue to use SAS to perform the data analysis. Requirements include weekly homework, weekly quizzes, midterm and final exams, and a data analysis project.

### **BIOS 518D (2) Applied Biostatistics III**

Summer. Prerequisites: BIOS 516D, BIOS 517D or by special permission. BIOS 518D is the follow-up to BIOS 517D. This course starts with ANOVA and ANACOVA and post-ANOVA multiple comparison procedures for cross-sectional data. It then introduces students to longitudinal data analysis. As in previous courses, students first learn to create descriptive and graphical summaries appropriate to longitudinal data prior to conducting formal inference. Students are introduced to multilevel models and extend the methods to more complex analytic situations that involve curvilinear and discontinuous growth trajectories and complex risk profiles, the inclusion of time-varying covariates, and the testing of complex interactions among time-invariant and time-varying predictors.

### **BSHES 504D (2) Social Behavior In Public Health**

Summer. Prerequisite: PRS 500D or by special permission. The purpose of this course is to describe how behavioral and social science theories, research methods, and practice models can be used to understand and intervene upon public health problems. The social ecological model provides the conceptual framework for the course with an emphasis on the importance of primary prevention. Students will gain an understanding of how factors at the individual, intrapersonal, community and public policy levels interact to influence health over the life course. The course introduces theories at each of these levels and how to use these theories to inform intervention design. It includes a review of risk factors for the leading causes of morbidity and mortality and a detailed discussion of how social and economic inequalities and other factors influence health (e.g., social class, culture, race/ethnicity, and gender). The course concludes with a discussion of translating knowledge to action and bringing evidence-based interventions to scale.

### **EH 500D (2) Perspectives In Environmental Health**

Summer. Prerequisite: PRS 500D or by special permission. EH 500D is a survey course designed to introduce public health students to basic concepts of environmental sciences, to the methods used to study the interface of health and the environment, to the health impacts of various environmental processes and exposures, and to the public health approach to controlling or eliminating environmental health risks.

### **EPI 504D (2) Fundamentals Of Epidemiology**

Spring. Prerequisite: PRS 500D or by special permission. Epidemiology 504D is an introductory epidemiology course covering the underlying concepts and methods of epidemiology and the applications of epidemiology to public health. Topics covered in the course include: study design (clinical trials, cohort studies, case-control studies, and cross-sectional studies), measures of disease occurrence and association, bias, confounding, interaction, and analysis of two-by-two tables. [Applied Epidemiology students take AEPI 530D instead of EPI 504D.]

**GH 500D (2) Addressing Key Issues in Global Health**

Spring & Summer. Prerequisite: PRS 500D or by special permission. The goal of the course is to equip students with critical perspectives to address current and future global health challenges and opportunities as public health professionals and global citizens in this increasingly interdependent world. The course explores historical milestones, actors, assumptions, context and theories driving selected global health priorities in policy, programs and research. To do this, the course will enhance the skills of critical thinking, assessment of evidence from multiple perspectives and application of evidence in formulation of policies, programs and research priorities. A recurring theme throughout the course is that there are common global drivers influencing the health of populations in high, middle and low-income countries and cross-cutting issues such as inequality that transcend settings.

**HPM 500D (2) Introduction to the US Health Care System**

Fall. Prerequisite: PRS 500D or by special permission. This course provides an introduction/overview to the various components of the U.S. healthcare system. It examines the multiple determinants of health (focusing on the role that medical care plays), private and public financing mechanisms for medical care, various healthcare providers, and the effects of both market competition and government regulation. One objective of the course is for students to gain institutional knowledge of the U.S. healthcare system that is relevant to both healthcare managers and policy analysts. A second objective of the course is for students to learn to critically examine the tradeoffs associated with various health policies. These tradeoffs fundamentally result from a lack of resources to fund all desired medical care. As such, we will examine how collective interests shape the design of health policies.

**PRS 500D (0) Strategies and Resources for Online Learning**

Fall. Strategies and Resources for Online Learning is a requirement for all new students in the Executive MPH program. This online orientation is the first introduction for students to Executive MPH courses and the Blackboard Learning platform. This course will orient students to the design and structure of Executive MPH courses, provide instruction on course navigation and use of Blackboard Tools, and simulate activities that you will participate regularly in your academic courses. The assignments throughout the course will help you prepare for your first semester. Students are required to participate in the course and complete the assignments as scheduled. [This 10-14 day course is taken prior to enrollment in the first fall semester.]

**PRS 502D (0) EMPH Thesis Seminar**

Summer. Prerequisites vary by track: Prerequisite or co-requisites for AEPI students include: AEPI 530D, AEPI 534D, AEPI 536D, AEPI 538D, BIOS 516D, BIOS 517D, and BIOS 518D or by special permission. Prerequisite or co-requisites for PRS students include: BIOS 503D, PRS 535D, EPI 504D, PRS 532D, PRS 575D or by special permission. This self-paced seminar is intended to provide an overview and expectations of the thesis process for Executive MPH students at Emory. This course is required for all AEPI students and PRS students who select the thesis option for the Integrative Learning Experience. The seminar will include an introduction to thesis concepts including identifying a topic, literature review, IRB, identifying and managing a committee (chair and field advisor), and developing a timeline. Upon completion of the 6-week self-paced version of the course, students will be expected to participate remotely in two 90-minute boot camp sessions focused on thesis topic development and completion of their draft thesis proposal form

**PRS 505D (2) Integrated Communication Strategies**

Fall. Prerequisite: BSHES 504D or by special permission. Explores methods of applying behavioral and cognitive theories to communicating health and behavioral change information. Illustrates communication strategies using a variety of approaches including face-to-face instruction, technology-mediated strategies, and print-based products. Provides students with an overview of concepts and strategies used in data presentation, social marketing, and public health information campaigns. Emphasis is placed on developing skills that enable



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practitioners to create consumer-oriented public health intervention, advocacy, and professional development efforts. Skills include formative research, audience segmentation, and channel analysis, and multidimensional data presentation.

### **PRS 530D (2) Quantitative Analysis**

Spring. Prerequisites: BIOS 503D and PRS 535D or by special permission. Provides students with an introduction to measurement methods and basic knowledge of quantitative applications using SPSS software. Content will stress specific skills and knowledge of working with data sets using basic SPSS functions to analyze research questions and hypotheses, perform appropriate data analysis procedures, and interpret data outputs.

### **PRS 532D (2) Qualitative Research Methods**

Spring. Prerequisite: PRS 500D or by special permission. Introduces students to qualitative research methods used in public health and applied settings. Content covers relevant aspects of qualitative research including research design, sampling, construction of data collection instruments, data collection techniques including observation, interviewing and focus groups, validity and reliability in qualitative research, analysis, and ethical issues.

### **PRS 533D (2) Qualitative Analysis and Mixed Methods**

Spring. Prerequisites: PRS532D and PRS 535D or by special permission. This course focuses on the theory & application of qualitative data analysis from multiple sources, including focus group & interview data. Students will use MAXQDA software to analyze previously collected data samples.

### **PRS 535D (2) Questionnaire Design & Analysis**

Spring. Prerequisite: BIOS 503D or by special permission. This course presents the basics of questionnaire development and data analysis, as well as the interpretation and reporting of findings. The course introduces students to both quantitative and qualitative data methods. Students will develop proficiency in the windows version of Epi Info - an analytic computer package commonly used in the analyses of public health data.

### **PRS 538D (3) Community Needs Assessment**

Fall. Prerequisites: BSHE5 504D, PRS 532D, PRS 535D, and PRS 575D or by special permission. The purpose of this course is to provide students with the academic background, technical skills and experience to conduct a health-related community needs assessment. The course assignments are a mix of individual and group assignments. Students will work in small groups. Each group will identify a community to assess and will prepare a community needs assessment report outlining the data descriptive of the community and the community health status. The report will form the basis of class presentations and other class assignments.

### **PRS 540D (3) Conduct of Evaluation Research**

Fall. Prerequisites: BSHE5 504D, PRS 532D, PRS 535D or by special permission. This course will provide an overview of program evaluation, using an applied case study approach. Course assignments include required reading, analysis of case study examples and the development of an actual evaluation plan for an evaluation client.

### **PRS 542D (3) Curriculum Development for the Public Health Workforce**

Summer. Prerequisites: PRS 535D or by special permission. This course will present principles of curriculum development for the public health workforce. The course will focus on instruction that is presented through distance-based methodologies. Course will cover foundational concepts such as definitions, perspectives and theories; curriculum and instructional design models; and e-learning standards. In addition, the course will delve into instructional technologies, and designing instruction. Students will develop an instructional module designed for distance-based delivery.

**PRS 561D (2) Public Health Advocacy Capstone I**

Spring. Prerequisites: HPM 500D, PRS 505D, PRS 535D, PRS 542D, PRS 575D, one of PRS 538D or PRS 540D or by special permission. In this capstone course, students work with a local, state, or national organization to develop materials to promote and/or implement a public policy solution to a current, significant domestic or international public health problem. Students will create a digital portfolio of materials such as drafts of proposed policies, fact sheets, PowerPoint presentations, YouTube videos, and social media messages for the organization to further the adoption or implementation of a policy solution. The capstone experience is intended to provide the student with experience and skills, including working collaboratively with outside organizations, to ultimately lead the transformation of laws and policies to meet the health challenges of the 21st century. Students will gain an understanding of the public policy-making process; learn to access tools for identification of evidence-based approaches to public health policy development; practice interaction with community-based and governmental organizations around policy matters; and, refine their skills to synthesize scientific and public health policy information into persuasive written and verbal communications with real-world application.

**PRS 562D (2) Program Planning Capstone II**

Summer. Prerequisites: BSHES 504D, PRS 505D, PRS 535D, PRS 542D, PRS 575D, and either PRS 538D or PRS 540D or by special permission. This course is intended to integrate student's previous coursework with a focus on developing a community intervention or program. Students will develop a comprehensive program plan drawing upon previous coursework and experience in program planning, needs assessment, intervention design, program implementation and evaluation. This course is one of the integrative experience options for Prevention Science students will help build a portfolio that illustrates skills in program planning strategies.

**PRS 575D (3) Planning & Performance Measures for Nonprofits & Other Agencies**

Summer. Prerequisites: HPM 500D, PRS 532D, PRS535D and AEPI 515D or by special permission. Introduces the basic concepts and vocabulary needed to operate, make decisions, and evaluate a nonprofit organization or other local agency. The course focuses on large and small nonprofits and other agencies that provide health education and interventions to improve the health of the public. Attention is given to the flow of funds to and from organizations with consideration given to adherence and compliance to a variety of regulatory requirements. Assignments are a combination of case studies and interactions with actual organizations. The course is designed to provide the learner with practical knowledge and tools to succeed within the nonprofit world.

**PRS 580D (3) Research Design & Grant Preparation**

Spring. Prerequisites: PRS 505D, PRS 532D, PRS 535D, BSHES 504D, and BIOS 503D or by special permission. Explores the basics of the scientific methods used in public health research. Covers how to state hypotheses, critique the scientific literature, develop a research design to test stated hypotheses, and write a research proposal. Compares and contrasts proposal writing and grant writing. This course will cover the basics of the scientific methods used in public health research. The course will describe different types of research designs and statements of hypotheses or research questions. Discussions and assignments will include critiquing scientific literature, developing a research design to test stated hypotheses, and writing a proposal for a research study or an intervention program. Assignments will allow students to evaluate research designs, describe elements of a study proposal, distinguish between research proposal writing and program grant writing, and write a competitive grant proposal in their field of work or study.

**PRS 595R (1-2) Applied Practice Experience**

Fall, Spring, & Summer. Prerequisite: Completion of 9 EMPH credit hours. An Applied Practice Experience (APE) is a unique opportunity that enables students to apply practical skills and knowledge learned through coursework to a professional public health setting that complements the student's interests and career goals. The APE must be supervised by a Field

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Supervisor and requires approval from an APE Advisor designated by the student's academic department at RSPH.

### **PRS 597D (1-4) Directed Study**

Fall, Spring, & Summer. Provides the opportunity to pursue a specialized course of study in an area of special interest.

### **PRS 599R (1-4) Thesis**

Fall, Spring, & Summer. Prerequisite: Completion of 12 EMPH credit hours or by special permission. Provides an opportunity to integrate the content and skills learned in the academic setting through participation in scholarly research or other culminating project.

### **PUBH 500 (0) Introduction to Public Health**

1 hour online module addressing four of the 12 CEPH required Foundational Knowledge items. The module will begin with an introduction to a Public Health Perspective followed by the four items of foundational knowledge.

### **PUBH 501D (0) Inter-Professional Education and Training**

Prerequisite: PRS 500D. Students will receive foundational instruction and will have the opportunity to demonstrate skills in the following areas: apply principles of team dynamics to advance teamwork; communicate effectively in inter-professional teams to solve a problem; use the various roles and responsibilities represented among team member to promote solutions; and engage in inter-professional practice with mutual respect and shared values.

### **PUBH 502D (0) EMPH PH Professional Development**

Prerequisite: PRS 500D. This course will introduce public health students to concepts of emotional intelligence and different leadership styles and types, including collaborative leadership and its application to negotiation and mediation. The course will present basic principles of budget and resource management.



## Interdepartmental Programs

The Rollins School of Public Health offers three interdepartmental programs. They are:

- MPH in Global Environmental Health (Environmental Health and Global Health)
- MSPH in Environmental Health and Epidemiology
- MPH and MSPH in Global Epidemiology (Epidemiology and Global Health)

More detailed information about these programs can be found on the Rollins website. Those interested in any of these programs should contact their Associate/Assistant Director of Academic Programs.

### Global Environmental Health (GEH)

The GEH MPH program is jointly offered by the Gangarosa Department of Environmental Health and the [Hubert Department of Global Health](#) and is administered by the Gangarosa Department of Environmental Health. Students in Rollins' Global Environmental Health (GEH) master of public health (MPH) program study environmental issues and disparities that impact health across the world, particularly in low-income settings. The goal of this program is to learn approaches to simultaneously alleviate poverty and enhance environmental protection while promoting sustainable development. Students have opportunities to collaborate with global community partners, engage in dynamic research both in the field and in the lab, and work alongside world-renowned faculty whose expertise in climate change, infectious disease, and WASH has been positively influencing the field of global environmental health for decades.

GEH is a two-year program requiring a minimum of 42 credits. The curriculum is designed to provide students with the basic skills required to address global environmental health issues. Each student is encouraged to take additional elective courses to create an area of specialization based on their interests.

### Admission Requirements for the GEH MPH Program

Applicants to the GEH program should have completed at least one course in college-level biology and chemistry; college-level statistics, calculus, and organic chemistry also recommended. Applicants without this coursework may apply and will be asked to complete these classes prior to matriculating. International experience and foreign language skills are also highly recommended, and applicants should demonstrate a commitment to global health and an appreciation of cultural diversity. GRE or MCAT scores are optional.

### Required MPH Core Courses

Course Number	Course Title	Credit Hours
PUBH 500	Introduction to Public Health	0
PUBH 501	Inter-Professional Team Training	0
PUBH 502	Public Health Professional Development Seminar	0
BIOS 500/BIOS 500L	Statistical Methods I with lab	4
BSHES 500	Behavioral and Social Sciences in Public Health	2
EPI 530	Epidemiologic Methods I	4
HPM 500	Introduction to the US Health Care System	2

### Required Courses for the MPH in Global Environmental Health

GH 501	Global Challenges and Opportunities	3
EH 501	Introduction to Environmental Health	1
EH 510	Foundations of Exposure Science	2
EH 520	Human Toxicology	3
EH 530 or	Environmental and Occupational Epidemiology	2

## INTERDEPARTMENTAL PROGRAMS

<b>EHS 747/EPI 747</b>	Advanced Environmental Epidemiology	2
<b>EH 571</b>	Global Environmental Health Policy: Power, Science, and Justice	2
<b>GH 502 or</b>	Survey Research Methods	2
<b>GH 503 or</b>	Applied Survey Methodology	3
<b>GH 522 or</b>	Qualitative Research Methods	3
<b>GH 560</b>	Monitoring and Evaluation of Global Public Health Programs	3
<b>GH 555 or</b>	Proposal Development	2
<b>EH 596</b>	Research Design in Environmental Health	1
<b>EH 595</b>	Applied Practice Experience	0

Electives: Students take electives (non-required classes) to attain the minimum number of credits required for the degree. Students may enroll in classes in RPSH or other graduate-level classes at other Emory schools or via the ARCHE program (with permission) to enhance their interests and skills. Review this catalog for RSPH courses, the EH course webpage for EH course sample syllabi, and/or the Emory Course Atlas. Cross-check the RSPH Course Catalog and Emory Course Atlas for pre-requisites and permission needs.

BIOS 501, Statistical Methods II w/lab, Spring, 4 credits is strongly recommended for GEH MPH students.

### Integrative Learning Experience

As the culminating experience of their education, GEH MPH students are required to complete either a thesis or a capstone project. Both types of projects are designed to be original contributions to the knowledge base of environmental health. Students write theses under the supervision of a thesis chair. Whether students choose to collect their own data or utilize existing data sets, students have the opportunity to work toward a publishable manuscript. Students pursuing a capstone enroll in the capstone seminar, where they apply and integrate the skills and competencies gained during their training to a select topic. Capstone projects are completed under the supervision of an instructor in a semester-long course.

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>EH 594</b>	Capstone Seminar: Skills for Environmental Health Professionals	4
<b>or EH 599R</b>	Thesis	4

### Joint Environmental Health/Epidemiology MSPH Program

The joint MSPH program in EH/EPI prepares students for research careers in environmental epidemiology through specialized training in epidemiologic methods and skills applied to environmental health. It is a two-year program with a minimum of 48 credits, a required applied practice experience, and final thesis.

### Admission Requirements for the EH-EPI MSPH Program

Applicants to the EH-EPI MSPH program should have strong quantitative skills and completed at least one course in college-level biology and chemistry; college-level statistics, calculus, and organic chemistry are also recommended. GRE or MCAT scores are optional.  
Required MPH Core Courses

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-Professional Team Training	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0

<b>BIOS 500/BIOS 500L</b>	Statistical Methods I with lab	4
<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>EPI 530</b>	Epidemiologic Methods I	4
<b>GH 500</b>	Critical Issues in Global Health	2
<b>HPM 500</b>	Introduction to US Health Care System	2

**Required Courses for the MSPH in Environmental Health-Epidemiology**

<b>BIOS 591P</b>	Statistical Methods II	3
<b>EPI 534</b>	Statistical Programming	1
<b>EPI 535</b>	Designing and Implementing Epidemiologic Studies	2
<b>EPI 545</b>	Advanced Epidemiologic Methods II	4
<b>EPI 550</b>	Epidemiologic Methods III	4
<b>EH 501</b>	Introduction to Environmental Health	1
<b>EH 510</b>	Foundations of Exposure Science	2
<b>EH 520</b>	Human Toxicology	3
<b>EH 570</b>	Environmental Health Law and Policy	2
<b>EHS 747/EPI 747</b>	Advanced Environmental Epidemiology	2
<b>EH 595</b>	Applied Practice Experience	0

**Integrative Learning Experience**

As the culminating experience of their education, EH-EPI MSPH students are required to complete a thesis project. Students write theses under the supervision of a thesis chair. Whether students choose to collect their own data or utilize existing data sets, students have the opportunity to work toward a publishable manuscript.

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>EH 599R</b>	Thesis	4

**Global Epidemiology**

The departments of Epidemiology and Global Health work collaboratively to offer an MPH and MSPH in Global Epidemiology (GLEPI). The program is designed to provide students with qualitative and quantitative research methodologies that enable graduates to contribute to global health.

**Global Epidemiology MPH Program Degree Requirements**

The MPH in Global Epidemiology is a 42-credit-hour professional degree program designed to prepare epidemiologists for the public health workforce. Through a sequence of epidemiologic and biostatistical methods courses and training in two statistical programming languages (SAS and R), students are well-equipped with the skills needed to be influential public health professionals. Students further specialize their training through a substantive selective course, which contextualizes their methods training to a particular area of epidemiology. This selective only introduces students to the application of methods to a particular substantive area, and provides an opportunity to critically evaluate the epidemiologic literature. Students complete their training through foundational coursework in the other public health disciplines.

**Required Courses for the MPH Degree in Global Epidemiology**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-Professional Team Training	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0

## INTERDEPARTMENTAL PROGRAMS

<b>BIOS 500/BIOS 500L</b>	Statistical Methods I with lab	4
<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>EH 500</b>	Perspectives in Environmental Health	2
<b>GH 501</b>	Evidence Based Policies, Programs, and Research	3
<b>HPM 500</b>	Introduction to the US Health Care System	2
<b>Total Required Core Hours</b>		<b>13</b>
<b>BIOS 591P</b>	Statistical Methods II	3
<b>EPI 530</b>	Epidemiologic Methods I	4
<b>EPI 534</b>	Statistical Programming	2
<b>EPI 535</b>	Designing and Implementing Epi. Studies	2
<b>EPI 540</b>	Epidemiologic Methods II	4
<b>EPI 550</b>	Epidemiologic Methods III	4
<b>EPI 595R</b>	Applied Practice Experience	0
<b>EPI 598R/C</b>	Thesis/Capstone	4
<b>EPI ---</b>	Substantive Area Selective	2
<b>GH Methods</b>	GH Methods Selective	2
<b>Electives</b>		2
<b>Total for MPH Degree in Global Epidemiology</b>		<b>42</b>

GLEPI MPH students complete an applied practice experience of at least 200 hours. Additional information may be found on page [44](#). The Integrative Learning Experience for the GLEPI MPH allows students to apply the principles and methods learned in coursework to a public health problem. The GLEPI MPH applied practice experience and Integrative Learning Experience must have international public health implications or, if focused domestically, for underserved or low-resource populations.

### Global Epidemiology MSPH Program Degree Requirements

The GLEPI MSPH degree provides global context for epidemiologic training and is designed for students with strong quantitative skills seeking a more in-depth education in epidemiologic methods. This degree program is particularly well-suited for students who are interested in a research-focused career. The MSPH in GLEPI is a 48-credit-hour professional degree program. Students complete a rigorous methods sequence including: four semesters of epidemiologic methods coursework, two semesters of biostatistical methods coursework, coursework in SAS and R programming languages, and a substantive and methodological selective. Students are well-equipped to apply advanced methodologies to solve public health problems and have expertise to contribute to study design and analysis. Students complete their training through foundational coursework in the other public health disciplines.

### Required Courses for the MSPH Degree in Global Epidemiology

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-Professional Team Training	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0
<b>BIOS 500/BIOS 500L</b>	Statistical Methods I with lab	4
<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>EH 500</b>	Perspectives in Environmental Health	2
<b>GH 501</b>	Evidence Based Policies, Program and Research	3
<b>HPM 500</b>	Introduction to the US Health Care System	2
<b>Total Required Core Hours</b>		<b>13</b>

<b>BIOS 591P</b>	Statistical Methods II	3
<b>EPI 530</b>	Epidemiologic Methods I	4
<b>EPI 534</b>	Statistical Programming	2
<b>EPI 535</b>	Designing and Implementing Epi. Studies	2
<b>EPI 545</b>	Advanced Epidemiologic Methods II	4
<b>EPI 550</b>	Epidemiologic Methods III	4
<b>EPI 560</b>	Epidemiologic Methods IV	4
<b>EPI 595R</b>	Applied Practice Experience	0
<b>EPI 599R</b>	Thesis	4
<b>EPI ---</b>	Substantive Area Selective	2
<b>EPI ---</b>	Methods Selective	2
<b>GH Methods</b>	GH Methods Selective	2
<b>Electives</b>		2
<b>Total for MSPH Degree in Global Epidemiology</b>		<b>48</b>

GLEPI MSPH students complete an applied practice experience of at least 200 hours. Additional information may be found on page [44](#). The Integrative Learning Experience for the MSPH is a thesis. Under the mentorship of a faculty thesis advisor, students apply the principles and methods learned in an academic setting to the preparation of a monograph that embodies original research applicable to public health. The MSPH thesis should incorporate at least one novel or innovative element, such as a novel hypothesis or an innovation in the analytic methods applied to the given topic area. All students must create and present a scientific poster on their applied practice experience or Integrative Learning Experience prior to graduation. The GLEPI MSPH applied practice experience and Integrative Learning Experience must have international public health implications or, if focused domestically, for underserved or low-resource populations.





### Dual-Degree Programs

The Rollins School of Public Health offers dual-degree programs with the Emory schools of business, medicine, nursing, theology, law, and the Laney Graduate School.

Candidates for dual-degree programs must apply to each school separately. Evaluation criteria for admission to the Rollins School of Public Health for students in the dual-degree program are the same as those for the MPH program alone. Students accepted into the dual-degree program will be notified of acceptance by both schools. If students are accepted into one school but not the other, they may enroll in the school that has accepted them but not as a dual-degree student. Upon admission to the dual-degree program, students should consult with the appropriate program director of each school to plan their courses of study.

During the admission process, applicants to Rollins must indicate the department in which they are interested in pursuing a dual degree. The departments or academic programs that participate in the dual degree program are Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; Global Environmental Health; Global Epidemiology; Global Health; and Health Policy and Management. Not all departments and academic programs participate in every dual degree program. Those who participate are noted in the descriptions of each dual degree program on the following pages. The dual degree MPH curriculum is based on individual department requirements and meets the competencies for each program area.

Two semesters of residency at Rollins are required of all dual degree students. Students are required to complete MPH degree core courses, department required courses, and elective coursework. Up to 10 semester hours of credit earned in the partnering school may be counted as elective credit hours toward the MPH degree. Courses for each program that may count as elective credits toward the MPH degree are noted in the descriptions of each dual-degree program on the following pages.

During their residency in the Rollins School of Public Health, students will be charged the current rate of tuition for dual-degree students. When enrolled in the partnering program, the student will be charged the current rate of tuition by that school or program. School-sponsored scholarships and grants are applicable only to those semesters in which the student is in residency at the respective schools.

For specific dual-degree courses, please refer to the departmental websites at <https://sph.emory.edu/departments/index.html>.

**MA in Bioethics/MPH**

The Laney Graduate School and the Rollins School of Public Health collaborate in a program granting the master of arts and the master of public health degrees (MA-Bioethics/MPH). The first year is spent at the Rollins School of Public Health and the second year at the Laney Graduate School.

The departments/programs that participate in the MA-Bioethics/MPH are Behavioral Sciences and Health Education, Environmental Health, Epidemiology, Global Environmental Health, Global Epidemiology, Global Health, and Health Policy and Management.

The goal of this program is to train a select group of students in the intersection of public health and bioethics. Students who graduate with a dual MA in Bioethics/MPH degree will be well qualified to help set priorities for pandemics or other allocations of scarce resources, to set public policy on access to health care, or to conduct education on the ethical foundations of public health practice.

The following courses offered through the Bioethics curriculum may be used as elective credit hours toward the MPH degree:

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>BIOETH 502</b>	Classic Issues in Bioethics	3 credits
<b>BIOETH 503</b>	Contemporary Issues in Bioethics	3 credits
<b>BIOETH 505</b>	Special Topics	3 credits

- Bioethics and the Law
- Animals and Ethics
- Neuroethics
- Ethics of Human Subjects Research
- Public Health Ethics
- Religion and Bioethics
- Distributive Justice
- Human Rights and Bioethics

**MBA/MPH Degree**

Goizueta Business School and Rollins collaborate in a program granting the master of business administration and master of public health degrees. In the application process, scores from the GMAT may substitute for the GRE requirement. Students can complete this program in five semesters, of which two are in residence at Rollins. Candidates begin the program in the fall with two semesters in the business school. The following fall and spring the candidates enroll in Rollins. During the final fall semester, the candidate takes electives in both schools but enrolls in the business school.

Department and academic programs participating in the MBA/MPH dual-degree program are Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; Global Environmental Health; Global Epidemiology; Global Health; and Health Policy and Management.

Students in the MBA/MPH program gain the skills and knowledge to effectively lead and manage public health systems and programs, as well as advise on domestic and global health policy issues. Graduates of the MBA/MPH program are trained to work in health programs on issues such as policy and funding, defining goals, and managing public health organizations.

## DUAL DEGREE PROGRAMS

The following courses offered through the MBA's curriculum may be used as elective credit hours toward the MPH degree:

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>BUS 550</b>	Data and Decision Analytics	3 credits
<b>BUS 531</b>	Leading Organizations and Strategy	3 credits
<b>BUS 551</b>	Process and Systems Management	2 credits
<b>BUS 500C</b>	Structured Problem Solving	1 credit
<b>BUS 561A</b>	Professional Communications	1 credit

### **MD/MPH**

Emory University School of Medicine and Rollins collaborate in a program granting the doctor of medicine and master of public health. This program is designed to be completed within five years, four of which are spent primarily in the medical school. It is recommended, but not required, that the year spent in the Rollins School of Public Health follow the third year of medical school.

Candidates for the MD/MPH must apply to the School of Medicine and submit a one-page essay describing their interest in public health. Students applying to the MD/MPH will have an opportunity to visit Rollins and meet with faculty at the time of their medical school interview and will be interviewed in the year prior to enrolling at Rollins. Applicants will be notified of acceptance into the dual-degree program after they are accepted by the School of Medicine.

The departments and academic programs that participate in the MD/MPH dual-degree program are Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; Global Environmental Health; Global Epidemiology; Global Health; and Health Policy and Management. The schools of Medicine and Public Health will defray a portion of the cost of tuition and fees for the MPH degree. This program prepares students to work as physicians in the public health field, enabling them to diagnose health problems and risk factors of individuals and communities. Physicians who are awarded an MPH will have the ability to work in international and government agencies, clinics, health departments, and research centers as well as teach at the School of Public Health.

The following courses offered through the medical school's curriculum may be used as elective credit hours toward the MPH degree:

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>MD 520</b>	Exercise and Movement	2
<b>MD 535</b>	Genetics and Evolution	2
<b>MD 540</b>	Aging and Dying	1
<b>MD 548</b>	Becoming a Doctor I	3
<b>MD 578</b>	Becoming a Doctor II	3
<b>MD 638</b>	Becoming a Doctor III	3

### **MSN/MPH Degree**

The Nell Hodgson Woodruff School of Nursing and the Rollins School of Public Health collaborate in a dual-degree program offering the master of science in nursing (MSN) and master of public health (MPH). Students will enroll at Rollins for one calendar year and then complete requirements for the MSN within the School of Nursing.

Dual-degree students are required to choose a specialty in the nursing school as well as a department at Rollins. Nursing specialties include acute care nurse practitioner, adult/gerontology nurse practitioner, emergency nurse practitioner, family nurse practitioner, family

nurse-midwife, health systems leadership, nurse-midwifery, pediatric nurse practitioner–acute care, pediatric nurse practitioner–primary care, women’s health/adult health nurse practitioner, women’s health nurse practitioner, and women’s health care.

Rollins School of Public Health departments and academic programs participating in the MSN/ MPH dual-degree program are Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; Global Environmental Health; Global Epidemiology; Global Health; and Health Policy and Management.

This program prepares professional nurses for leadership roles in health care and in the field of public health. The MSN/MPH program combines clinical nursing skills with public health knowledge to help future nurses assume leadership roles as they deliver care to at-risk individuals and work to improve community health. A person who obtains an MSN/MPH will have the credentials to direct or manage a public health organization, engage in preventive health services, and promote health within communities. They will be able to speak on behalf of those affected by public health crises.

The following courses offered through the nursing school’s curriculum may be used as elective credit hours toward the MPH degree:

<b>NRSG 507</b>	Theory and Research Applications	3
<b>NRSG 544</b>	Advanced Health Assessment	3
<b>NRSG 503</b>	Advanced Practical Nursing:	3
	Ethical Legal and Leadership Issues	
<b>NRSG 501</b>	Health Policy and Finance for	3
	Advanced Practice Nursing	

**JD/MPH Degree**

The School of Law and Rollins School of Public Health collaborate to offer a dual-degree program awarding the master of public health and doctor of law (JD) degrees. Students must complete all courses prescribed for the JD program, with no fewer than five semesters of residence in the School of Law. Enrollment in at least two semesters at Rollins is also required. LSAT scores may be substituted for GRE scores as part of the public health application and other evaluation criteria remains the same for public health applicants. It is recommended that the student attend Rollins between the first and second year of the law school curriculum.

The departments and academic programs participating in the JD/MPH dual degree program are Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; Global Environmental Health; Global Epidemiology; Global Health; and Health Policy and Management.

By combining the programs, students are able to develop a special expertise in public health-related legal issues, to advocate for and create public health programs and policies, and to solve public health problems using legal tools. The JD/MPH program prepares students to advise and advocate for public health departments, private organizations, individuals, and communities. The following courses offered through the law school’s curriculum may be used as elective credit hours toward the MPH degree:

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Law 575</b>	Legislation/Regulation	3
<b>Law 635</b>	Child Welfare and Law	2
<b>Law 680</b>	Food and Drug Law	3
<b>Law 736A</b>	Law in Public Health	2
<b>Law 744</b>	Regulation/Health Care Providers	2

## DUAL DEGREE PROGRAMS

### MMSC in Physician Assistant/MPH Degree

The Physician Assistant Program of the School of Medicine and the Rollins School of Public Health collaborate in offering a dual-degree program awarding the master of public health and master of medical science degrees. Students enroll at Rollins for one calendar year during their first year at Emory. They then complete an additional seven semesters in the Physician Assistant Program including summers.

Departments and academic programs participating in the PA/MPH dual degree program are Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; Global Environmental Health; Global Epidemiology; Global Health; and Health Policy and Management.

The PA program emphasizes primary health care and preventive medicine and seeks to interest students in working in medically underserved areas. Students may apply their combined PA/MPH skills in such areas as population or clinical research, health administration leadership, and community health promotion.

The following courses offered through the Physician Assistant's curriculum may be used as elective credit hours toward the MPH degree:

<b>PAE 7100</b>	Becoming a Physician Assistant I	2
<b>PAE 7105</b>	Biomedical Ethics	2
<b>PAE 7101</b>	Becoming a Physician Assistant II	2
<b>PAE 7102</b>	Becoming a Physician Assistant III	2
<b>PAE 7103</b>	Becoming a Physician Assistant IV	2

### DPT/MPH

The Physical Therapy Program of the School of Medicine (Department of Rehabilitation Medicine) and the Rollins School of Public Health collaborate in offering a dual-degree program awarding the master of public health and doctor of physical therapy degrees. The doctor of physical therapy (DPT) degree is a professional doctorate in physical therapy.

The DPT/MPH program is four years in length. Students spend their first two years in the DPT program developing a strong foundation in the basic and clinical science with an emphasis on movement and movement dysfunction. In the third academic year, students focus on the MPH degree, enrolling at Rollins. Students return to the DPT program for the final academic year.

Departments and academic programs participating in the DPT/MPH dual degree program are Behavioral, Social, and Health Education Sciences; Epidemiology; Global Health; Global Epidemiology; and Health Policy and Management. The combined DPT/MPH degree enables physical therapists to become leaders in preventive health care policy and practice as well as effective therapists following a public health crisis. They bring rehabilitation into the sphere of public health.

The following courses offered through the Division of Physical Therapy may be used as elective credit hours towards the MPH degree:

<b>DPT 720</b>	Ethics and Professionalism	2 credit hours
<b>DPT 700</b>	Health Promotion, Wellness and Prevention: Individual	1 credit hour
<b>DPT 725</b>	Interpersonal Communications	2 credit hours
<b>DPT 745</b>	Growth Processes through the Lifespan	4 credit hours
<b>DPT 920</b>	Health Promotion, Wellness, and Prevention: Community	3 credit hours

**MDiv/MPH**

The Candler School of Theology collaborates with Rollins in offering a dual-degree program awarding both the master of divinity and master of public health degrees (MDiv/MPH). The dual-degree program may be completed in four years. The first year is spent at the Candler School of Theology, the second year at Rollins School of Public Health, and the third and fourth years are completed at Candler.

Departments and academic programs participating in the MDiv/MPH dual degree program are Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; Global Environmental Health; Global Epidemiology; and Health Policy and Management.

The dual-degree program prepares students to use a theological foundation when working in the field of public health. Public health professionals who hold the MPH/MDiv are trained to work in public health within the context of religious institutions, applying religious and theological knowledge to enhance health programs for special populations.

Coursework offered through Candler School of Theology in the following program areas may be used as elective credit hours toward the MPH degree. Students should confirm with their academic advisor that the course fulfills the requirements.

<b>Christian Ethics</b> (course number ES 501)	3 credit hours
<b>World Religions</b> (designated as WR or CEE)	3 credit hours
<b>Introductory Arts of Ministry</b> (designated as CC, EV, LA)	6 credit hours
<b>Sociology of Religion or Religion and Personality</b> (designated as SR, OR, RP)	3 credit hours
<b>Theology or Ethics</b> (designated as HT, ST, ES, does not include ES 501)	3 credit hours

**MTS/MPH**

The Candler School of Theology collaborates with the Rollins School of Public Health in offering a dual-degree program awarding both the master of theological studies and master of public health degrees (MTS/MPH). The dual-degree program may be completed in three years. The first year is spent at the Candler School of Theology, the second year at Rollins, and the third year is completed at Candler.

Departments and academic programs participating in the MTS/MPH dual-degree program are Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; Global Environmental Health; Global Epidemiology; and Health Policy and Management.

As with the MDiv/MPH program, an MTS/MPH prepares students to use a theological foundation when working in the public health field. Public health professionals who hold the MTS/MPH are trained to work in public health within the context of religion and the theological knowledge to enhance health programs for special populations.

Coursework offered through Candler School of Theology in the following program areas may be used as elective credit hours toward the MPH degree. Students should confirm with their academic advisor that the course fulfills the requirements.

<b>History and Interpretation of Christianity</b>	a minimum of 4 credit hours
<b>Church History</b>	CH
<b>Historical Theology</b>	HT
<b>Systematic Theology</b>	ST
<b>Christianity and Culture</b>	a minimum of 6 credit hours
<b>Ethical Studies</b>	ES
<b>Missions</b>	M

## DUAL DEGREE PROGRAMS

<b>Religion and Personality</b>	RP
<b>Sociology of Religion</b>	S
<b>World Religions</b>	WR

### **PhD/MPH**

A joint master of public health/doctor of philosophy (MPH/PhD) degree is offered through the Rollins School of Public Health and Laney Graduate School. Prospective candidates apply separately to both the Rollins School of Public Health and Laney Graduate School. Students in Laney Graduate School may apply for admission to the MPH program during their graduate studies with the approval of their PhD program's director of graduate studies. Applicants specify which of five programs of study or department they prefer: Behavioral, Social, and Health Education Sciences; Environmental Health; Epidemiology; or Global Health. Up to 10 semester hours of course credit relevant for public health taken in the doctoral program may be applied toward the 42-semester-hour MPH program. Students must enroll full time at Rollins for a fall-spring semester sequence, and complete an applied practice experience in public health. The MPH is granted upon completion of requirements for the PhD.

For specific information, contact the Department of Student Services <https://sph.emory.edu/admissions/index.html>.

### **MPH/JM**

A dual master of public health and juris master (MPH/JM) is offered in cooperation with the Emory Law School. The JM curriculum does not qualify recipients to practice law. Rather, it is designed to supplement a student's professional pursuits in areas beyond legal practice. Professionals in the public health sector are required to adapt to new realities, including the law as it applies to matters of public health, human rights, environment, public health policy, privacy, and interrelated issues.

Candidates for the dual degree should apply to and be accepted by both Rollins and Emory Law School as the schools maintain independent application procedures.

The minimum length of program is two and a half years: the first three semesters at Rollins (fall, spring, fall); and two semesters at the Law School (spring, fall). Students must complete 42 credit hours for the MPH and 30 credit hours for the JM.

The student must register and pay tuition for three semesters at Rollins at the accelerated rate and two semesters at the Law School, but may take courses in either school. Rollins scholarships and grants are applicable only to those semesters in which the student is in residency in the Rollins School of Public Health.

Graduates who hold an MPH/JM will possess a legal grounding in the basics of torts and contracts, in addition to laws related to health research, policy, and regulation enabling them to better assess organizational risk and make informed decisions contributing to the people they serve.

For additional information about Rollins, contact the Department of Student Services, <https://sph.emory.edu/admissions/index.html>. For additional information on the JM degree contact [law.emory.edu](http://law.emory.edu).

### **Five-Year Bachelor/Master's Program with Emory College: BA or BS/MSPH Program - Biostatistics**

Emory College and the Rollins School of Public Health jointly offer a five-year bachelor's/master's degree program. Students have an opportunity to complete a bachelor of arts (BA) or bachelor of science (BS) at Emory College with a major concentration in mathematics and computer sciences, and a master of science in public health (MSPH) in biostatistics within

five years. Emory College students will apply and be admitted to the program during their third (junior) year and enroll in eight to 12 semester hours of credit in MSPH courses during their fourth (senior) year. Two undergraduate courses (totaling six semester hours) offered by the Department of Mathematics and Computer Science will also count toward the MSPH in biostatistics. Students graduating from Emory College with a BA or BS will then take courses during their fifth year as MSPH students in the Rollins School of Public Health.

**BA-BS/MSPH Required Coursework**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-Professional Team Training	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0
<b>EPI 530</b>	Epidemiologic Methods I	4
<b>EH 500</b>	Perspectives in Environmental Health	2
<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>HPM 500</b>	Introduction to the US Health Care System	2
<b>GH 500</b>	Critical Issues in Global Health	2
<b>MATH 361</b>	Probability and Statistics I	3
<b>MATH 362</b>	Probability and Statistics II	3
<b>BIOS 508</b>	Biostatistical Methods I	4
<b>BIOS 509</b>	Applied Linear Models	4
<b>BIOS 522</b>	Survival Analysis Methods	2
<b>BIOS 526</b>	Modern Regression Analysis	3
<b>BIOS 531</b>	SAS Programming	2
<b>BIOS 595</b>	Applied Practice Experience	0
<b>BIOS 580</b>	Statistical Practice I	2
<b>BIOS 581</b>	Statistical Practice II	2
<b>or BIOS 599R</b>	Thesis	2
	Electives	9

**BS/MPH Five-Year Program - Environmental Health**

A five-year bachelor's/master's degree (BS/MPH) is offered through the Emory College Department of Environmental Sciences (ENVS) and the Rollins School of Public Health Gangarosa Department of Environmental Health (GDEH). Students can earn a bachelor of science and master of public health in five years. Sophomores and juniors in the ENVS BS program with a minimum cumulative GPA of 3.25 may apply by the February deadline. Visit our website for details and an application: <https://www.sph.emory.edu/departments/eh/degree-programs/bs-mp-h-es-eh/index.html>

**Required MPH Core Courses**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PUBH 500</b>	Introduction to Public Health	0
<b>PUBH 501</b>	Inter-Professional Team Training	0
<b>PUBH 502</b>	Public Health Professional Development Seminar	0
<b>BIOS 500/BIOS 500L</b>	Statistical Methods I with lab	4
<b>EPI 530</b>	Epidemiologic Methods I	4
<b>BSHES 500</b>	Behavioral and Social Sciences in Public Health	2
<b>GH 500</b>	Critical Issues in Global Health	2
<b>HPM 500</b>	Introduction to the US Health Care System	2

**Required Courses for the MPH in Environmental Health for the BS/MPH Program**

<b>EH 501 or</b>	Introduction to Environmental Health	1
<b>EH 500</b>	Perspectives in Environmental Health	2
<b>EH 520</b>	Human Toxicology	3



## DUAL DEGREE PROGRAMS

<b>EH 524</b>	Risk Assessment I	2
<b>EH 530</b>	Environmental and Occupational Epidemiology	2
<b>EH 570</b>	Environmental Health Law and Policy	3
<b>EH 595</b>	Applied Practice Experience	0
<b>EH 596</b>	Research Design in Environmental Health	1
<b>Or GH 555</b>	Proposal Development	2
<b>EH 599R</b>	Thesis	4
<b>Or EH 594</b>	Capstone Seminar: Skills for Environmental Health	4



## Accelerated MPH (2 semester) for External Graduate/Professional Degree Students

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Graduate students in good standing at any fully-accredited U.S. university are welcome to apply to Rollins for an MPH year (2 semesters in residence) as part of their current degree program. Students may attend Rollins at any time prior to completion of their program studies and the receipt of their degree.

**The program is not available to those who have already received their degree.**

Admission to this program and the curriculum to be pursued is considered on an individual basis. Applicants to this program are required to submit supplementary material to SOPHAS identifying relevant coursework taken or planned in their current graduate and professional program relevant to public health.

The Accelerated MPH for External Graduate/Professional Degree Students provides an opportunity for students currently enrolled in accredited graduate and professional schools other than Emory University including schools of Medicine (AMA), Nursing (ACEN), Law (ABA), Social Work (CSWE), Veterinary Medicine (COE), Osteopathy (AOA), Pharmacy (ACPE), and Dentistry (CODA) to obtain an MPH in addition to their professional degree. To be considered for the Accelerated MPH, the Graduate/Professional Program a student is enrolled in must be no less than 42 credit hours. To ensure the integration of training, students will enroll in the MPH and spend a year (fall and spring semesters) at the Rollins School of Public Health. Students will attend Rollins in concert with the course of study in their initial professional degree program. A student's year of matriculation at Rollins will be coordinated with school administration to ensure all requirements are met.

Students admitted to the program are eligible to transfer 10 credit hours relevant to public health from their initial school. All potential transfer credits will be reviewed and approved by the Rollins program administrator. Once enrolled in the MPH program, students must complete 32-35 credit hours, depending on the MPH concentration during the fall-spring semester sequence. Rollins will award the MPH degree after an enrolled student presents evidence of completion of all requirements for the MPH degree.

## CERTIFICATE PROGRAMS

### Rollins Certificate Programs

The Rollins School of Public Health offers a variety of certificate programs which may or may not be earned in conjunction with an MPH or MSPH degree. The purpose of these certificate programs is to train our public health graduates in specialized areas of practice that have been identified as critical in the public health discipline. All certificate programs are developed around Rollins' school mission and competencies identified by the sponsoring department or center in alliance with its overall competencies. Upon successful completion of the certificate requirements, the certificate is noted on the student's official transcript.

### Independent Certificate Programs

Independent Certificate Programs are those that are earned independently of an MPH/MSPH degree. These programs will consist of a total of 12-20 semester hours (usually 5-8 courses). An Integrative Learning Experience may also be required in addition to the coursework.

### Certificate in Public Health Informatics for Leadership

The Certificate in Public Health Informatics for Leadership (executive format) is designed for working professionals who serve in a leadership role or position of influence in their place of employment. These are individuals who have determined that they need competence in public health informatics but do not need an entire MPH/MSPH degree. In order to qualify for the certificate, students are required to have a master's degree or higher OR have a bachelor's degree with three or more years of relevant work experience. The coursework covers the following overarching areas: introduction to public health informatics; overview of data sources, standards, and information systems; public health technology systems and architectures; project management in the public health domain; information security and privacy; and leadership in a public health informatics context. The certificate focuses on providing proven methods and timely knowledge that drives leadership success in implementing informatics solutions in public health.

#### Competencies for the Certificate in Public Health Informatics for Leadership:

1. Supports development of strategic direction for public health informatics within the enterprise.
2. Participates in development of knowledge management tools for the enterprise.
3. Uses informatics standards.
4. Ensures that knowledge, information, and data needs of a project or program users and stakeholders are met.
5. Supports information system development, procurement, and implementation that meet public health program needs.
6. Manages IT operations related to project or program (for public health agencies with internal IT operations).
7. Monitors IT operations managed by external organizations.
8. Communicates with cross-disciplinary leaders and team members.
9. Evaluates information systems and applications.
10. Participates in applied public health informatics research for new insights and innovative solutions to health problems.
11. Contributes to development of public health information systems that are interoperable with other relevant information systems.
12. Supports use of informatics to integrate clinical health, environmental risk, and population health.
13. Implements solutions that ensure confidentiality, security, and integrity while maximizing availability of information for public health.
14. Conducts education and training in public health informatics.

**Courses required for the Certificate in Public Health Informatics for Leadership (executive format):**

<b>APHI 520D:</b> Introduction to Public Health Informatics	(2 credit hours)
<b>APHI 525D:</b> Overview of Data Sources, Standards, and Information Systems	(2 credit hours)
<b>APHI 527D:</b> Public Health Technology Systems and Architectures	(3 credit hours)
<b>APHI 535D:</b> Project Management and System Lifecycle	(3 credit hours)
<b>APHI 545D:</b> Information Security, Privacy, Legal and Ethical Issues	(2 credit hours)
<b>APHI 580D:</b> Public Health Informatics Leadership and Strategy Capstone	(2 credit hours)

This program can be completed in three semesters (12 months) of study, although some students may take longer.

**Certificate in Quantitative Methods in Public Health**

The Certificate in Quantitative Methods in Public Health (executive format) is designed for working professionals who have determined that they need additional quantitative skills to advance their employment opportunities. These individuals already have a master's degree or higher OR have a bachelor's degree with three or more years of relevant work experience. The coursework covers the following overarching areas: description of public health problems of epidemiologic importance, data identification, design and conduct of epidemiologic research studies, management and analysis of data, literature review and interpretation, and information technology for scientific productivity. Students in the certificate will gain proficiency in SAS.

**Competencies for the Certificate in Quantitative Methods in Public Health:**

1. Describe distributions of morbidity, mortality and risk factors
2. Identify key sources of data for epidemiologic purposes
3. Formulate a research question and study aims
4. Differentiate among the strengths and limitations of various study designs
5. Calculate and interpret basic design-specific measures of association and their standard errors
6. Conduct basic epidemiologic research using multivariable models (e.g., linear, logistic, Cox, Poisson regression)
7. Interpret individual published epidemiologic studies in which major epidemiologic study designs are used
8. Utilize statistical programming packages in preparing scientific reports
9. Communicate epidemiologic information in a written scientific report
10. Recognize potential ethical issues in epidemiologic studies

**Courses required for the Certificate in Quantitative Methods in Public Health (executive format):**

<b>AEPI 530D:</b> Applied Epidemiology I	(3 credit hours)
<b>AEPI 534D:</b> Applied Epidemiology II	(3 credit hours)
<b>AEPI 536D:</b> Epidemiological Modeling	(3 credit hours)
<b>BIOS 516D:</b> Applied Biostatistics I	(2 credit hours)
<b>BIOS 517D:</b> Applied Biostatistics II	(2 credit hours)
<b>BIOS 518D:</b> Applied Biostatistics III	(2 credit hours)

This program must be completed in three semesters (12 months) of study due to the course sequencing.

**Certificates Earned in Conjunction with MPH/MSPH Degrees**

Rollins offers six school certificate programs that degree-seeking students may earn in conjunction with their MPH/MSPH degrees as well as three collaborative certificate programs. The basic curriculum includes coursework, a relevant practicum/applied practice experience,

## CERTIFICATE PROGRAMS

and a culminating experience/Integrative Learning Experience that relates to the topic of the certificate. Through Rollins' core and department requirements, the student gains the MPH/ MSPH core competency knowledge as part of the degree program. The certificate curriculum identifies a set of competencies that will be met through the completion of the program. Certificate coursework (exclusive of the applied practice experience and Integrative Learning Experience) is beyond the core and required departmental non-elective courses for fulfillment of the student's degree program, but may be counted as electives toward degree completion. There are three additional certificates offered through the University that appear in the collaborations section of this catalog on page [201](#).

### Certificate in Genetic and Molecular Epidemiology

We are generating genetic and molecular data at a revolutionary pace, and these data are increasingly being integrated into epidemiologic studies. The Genetic and Molecular epidemiology (GME) certificate program at Rollins prepares students to assess, manage, and analyze these data in a public health context. Graduates of the GME certificate program will have exposure to principles of genetic epidemiology and molecular epidemiology. Through coursework, their applied practice experience, and their Integrative Learning Experience project, students will gain mastery of analysis and interpretation of genetic or molecular data as it applies to public health research.

GME certificate students will complete 13 hours of training through coursework, their applied practice experience, and the Integrative Learning Experience. The course requirements are listed below. Students apply to the GME certificate while enrolled in EPI 510: Introduction to Genetic and Molecular Epidemiology in their first semester. Students may enroll in EPI 510 and apply to the certificate in their second year with the permission of the certificate director.

#### Competencies of the Certificate in Genetic and Molecular Epidemiology

Upon completion of the certificate the graduate will be able to:

- Describe how knowledge of the genetic and molecular basis for human diseases can be applied in public health research and practice. Describe the importance of genetic epidemiology and molecular epidemiology to public health.
- Identify key principles and methods for biological sample collection, including informed consent, sample handling, and biobanking (e.g., chain of custody, quality assurance, use of samples and data).
- Describe how genetic and molecular data are generated, including basic knowledge of current laboratory technologies. Describe the latest technologies in molecular and genomic data generation used to investigate disease, pathogenesis, and normal variation of traits. Identify potential sources of error and bias from technical and biological artifacts.
- Recognize how molecular biology, biomarkers, and genetics can be incorporated into the design, analysis, and interpretation of epidemiological studies, including integration of findings from other genetic/molecular studies.
  - a. Describe the major genetic epidemiologic research study designs and their advantages and limitations. Apply knowledge of inheritance to understanding the genetic architecture of diseases and health conditions.
  - b. Describe the major molecular epidemiologic research study designs and their advantages and limitations.
- Justify the roles of: epidemiologists, clinicians, basic scientists, bioinformaticians and statisticians in the design, analysis, and interpretation of epidemiological studies that incorporate genetic and molecular data.
- Describe the ways that genetic and molecular tests are currently deployed in public health practice.
- Interpret and critique published epidemiologic research studies that include genetic and molecular data, including the design and analysis of validation studies (for biomarkers) and/or replication studies (for genetic association studies). Demonstrate the ability to explain, both orally and in writing, the findings and implications of molecular and genetic epidemiologic studies.

- Describe the legal, ethical, and social issues that may be associated with the collection and application of genetic and genomic information and molecular biomarkers.

**Courses Required for the Certificate in Genetic and Molecular Epidemiology**

*Pre-requisite*

<b>EPI 510</b>	Introduction to Genetic and Molecular Epidemiology	1
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*Core Courses*

EPI 547	Public Health Applications of Molecular Epidemiology	2
EPI 552	Human Genome Epidemiology	2

*GME Electives (four credits total)*

EH 520	Human Toxicology	3
EH 523	Foundations of Neurotoxicology	1
EH 527	Biomarkers in Environmental Public Health	2
EH 740	Foundations of Molecular Toxicology	1
EPI 556	Applied Genomic Epidemiology	2
EPI 561	Methods in Obesity Epidemiology	2
EPI 585	Advanced Cancer Epidemiology	2
EPI 591L	Methods in Nutritional Epidemiology	2
GH 571	Vaccines and Vaccine Preventable Diseases	2
BIOS 540	Bioinformatics	2
BIOS 555	High-Throughput Data using R and BioConductor	2
BIOS 570	Methods in Statistical Genetics	2
IBS 746	Graduate Human Genetics (special permission)	4
IBS 593	Population and Quantitative Genetics (special permission)	4

Other courses may also be appropriate with special permission of the certificate director:

Applied Practice Experience	0
Thesis/Capstone	4

For more information please contact Dr. Jennifer Mulle, program co-director ([jmulle@emory.edu](mailto:jmulle@emory.edu)), Dr. Yan Sun, program co-director ([yvsun@emory.edu](mailto:yvsun@emory.edu)), or Noni Bourne, program administrator ([noni.bourne@emory.edu](mailto:noni.bourne@emory.edu)).

**Certificate in Complex Humanitarian Emergencies**

The Rollins School of Public Health, in partnership with CDC's Emergency Response and Recovery Branch, offers a Certificate in Complex Humanitarian Emergencies (CHE) for qualified Rollins students. It is an interdisciplinary program that combines the teaching and research strength of Emory University with the applied technical skills of the CDC's Emergency Response and Recovery Branch.

This is a rigorous and competitive certificate program with approximately twenty-five students who meet the following criteria accepted into the program each year. The ideal candidate for this certificate is a student who:

- Wants to work overseas in emergency and post emergency settings as their career.
- Has international development and/or relevant field experience in humanitarian response and/or low-resource settings.
- Is committed to building practical field epidemiological methods skills in low-resource settings.

## CERTIFICATE PROGRAMS

Applications are accepted in the Fall of a student's first year as the program takes two full years to complete. The application and its deadline are posted on the CHE website ([www.che.emory.edu](http://www.che.emory.edu)) annually in late July.

CHE courses are open to other Emory graduate health schools on a case-by-case basis under the discretion of the program coordinator.

### Competencies for the Certificate in Complex Humanitarian Emergencies (CHE)

Upon completion of the certificate the graduate will be able to:

- Utilize data, both qualitative and quantitative, to describe a complex humanitarian crisis in terms of magnitude, person, time, and place.
- Calculate basic epidemiology measures.
- Evaluate the strengths and limitations of epidemiological data within the context of CHE.
- Develop public health programs and strategies responsive to the diverse cultural values and traditions of the community being served.
- Identify internal and external problems that may affect the delivery of essential public health programs.
- Collaborate with communication and informatics specialists in the process of design, implementation and evaluation of public health programs in CHE.

### Certificate Requirements

Awarding the certificate requires students to be accepted into the program and then complete:

- Two core classes
- Six credit hours of approved electives
- Three credit hours of approved advanced methods
  - *Note: Students in EPI/GLEPI/EH EPI programs may waive advanced methods requirement (and replace with 3 additional credits of approved electives) through demonstrating mastery of the epidemiologic competencies listed below. Please speak with program coordinator for additional information on documentation of this waiver.*
- Applied Practice Experience which addresses a substantive topic in humanitarian emergencies
- Thesis which addresses a substantive topic in humanitarian emergencies
  - *Note: With the permission of the certificate coordinator, students who complete a capstone rather than a thesis may take an additional 4 credit hours of approved electives to fulfill the thesis requirement.*
- Fifteen hours of CHE-related volunteer participation

### Courses Required

\*All courses must be taken for credit and cannot count towards the certificate, as either an elective or advanced method, if they are required for either your degree or concentration. \*

#### Core Requirements

<b>GH 510</b>	Epidemiological Methods in Complex Humanitarian Emergencies	2
<b>GH 512</b>	Health in Complex Humanitarian Emergencies	2

#### Elective CHE Courses (Select 6 total elective credit hours.)

<b>GH 531</b>	Mental Health in Complex Humanitarian Emergencies	1
<b>GH 532</b>	Risk Communications for Complex Humanitarian Emergencies	1
<b>GH 533</b>	Preparedness and Planning Complex Humanitarian for Emergencies	1
<b>GH 537</b>	Programming for Sexual and Reproductive Health in Complex Humanitarian Emergencies	1

<b>GH 538</b>	Food and Nutrition in Complex Humanitarian Emergencies	1
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*\*See CHE website for approved electives outside CHE Certificate Courses listed here\**

*Advanced Methods (Please select a minimum of 3 credit hours.)*

<b>BIOS 501</b>	Statistical Methods II with lab	4
<b>BSHES 539</b>	Qualitative Data Analysis	3
<b>BSHES 542</b>	Socio-Behavioral Measurement	3
<b>GH 521</b>	Program Management	3
<b>GH 522</b>	Qualitative Research Methods for Global Health	3
<b>GH 525</b>	Qualitative Data Analysis	3
<b>GH 560</b>	Monitoring and Evaluation of Global Public Health Programs	3
<b>INFO 501</b>	Principles of Public Health Informatics II	2

For more detailed information, please see the CHE website at [www.chc.emory.edu](http://www.chc.emory.edu).

### Certificate in Maternal and Child Health (MCH)

The Certificate in Maternal and Child Health (MCH) at Rollins aims to equip students to become leaders and professionals in governmental and non-governmental public health organizations serving women, infants, children, and adolescents at local, regional, national, and international levels.

#### Applicant Criteria

This is a rigorous and competitive certificate program intended for students who are committed to the development and promotion of the MCH field. Applicants should have demonstrated leadership and team player capabilities. Prospective MPH/MSPH students with an interest in maternal and child health from all Rollins departments are eligible to apply for one of approximately 20 slots during the regular admissions process. Information about the program and the certificate requirements are available at: <http://mch.emory.edu/>.

#### Application Deadline

Prospective students should indicate an interest in the MCH Certificate on their SOPHAS application. Interested students should apply to Rollins by the school's priority deadline. A supplemental application will be sent by email.

If you have specific questions about the MCH Certificate Program, please contact Eve Rose at [mch@emory.edu](mailto:mch@emory.edu). More general information is available at [www.mch.emory.edu](http://www.mch.emory.edu).

#### Competencies of the Certificate in Maternal and Child Health

Upon completion of the certificate, the graduate will be able to:

- Use data to identify issues related to the health status of a particular MCH population group, describing health disparities within MCH populations, and offering strategies to address them.
- Demonstrate the use of a systems approach to explain the interactions among individuals, groups, organizations, and communities.
- Use self-reflection techniques effectively to enhance program development, scholarship, and interpersonal relationships, recognizing that personal attitudes, beliefs, and experiences (successes and failures) influence one's leadership style.
- Identify ethical dilemmas and issues that affect MCH population groups.
- Describe the ethical implications of health disparities within MCH populations with an awareness of ethical issues in patient care, human-subjects research, and public health theory and practice.
- An awareness of ethical issues in patient care, human-subjects research, and public health theory and practice.



## CERTIFICATE PROGRAMS

- Initiate and act as a catalyst for the discussion of these dilemmas and issues. Conduct personal self-assessments regarding cultural competence, assessing strengths of individuals and communities and responding appropriately to their needs based on sensitivity to and respect for their diverse cultural and ethnic backgrounds and socioeconomic status.
- Describe strategies to assure culturally-sensitive public health and health service delivery systems, integrating cultural competency into programs, research, scholarship, and policies.
- Operationalize the “family-centered care” philosophical constructs and use these constructs to critique and strengthen practices, programs, or policies that affect MCH population groups.
- Describe how family perspectives play a pivotal role in MCH research, clinical practice, programs, or policy.
- Recognize and create learning opportunities for others.
- Participate in a mutually beneficial mentoring relationship.
- Identify strengths of team members appropriate to a given task, and facilitate group processes for team-based decisions valuing and honoring diverse perspectives.
- Participate in basic strategic planning processes such as developing a mission, vision, strategic goals, and activities, identifying community stakeholders and their level of engagement in the collaboration process.
- Understand the roles and relationships of groups involved in the public policy development and implementation process, including the branches of government.
- Analyze the potential impact of policies on diverse population groups.
- Use data, levels of evidence, and evaluative criteria in proposing policy change.
- Frame problems based on key data, including economic, political, and social trends that affect the MCH population.

### Certificate Requirements

Awarding the certificate requires students to be accepted into the program and then complete:

- 3 core courses (6 credits)
- 1 Life Course selective course (2-3 credits)
- 1 Management & Policy Selective (2-3 credits)
- Applied Practical Experience (APE) and Integrated Learning Experience must be MCH-related

#### *Required Core Courses*

<b>EPI/BSHES/HPM/GH 596:</b>	Foundations in Maternal and Child Health	3
<b>EPI 508R:</b>	Maternal and Child Health Collaborative Leadership Seminar	1
<b>BSHES/EPI 509:</b>	Overview of Children with Special Health Care Needs	2

#### *Life Course Selective (Select 1 course; 2-3 credits)*

<b>EPI 744</b>	Pediatric and Perinatal Epidemiology	2
	EPI 530 & 534 are prerequisites	
<b>GH 546</b>	Maternal and Child Nutrition	3
<b>GH 552</b>	Global Elimination of Micronutrient Malnutrition	2
<b>GH/EPI 566</b>	Immunization Programs and Policies	2
<b>BSHES 517</b>	Adolescent Health	2
<b>EPI/GH 550</b>	Epidemiology and Dynamics of HIV/STD Transmission	2
<b>EPI 746</b>	Reproductive Epidemiology	2
	EPI 530 or 504 are prerequisites	
<b>GH 530</b>	Global Elimination of Maternal Mortality from Abortion Seminar	2
<b>GH 539</b>	Reproductive Health Program Management	2
<b>GH 541</b>	Technology of Fertility Control	2

<b>GH 563</b>	AIDS: Global Public Health Implications	2
<b>GH 593</b>	Religion and Health: Sexual and Reproductive Health	2
<b>EPI 516</b>	Issues in Women's Health	2
	EPI 530/504 and BIOS 500 are prerequisites	
<b>HPM 569</b>	Women's Health Policy: A Lifecycle Approach	3

*Management & Policy Selective (2-3 credits)\**

<b>HPM 502</b>	Introduction to Healthcare Management	2
<b>GH 521</b>	Program Management	3
<b>HPM 510</b>	Financial Accounting	3
<b>HPM 521</b>	Introduction to Health Economics	3
<b>HPM 533</b>	Qualitative Methods for Health Services Research	3
<b>HPM 553</b>	Pharmaceutical Economics and Policy	3
<b>HPM 562</b>	Health Insurance Concepts	3
<b>HPM 565</b>	Health Care for the Indigent	2
<b>HPM 569</b>	Women's Health Policy: A Lifecycle Approach	3

(\*HPM 502 or GH 521 are the primary options for this section; remaining course options are only accepted in specific cases)

**Certificate in Public Mental Health**

Mental health is integral to and inseparable from public health. This interdepartmental program addresses the interface of mental health and public health and is intended to enhance the competencies of students concentrating in any of the school's departmental programs. Students completing the program will be able to describe the epidemiologic burden of mental illness on society, apply theories and evaluate empirical evidence on determinants of mental health, design and critique interventions intended to promote mental health, and identify the sources of financing and public policies that affect mental health services.

**Competencies of the Certificate in Mental Health**

Upon completion of the certificate, the graduate will be able to:

- Describe the epidemiologic burden of mental illness on US and global populations.
- Describe the major theories on the etiology of mental illness or categories of mental illness.
- Evaluate empirical evidence on social determinants of mental illnesses or categories of mental illness.
- Describe how cultural differences affect the experience of mental illness and the seeking of health services.
- Identify population-based interventions that would reduce the onset of mental illnesses or categories of mental illness.
- Describe how populations in the US receive and finance mental health services.
- Identify policy initiatives that would improve access to mental health services in the US.
- Identify gaps in coverage for mental health services in the US and global settings and their consequences for mental health.

**Certificate Requirements**

- Prerequisite: BSHES 585 Introduction to Public Mental Health, 1 credit hour
- BSHES 592/HPM 592, Case Studies in Public Mental Health, 2 credit hours
- This is a required course for all MPH or MSPH students enrolled at Rollins who plan to pursue the Certificate in Mental Health. Participating certificate students will be identified based on their enrollment in this course. Students in the course will work in interdisciplinary teams to examine and provide solutions to real-life public mental health problems while interacting with experts from the field.

## CERTIFICATE PROGRAMS

- Applied Practice Experience (a minimum of 200 hours) must comprise elements of public mental health
- Thesis or capstone project (Integrative Learning Experience) on topic in public mental health\*
- A minimum of 6 credit hours from the following courses or courses approved by Dr. Benjamin Druss or Dr. Delia Lang:
  - BSHES 565 Violence as a Public Health Problem, 2 credit hours
  - BSHES 583 Mindfulness and Health, 1 credit hour
  - BSHES 586 Prevention of Mental and Behavioral Disorders, 2 credit hours
  - EH 580 Injury Prevention and Control, 2 credit hours
  - EPI 589 Psychosocial EPI, 2 credits hours
  - GH 531 Mental Health in Complex Humanitarian Emergencies, 1 credit hour
  - GH 583 Introduction to Global Mental Health, 2 credit hours
  - HPM 563 Long Term Care Policy and Practice, 2 credit hours
  - HPM 577 Mental Health/Medical Interface, 2 credit hours
  - SOC 330 Mental Health and Well-Being, 4 credit hours
  - SOC 513, Perspectives on Mental Health, 2 credit hours
  - Any 300 level or above Psychology classes

\*If the topic of the capstone or thesis cannot relate to public mental health, four additional credits of elective courses with a focus on mental health may be substituted with the permission of the certificate coordinator. Permission for the substitution must be obtained early in the second year of the program. For more detailed information about the certificate including the enrollment process, please see the website at <https://www.sph.emory.edu/academics/certificates/certificate-mh/index.html>.

### Certificate in Social Determinants of Health

The Certificate in Social Determinants of Health (SDOH) welcomes students who are committed to studying and intervening in the social conditions (e.g., neighborhood poverty rates, structural racism) that shape health and well-being across and within populations. This certificate program provides a range of intellectual, academic, research, and professional development opportunities that are designed to strengthen students' abilities to pursue related careers. Students committed to advancing social justice and/or to eradicating health disparities will find this certificate program a particularly good fit for their interests.

All students currently enrolled in a master's degree program (MPH, MSPH) at Rollins are eligible to enroll in the certificate program. Students are encouraged to enroll in their first year at Rollins, though it may be possible to complete the certificate requirements if students enroll at the beginning of their second year. Students apply to the SDOH certificate while enrolled in EPI 511: Social Determinants of Health Seminar in their first semester. Students may enroll in EPI 511 and apply to the certificate in their second year with the permission of the certificate director.

### Competencies of the Certificate in Social Determinants of Health

Upon completion of the certificate the graduate will be able to:

- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Describe the merits of social and behavioral science interventions and policies.
- Specify multiple targets and levels of intervention for social and behavioral science programs and policies.
- Critically evaluate the epidemiologic literature.
- Formulate a testable hypothesis to determine an appropriate study design concerning the etiology and control of health problems.

### Certificate Requirements

Students earn a certificate by meeting the following requirements:

- a. Take the following core courses, and earn a grade of at least a B+:
  - EPI 511 SDOH Seminar (1 credit, Fall Semester)
  - EPI 591S Social Epidemiology (2 credits, Fall or Spring)
- b. Take 6 credits listed on the course roster and earn a grade of at least a B+. These courses cannot be used to meet the core course requirements of the student's degree program.
- c. Complete a capstone project or thesis on a topic related to social determinants of health.
  - At least one research question or aim must pertain to a SDOH factor.
  - Abstracts of the final projects must be submitted to the certificate committee for review and approval.
- d. Complete an Applied Practice Experience (APE) on a topic related to social determinants of health.

For more detailed information about the certificate, including the enrollment process and course roster of approved electives, please see the website at <https://www.sph.emory.edu/academics/certificates/socio-contextual-determinants-health/index.html>.

For more information please contact the certificate program administrators at [spheptide@emory.edu](mailto:spheptide@emory.edu).

### Certificate in Water, Sanitation, and Hygiene

The Certificate in Water, Sanitation, and Hygiene (WASH) at the Rollins School of Public Health is offered through the Center for Global Safe WASH at Emory University and aims to train graduate students to be competitive for WASH-related careers. This is a rigorous, self-guided certificate program open to all Rollins students.

#### Competencies of the Certificate in Water, Sanitation, and Hygiene

Upon completion of the certificate program, the student will be able to:

- Describe the multidisciplinary nature of WASH-related issues.
- Practice WASH-related laboratory methods.
- Examine potential solutions for WASH-related challenges at the household and community level.
- Recognize the role in policy in shaping the WASH landscape.
- Identify entities working in the WASH sphere.
- Generate WASH-related knowledge through practice by completing:
  1. An Integrative Learning Experience (capstone or a thesis), and
  2. A WASH-related field experience (applied practice experience or GFE)

#### Certificate Requirements

- Complete a minimum of 12 credit hours of WASH-related coursework, with at least one methods-related course and one biology-related course.
- Maintain a cumulative GPA of 3.3 or greater in all WASH-related courses.
- Attend two CGSW-sponsored seminars per year (four total).
- Successfully complete a WASH-related applied practice experience.
- Successfully complete a WASH-related Integrative Learning Experience (capstone or thesis).

For more detailed information, including contact information, course schedules, and forms, please see the WASH Certificate website at <http://www.cgswash.org/for-students/wash-certificate/>.

### Special Programs

#### Scholars in Action

The Scholars in Action program allows all selected merit scholar recipients to contribute to the professional education of the Rollins community (e.g. faculty, staff, students, and community partners), relate academic experiences to the resolution of contemporary public health issues, and discuss public health issues from interdisciplinary perspectives. The goals of the Rollins School of Public Health Scholars in Action program are: (1) Rollins will have mutual, sustainable relationships with local and global community partners; (2) Rollins Student Services will manage a premier, student-run leadership/community engaged learning program and community for merit scholars, differentiating Rollins from other peer institutions; and (3) Rollins alumni will apply skills learned from Scholars in Action in local and global communities after graduation.

Participation in Scholars in Action is not required for merit scholars to maintain their funding; however, it is a leadership opportunity that scholars may integrate into their experience at Rollins. Merit scholars may choose to become involved in Scholars in Action by engaging in one of four committees: The Service Committee is responsible for collaborating with community partners to plan regular service opportunities and days of service for merit scholars and Rollins faculty, staff, and students. The Social Committee is responsible for building community among merit scholars by hosting on-campus and off-campus events. The Professional Development Committee collaborates with Rollins departments to implement professional development seminars for the Rollins community. The Assessment & Evaluation Committee uses qualitative and quantitative methods to evaluate Scholars in Action and all committee events.

#### Returned Peace Corps Volunteers

Returned Peace Corps Volunteers (RPCV) bring a unique perspective and skill set to the study and application of public health, and are recognized as a vital part of the Rollins student body. There is a vibrant and thriving Peace Corps community at the Rollins School of Public Health at Emory University with over 70 RPCVs enrolled in the MPH program. The perspective that Peace Corps experience offers is valued in and out of the classroom. Rollins grants a \$15,000 tuition scholarship to all admitted, full-time RPCV students working toward their MPH or MSPH degree.

#### Paul D. Coverdell Fellowship for Returned Peace Corps Volunteers

Returned Peace Corps Volunteers pursuing a career in public health are eligible for the Paul D. Coverdell Fellowship. The Paul D. Coverdell Fellowship advances the third goal of the Peace Corps, to help promote a better understanding of other peoples on the part of Americans by developing and maintaining educational partnerships that place returned volunteers in internships in underserved U.S. communities. Furthermore, it supports Rollins' mission by creating an environment supporting excellence in service, and training public health leaders to promote health and prevent disease in human populations around the world.

In order to be considered for the fellowship, applicants must be admitted to any department for the MPH/MSPH degree program and indicate their Returned Peace Corps Volunteer status on their SOPHAS application. An applicant must submit a completed SOPHAS application by the school-wide priority deadline. Once an eligible applicant's SOPHAS application is received by Rollins, they will be sent the Paul D. Fellowship Supplemental Application. This program requires 2 years (4 fall/spring semesters) of full-time enrollment at Rollins in order to fulfill the additional job responsibilities associated with the fellowship. RPCVs are nominated by their department for merit scholarship consideration and are reviewed by the Peace Corps program committee to select 5-10 fellows each year.

Rollins greatly values the experience, perspective and service of all RPCV students. Those selected as Paul D. Coverdell Fellows receive an award package including: partial tuition scholarship, Rollins Earn and Learn award, and an applied practice experience award. The award package is provided to Coverdell Fellows in order to facilitate community-engaged learning programs and to coordinate activities on campus in the Atlanta community.

The Paul D. Coverdell Fellows are responsible for: (1) Organizing community projects with refugee organizations in the Atlanta area which utilize strategies similar to those employed in the field by Peace Corps Volunteers; (2) Maintaining an active and engaged campus Peace Corps community via regular service and social events for RPCVs on and off campus; (3) Leading and participating in committees in collaboration with peers and officials across campus in order to carry out program responsibilities; (4) Collaborating through service with local organizations to address issues affecting diverse communities in the metro-Atlanta area (e.g. language, culture, career options, access to health care and other resources).

#### **AmeriCorps/Service Corps Student Leaders**

The Rollins School of Public Health greatly values the experiences, perspectives, and service of students connected to AmeriCorps and national service. In recognition of the ongoing commitment to service and leadership at Rollins, a \$6,000 award is offered to admitted students in any department who have completed a minimum of one year of service (1,700 full-time hours) with a national volunteer agency like AmeriCorps or an AmeriCorps-affiliated agency. Service Corps Student Leaders help to facilitate the annual Rollins-teer Day of Service during orientation as well as additional activities, events, and dialogue that connect their previous experiences to current coursework and public health interests.

#### **Gates Millennium Scholars at Rollins (GMS@Rollins)**

With over 30 Gates Millennium Scholars enrolled in the MPH/MSPH program, the Rollins School of Public Health has the largest Gates Millennium Scholars cohort among all public health institutions in the United States. Gates Millennium Scholars that choose to enroll at Rollins are automatically considered part of GMS@Rollins. GMS@Rollins is a unique, student-run program that provides opportunities for service, community-building, and professional development for Gates Millennium Scholars and first-generation students.

## DOCTORAL PROGRAMS

### Doctoral Programs

Doctoral programs are offered by the Departments of Behavioral, Social, and Health Education Sciences; Biostatistics and Bioinformatics; Gangarosa Department of Environmental Health; Epidemiology; Health Policy and Management; and Hubert Department of Global Health through the Laney Graduate School. Additionally, Nutrition Health Sciences is an interdepartmental program also offered through the Laney Graduate School. Information about the programs, requirements for admission, and application procedures are available from the Laney Graduate School, Emory University, Atlanta, GA, 30322, by telephone at 404.727.6028 or on the web at [www.graduateschool.emory.edu](http://www.graduateschool.emory.edu). Information also is available from the directors of each doctoral program in the Rollins School of Public Health. Also refer to <https://www.sph.emory.edu/academics/doctoral-programs/index.html> for specific information.

#### **Behavioral, Social, and Health Education Sciences:**

Jessica Sales, PhD, Director of Graduate Studies

Brandi Harper, Program Administrator

404.727.9868, [brandi.harper@emory.edu](mailto:brandi.harper@emory.edu)

#### **Biostatistics:**

Zhaohui (Steve) Qin, PhD, MS, Director of Graduate Studies

Angela Guinyard, Assistant Director of Academic Programs

404-712-9643, [angela.guinyard@emory.edu](mailto:angela.guinyard@emory.edu)

#### **Environmental Health Sciences:**

Stefanie Ebelt, ScD, MSc, Director of Graduate Studies

Angela Rozo, Graduate Program Coordinator

404-712-8072, [arozo@emory.edu](mailto:arozo@emory.edu)

#### **Epidemiology:**

Shakira Suglia, ScD, Director of Graduate Studies

Noni Bourne, Associate Director of Academic Programs

Farah Dharamshi, Associate Director of Academic Programs

404.727.8729, [spheptidept@emory.edu](mailto:spheptidept@emory.edu)

#### **Health Services Research and Health Policy:**

Jason Hockenberry, PhD, Director of Graduate Studies

Kent Tolleson, Program Administrator

404.727.3211, [ktolles@emory.edu](mailto:ktolles@emory.edu)

#### **Nutrition and Health Sciences (Collaborative Program):**

Aryeh D Stein, PhD, co-Director of Graduate Studies

Jean Welsh, RN, PhD, co-Director of Graduate Studies

Mary Beth Weber, PhD, Program Recruiter

Joan Lynfatt, Program Administrator

404.727.5552, [jlynfatt@emory.edu](mailto:jlynfatt@emory.edu)

## Collaborative Programs

### Master of Science in Clinical Research

[www.georgiactsa.org](http://www.georgiactsa.org)

#### Henry M. Blumberg, MD, Program Director

The Georgia Clinical and Translational Science Alliance (NIH-funded CTSA), presents the Master of Science in Clinical Research (MSCR) degree program through Laney Graduate School. This program provides didactic and mentored clinical and translational research training. The goal of this degree is to provide the educational background for physicians and other doctoral scientists who need and desire the analytic and related skills for clinical investigation. It teaches modern clinical scientific research methods that involve investigative and evaluative medicine and addresses the national shortage of skilled clinical research physicians. The CTSA has made it possible to expand the program to include pre-doctoral trainees and award the dual degrees of MD/MSCR and PhD/MSCR.

The program provides training in analytic epidemiology, analytic and statistical reasoning; hypothesis development; data collection and management; scientific writing; clinical trial protocol design for interventional and observational studies; and legal, ethical, social, and regulatory issues related to clinical research.

### Requirements

The program requires the completion of 30 semester hours of academic credit. This includes in-class didactic study, grant application, and a research thesis. Although many in this course of study have clinical and other obligations, full-time students normally devote approximately 40 hours per week for class-related activities. Most students complete the program in two years. Didactic work is scheduled in afternoons to facilitate those with patient clinical commitments.

#### Required Courses for the Master of Science in Clinical Research

Fall Semester	Course Title	Credit Hours
MSCR 500	Biostatistics for Clinical Research	3
MSCR 530	Analytic Methods for Clinical Research I	3
MSCR 533	Data Management	2
MSCR 761	Introduction to Clinical & Translational Research	2
MSCR 591	Community Engagement and Health Disparities in Clinical & Translational Research	1
MSCR 595	Health Services Research	1
MSCR 598	Big Data to Knowledge (BD2K)	1
Spring Semester	Course Title	Credit Hours
MSCR 534	Analytic Methods for Clinical Research	3
MSCR 536	Analysis and Presentation of Clinical Research Data	2
MSCR 592	Clinical Research Colloquium	1
MSCR 509	Overview of High Dimensional Data Analysis	2
MSCR 593	Ethical, Legal and Social Issues of Responsible Clinical Research	1
MSCR 520	Clinical Trial Design and Analysis	2
MSCR 594A	Scientific and Grant Writing	1
Fall Semester	Course Title	Credit Hours
MSCR 594B	Scientific and Grant Writing (fall semester, second year)	1



## COLLABORATIVE PROGRAMS

Summer Semester	Course Title	Credit Hours
RES599MSCR	Research	4
<b>Total Hours for Degree</b>		<b>30</b>

### Administration and Application Information

The program director is Henry M. Blumberg, MD, professor of medicine, epidemiology and global health, Division of Infectious Diseases, Emory School of Medicine. The Master of Science in Clinical Research program is supported by the National Institutes of Health Clinical and Clinical and Translational Science Award (CTSA).

To learn more about the admission process, contact Cheryl Sroka, program coordinator at 404.727.5096 or email: [csroka@emory.edu](mailto:csroka@emory.edu).

### Doctoral Program in Nutrition and Health Sciences

The Rollins School of Public Health collaborates with the School of Medicine and Laney Graduate School in offering the Program in Nutrition and Health Sciences. The goal of the program is to provide students with the necessary skills to investigate the relationship between nutrition and human health, especially with respect to the prevention and control of nutritional problems and related diseases. This includes, at a basic level, knowledge of how nutrients participate in biochemical processes and affect molecular events such as control of gene expression. At a population level, goals include a better understanding of the causes and consequences of variations in nutritional intakes and status in order to improve dietary practices and to enhance health on a national and international level. The program integrates the fields of nutrition and public health sciences because many of the important questions of human health involve the interface between these disciplines. Additional information is available at <http://nutrition.emory.edu/>.

### The Emory Graduate Certificate in Human Rights

The Institute of Human Rights at Emory provides an opportunity for faculty and students to further their understanding of the theories and issues of human rights. The Emory Graduate Certificate in Human Rights is an integrated, innovative, and cooperative approach to human rights scholarship and training. The certificate combines the teaching and research strength of Emory University with the applied programs of our professional partners, including CARE USA, The Carter Center, and the U.S. Centers for Disease Control and Prevention. Faculty in several schools at Emory, including Emory College, Laney Graduate School, the School of Law, the Rollins School of Public Health, Goizueta Business School, the Nell Hodgson Woodruff School of Nursing, and the Candler School of Theology have been involved in building an academic human rights program at Emory.

This is a self-guided certificate which allows students flexibility in the completion of certificate requirements. However, students are encouraged to meet with one of the program's faculty members for advisement on their course of study.

#### Competencies:

Upon completion of the graduate certificate in human rights, students will be able to:

1. Understand the interdisciplinary nature of human rights; and
1. Evaluate human rights policies across disciplines

#### Certificate Requirements:

Awarding of the certificate requires students to complete the following:

- Core Seminar: Interdisciplinary Perspectives on Human Rights (ES585/ GH526/ LAW819/ POLS585). This foundational, three-credit-hour course is usually taken in the Fall

Semester of an MPH student's second year and examines the theory and practice of global and human rights from an interdisciplinary perspective.

- Additional approved courses: MPH students in the Rollins School of Public Health are required to take a total of six additional credits from the approved course listing found on the website at <http://humanrights.emory.edu/sub-educational.htm>. Each course on this list has substantive human rights components as part of its curriculum. Doctoral level students must take a total of nine additional credit hours.
- Applied Practice Experience: Students must complete an Applied Practice Experience (APE) with a substantive human rights component. APEs must fulfill all RSPH requirements including development of deliverables for the APE partner agency. The Institute of Human Rights helps coordinate placements, if requested.
- Culminating Experience: Students must complete a culminating experience or thesis with a substantive human rights emphasis. For students who complete a capstone for their department, please reach out to the certificate administrator for additional options to fulfill this requirement.

Please note, both APE and Culminating Experience requirements must be approved by certificate administrator to count towards fulfillment of the human rights certificate.

Additional information about the Institute of Human Rights and the graduate certificate in human rights may be found on their website at <http://humanrights.emory.edu/sub-educational.htm#ge>.

### Certificate in Injury and Violence Prevention

The Certificate in Injury and Violence Prevention is designed to provide MPH/MSPH, PhD, and Candler students a foundation in theoretical and epidemiologic concepts of injury prevention and control and a platform from which to examine the causes, consequences, and prevention strategies used in our society. Combining multidisciplinary coursework, research, practical experience, and access to a vast injury prevention network, this certificate will broaden students' perspectives on a complex issue while preparing them to become leaders of injury prevention within their chosen discipline. For additional information, please see: <http://iprce.emory.edu/education-training/certificate-program.html>.

### Religion and Health Certificate

The Certificate in Religion and Health provides an opportunity for the interdisciplinary study of the intersections of health and religions. Perspectives from a variety of disciplines in the health sciences and the social sciences, particularly those in public health, are brought into dialogue with those from theology and religion to assist students in developing theories and practices about personal, communal, institutional, and social dimensions of health.

### Key Components of the Certificate

This is a certificate for degree-seeking students and provides a structure to take two courses outside their primary degree school and to tailor existing academic requirements. These requirements include:

1. One of two core courses;
2. Attendance and participation at the annual RPHC Community of Scholars reception at the beginning of each academic year;
3. An integrative paper/thesis/capstone;
4. Elective courses equivalent to 9 credit hours (Rollins thesis credit hours can be used here);
5. Applied practice/field component in religion and health that fits the requirements in the discipline which the student is enrolled; and,
6. Participation in University-wide special lectures and seminars in religion and health.

For additional information, students may contact Mimi Kiser in the Rollins School of Public Health, [mkiser@emory.edu](mailto:mkiser@emory.edu), [www.rphcemory.org](http://www.rphcemory.org).

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### Biostatistics Collaboration Core

The Biostatistics Collaboration Core (BCC) offers comprehensive bioinformatics, statistical, and computational collaboration to the university community. The primary mission of BCC is collaborating with investigators to choose appropriate study design for quantitative analysis and to assure appropriate implementation of statistical methodology in research. The BCC offers a complete range of services including study design; database design and management; bioinformatics needs; statistical analysis for abstracts and grants; and supporting the presentation and publication of research results. Based on the scope and content of each project, the BCC Director Dr. René H. Moore, research associate professor; and Associate Director Dr. Christina Mehta, research assistant professor, bring together the appropriate personnel from the Department of Biostatistics and Bioinformatics. Each BCC team may include any combination of the following personnel: faculty biostatisticians, staff biostatisticians, database managers, programmers, and graduate students. Dr. Moore or Dr. Mehta and the principal investigators will have an initial meeting to review research needs, estimate work load, and plan a realistic timeline. Dr. Moore and Dr. Mehta look forward to hearing from you and can be reached via email at [renee.moore@emory.edu](mailto:renee.moore@emory.edu), [christina.mehta@emory.edu](mailto:christina.mehta@emory.edu) or via telephone at 404-727-9291 or 404-727-7623.

### Center for AIDS Research at Emory University

Funded by the National Institutes of Health, the Center for AIDS Research at Emory University (Emory CFAR) is the hub of a multidisciplinary community of science that has brought Rollins and Emory to international prominence as a center of excellence in HIV research. Under the shared leadership of Rollins Dean James W. Curran, Executive Associate Dean for Medicine at Grady Health System Carlos del Rio, and Georgia Research Alliance Eminent Professor Eric Hunter, the Emory CFAR has three main goals: (1) To stimulate, support, sustain, and expand high-priority HIV research that will prevent new infections, improve the well-being of people living with or at risk for HIV, and move science toward the discovery of a vaccine and a cure; 2) to translate HIV research findings into interventions that will lessen the impact of HIV locally and globally; and 3) to identify, train, mentor, and support the next generation of HIV researchers and scientific leaders. The Emory CFAR currently serves nearly 200 HIV investigators across the university whose federally funded HIV research totals approximately \$60 million annually. Four of the Emory CFAR's seven core facilities are located at Rollins: Administrative, Developmental, Prevention Science, and Biostatistics & Bioinformatics. The Emory CFAR welcomes Rollins student involvement in Emory CFAR-supported activities and events. For more information, go to [cfar.emory.edu](http://cfar.emory.edu).

### Center for Behavioral Health Policy Studies

The Center for Behavioral Health Policy Studies (CBPS) uses data to improve the lives of people living with mental and substance-use disorders. The multidisciplinary team of faculty, staff, and students located in the Department of Health Policy and Management in Emory's Rollins School of Public Health conduct research on topics related to mental health and substance use including analysis of surveys and large-claim databases, design and implementation of intervention trials, and policy analysis. There is a particular focus on adults and children treated in public safety net settings. The center trains master's, doctoral, and postdoctoral students interested in mental health and substance-use research and policy and works with local, state, and federal leaders to develop and evaluate programs and policies with the goal of improving quality and outcomes of care for people with behavioral disorders. The center's director is Benjamin G. Druss MD, MPH, professor of health policy and management and Rosalynn Carter Chair in Mental Health.

### Center for Biomedical Imaging Statistics

The Center for Biomedical Imaging Statistics (CBIS) conducts research on statistical methods for analyzing data from biomedical imaging studies. CBIS's research and collaborations have primarily focused on brain imaging. Additionally, we have worked in cardiac imaging and in

cancer applications, including brain tumor, breast, and prostate cancer imaging, among others. CBIS currently develops statistical methods for data acquired from various imaging modalities including functional magnetic resonance imaging (fMRI), structural magnetic resonance imaging (sMRI), diffusion tensor imaging (DTI), positron emission tomography (PET), near-infrared spectroscopy (NIRS), single photon emission computed tomography (SPECT), digital mammography (DM), electroencephalography (EEG), computed tomography (CT), and magnetic resonance spectroscopic imaging (MRSI). CBIS Director is Ying Guo, PhD, Professor of Biostatistics and Bioinformatics. For further information go to <http://web1.sph.emory.edu/bios/CBIS/>.

### **Center for Global Safe Water Sanitation and Hygiene (WASH)**

The Center for Global Safe WASH (CGSW) at Emory University conducts applied research, monitoring and evaluation, and training and capacity building to promote global health equity through universal access to safe water, sanitation, and hygiene solutions for the world's most vulnerable populations. Established in 2004, the CGSW includes over 50 faculty, doctoral fellows and research staff, and more than 50 PhD and MPH/MSPH students from Rollins. Faculty, staff, and students join in research and practice around the CGSW's principal mission of enabling organizations and communities to provide effective and sustainable solutions and programs for safe drinking water, sanitation and hygiene improvements. Many CGSW activities are in partnership with CARE USA, the CDC, The Carter Center, The Task Force for Global Health, and the Georgia Institute of Technology as the primary members of the related Atlanta Consortium for Safe WASH.

CGSW projects are multidisciplinary and address a wide range of U.S. domestic and global WASH topics: water reuse, equity of WASH access, WASH in schools, WASH in slums, WASH in health care facilities, WASH and neglected tropical diseases, menstrual hygiene management, WASH and climate change, etc. Center faculty and staff have ongoing research projects in approximately 18 countries. In 2012, the CGSW introduced the Graduate Certificate in Water, Sanitation, and Hygiene at the Rollins School of Public Health. The WASH Certificate is a rigorous, self-guided certificate program that prepares Rollins students for WASH-related careers.

Students trained by faculty and experts associated with the CGSW learn how to: conduct water and sanitation research, implement interventions, provide WASH training, and evaluate and monitor WASH programs in the U.S. and overseas. Courses and Applied Practice Experiences equip students with the essential skills to design, implement, and evaluate water and sanitation technologies, interventions, programs, and policies. The CGSW Director is Christine Moe, PhD, Eugene J. Gangarosa Professor of Safe Water and Sanitation, in the Hubert Department of Global Health. For additional information about the CGSW and/or the Graduate Certificate in WASH, please visit [cgswash.org](http://cgswash.org).

### **Center for the Health of Incarcerated Persons**

The Center for the Health of Incarcerated Persons intends to improve the health of those passing through correctional facilities; to promote the conduct of ethically responsible and scientifically rigorous health research in prisons, jails, and post-incarceration settings; and to promote collaboration among researchers with an interest in correctional health. Members include Rollins faculty, pre- and postdoctoral students, investigators and staff at correctional institutions, health professionals, and leaders of community-based organizations. The center director is Anne C. Spaulding, MD, MPH, associate professor in the Department of Epidemiology.

### **Center for Humanitarian Emergencies at Emory (CHE@Emory)**

The Center for Humanitarian Emergencies at Emory (CHE@Emory) drives global collaboration, research, and evidence-based training to improve the lives and well-being of populations impacted by humanitarian emergencies. The CHE@Emory combines Rollins'

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teaching and research strength with the applied technical skills of CDC's Emergency Response and Recovery Branch (ERRB). Synergistically, the CHE@Emory offers a variety of programs designed to increase domestic and international capacity for effective response to complex humanitarian emergencies. These programs include:

1. A Certificate in Complex Humanitarian Emergencies open to Rollins School of Public Health students on a competitive basis;
2. In-person and online technical training for both entry level and mid-level career responders across various core skills and emerging approaches utilized in emergencies;
3. Technical assistance to implementing partners in key areas of expertise including sexual and reproductive health, maternal and newborn health, gender-based violence, monitoring and evaluation, as well as other key areas of public health and human rights; and,
4. Humanitarian research designed to close the evidence gap on best practices across diverse complex humanitarian emergency settings and affected populations.

Notably, CHE@Emory has a large cadre of technical experts in global humanitarian emergencies which includes approximately 20 technical experts from ERRB serving as adjunct faculty in the Hubert Department of Global Health. Together, Emory and CDC share a joint vision of improving the lives of populations impacted by global humanitarian emergencies. The Center Director is Dabney Evans, PhD, MPH, research associate professor in the Departments of Behavioral, Social, and Health Education Sciences and the Hubert Department of Global Health.

### **Center for Public Health Preparedness and Research**

The mission of the Center for Public Health Preparedness and Research (CPHPR) is to advance the art and science of public health practice and identify policies and tools that enable communities to prepare for, respond to, and recover from emerging infectious diseases, terrorism, and other public health threats.

The CPHPR was established at Rollins in January 2002 as an academic center for training, research, and service with funding from the O. Wayne Rollins Family Foundation. The Center's director, Dr. Allison Chamberlain, teaches EPI: 564: Public Health Preparedness annually and serves as academic advisor to the Emory Student Outbreak Response Team. In June 2020, the CPHPR began hosting the Emory Covid-19 Response Collaborative, an initiative funded through a grant from the Robert W. Woodruff Foundation to enable Rollins faculty, staff, and students to engage in supporting our state and local health departments in COVID-19 response activities. Previous CPHPR grants have included National Institutes of Health-funded behavior-based training for individuals working in high-level (BSL3 and BSL4) biocontainment laboratories, the CDC-funded Emory Preparedness and Emergency Response Research Center, and the CDC/ASPPH-funded Emory Public Health Preparedness Translation and Dissemination Initiative. For more information, please visit the center website <http://cphpr.emory.edu/>

### **Center for Reproductive Health Research in the Southeast (RISE)**

The Center for Reproductive Health Research in the Southeast advances reproductive health science in order to promote the wellbeing of people and communities across the Southeastern U.S. We seek to improve understanding of the Southeastern reproductive health access, service delivery, and policy landscape through innovative approaches to research, education, and translation.

Our work is driven by meaningful community and stakeholder engagement, and we take an interdisciplinary and multi-level approach to reproductive health scholarship to foster opportunities to work together with diverse partners in pursuit of mutually aligned goals for reproductive health in the Southeast. We also aim to uplift new generations of diverse leaders in reproductive health science in our region through rigorous research training and career development support across professional levels, fields, disciplines, and sectors.

We believe that reproductive health in the Southeast cannot be attained without dignity, respect, compassion, and fair treatment for all people, including acknowledgement of both historical and contemporary injustices by gender, race, class, and other socially constructed categorizations. Additional information may be found on the website at <https://rise.emory.edu/>

### **Center for Spina Bifida Research, Prevention and Policy**

Based at the Rollins School of Public Health, the center's primary goal is global prevention of folic acid-preventable birth defects like spina bifida and anencephaly. The center delivers epidemiology expertise and science-based advocacy to countries seeking to prevent birth defects and implement food fortification policy. The center monitors global status of spina bifida and anencephaly. It helps to advance the quality of life for individuals living with spina bifida, including individuals transitioning from pediatric to adult care. Global partnering organizations include Food Fortification Initiative, Nutrition International, International Federation for Spina Bifida and Hydrocephalus, and Reach Another Foundation. The center provides Emory students opportunities to learn and contribute to birth defects epidemiology and prevention. The center director is Godfrey P. Oakley, MD, Professor of Epidemiology. Learn more at [preventsphinabifida.org](http://preventsphinabifida.org)

### **Emory Centers for Training and Technical Assistance**

The mission of Emory Centers for Training and Technical Assistance (Emory Centers) is to advance public health practice through capacity building in partnership with the public health workforce and communities nationwide. Our customers and community partners are wide ranging, representing all sectors, organizations, and communities at the state and local level. Our four dedicated Centers, TTAC (training and TA for communities across all chronic disease), DTTAC (diabetes), PEQI (program evaluation and quality improvement), and a soon-to-be-launched new Center for HIV/AIDS and Infectious Diseases, have provided capacity-building services in all 50 states and territories over the last 19 years.

Emory Centers provides high quality training and technical assistance with services that span across all public health issues, risk factors, and professional competencies including but not limited to current projects in diabetes, tobacco, heart disease, HIV/AIDS, Alzheimer's disease, and Ebola. Specific capabilities include: design and delivery of learning workshops, webinars, conferences, peer networks and trainings delivered in person, virtual, or online, capacity building and community engagement, strategic planning, program evaluation and quality improvement, practice-based research, product development (curricula, online modules, toolkits, resources), and organizational and professional competency development.

Emory Centers' work is funded by grants and contracts with a wide range of federal agencies, state and local health departments, and national and community-based foundations, employers, and nonprofit organizations. The Executive Director is Linelle M. Blais, PhD, research associate professor in the Department of Behavioral, Social, and Health Education Sciences, and associate director of the Executive MPH Program, Prevention Science Track. For further information, [visit www.tacenters.emory.edu](http://www.tacenters.emory.edu).

### **Emory Global Diabetes Research Center**

The Emory Global Diabetes Research Center (EGDRC), leverages an extensive global network to develop and advance the abilities of Emory, U.S., and non-US researchers to engage in world-class research in diabetes and other related non-communicable diseases such as stroke, hypertension, heart disease and co-morbid conditions such as cardiovascular diseases, cancers, tuberculosis, mental health, and HIV. EGDRC provides opportunities for faculty, fellows, and students to understand causes and consequences, investigate better treatments and care delivery, investigate prevention methods, and inform policy by exploring risk factors. EGDRC has a global network of partners, particularly in low- and middle-income countries in South Asia and Africa. Dr. K. M. Venkat Narayan, Ruth and O.C. Hubert Chair in the Hubert Department of Global Health, directs EGDRC, and core faculty include Mohammed K. Ali, Solveig

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Cunningham, Unjali Gujral, Felipe Lobelo, Matthew Magee, Shivani Patel, Lisa Staimez, and Mary Beth Weber. For further details: see [diabetes.emory.edu](http://diabetes.emory.edu/research/GCDTR.html) and <http://diabetes.emory.edu/research/GCDTR.html> or contact Mark Hutcheson, managing director, [mhutch3@emory.edu](mailto:mhutch3@emory.edu).

### Emory Prevention Research Center

Founded in 2004, the Emory Prevention Research Center (EPRC) focuses on community-based cancer prevention and the reduction of health disparities in rural Georgia. The EPRC conducts research and evaluation studies to understand how social and physical environments affect tobacco use, physical activity, nutrition, obesity, and cancer screenings. Much of the EPRC's research is developed in collaboration with community partners in rural, southwest Georgia. It is a hub of interdisciplinary chronic disease prevention research, training, and practice at Emory and it strives to strengthen community-engaged research partnerships. The EPRC is dedicated to improving the lives of Georgia residents by developing and testing innovative interventions, evaluating promising practices, and training practitioners on evidence-based approaches to prevent cancer and other chronic diseases. The director is Michelle C. Kegler, DrPH, professor in the Department of Behavioral, Social, and Health Education Sciences. For additional information go to <http://web1.sph.emory.edu/eprc/>.

### The Emory Program in Cardiovascular Outcomes Research and Epidemiology (EPICORE)

The Emory Program in Cardiovascular Outcomes Research and Epidemiology (EPICORE) is a multidisciplinary research group concentrating on clinical and population epidemiology, clinical trials, and translational research in cardiovascular diseases and related disciplines. Main areas of interest include: Novel biomarkers of cardiovascular risk, subclinical cardiovascular disease, women's health, diabetes and metabolic syndrome, genetic epidemiology, twin studies, cardiovascular outcomes research, psychosocial factors, and the effect of mind-body interactions on health.

Funding for research comes primarily from the National Institutes of Health, the American Heart Association, and philanthropic foundations. Faculty affiliated with EPICORE are primarily from the Rollins School of Public Health (Epidemiology) and the School of Medicine (Cardiology, Psychiatry, and Radiology). Investigators collaborate with, contribute to, and utilize the intellectual and material resources of EPICORE. For additional information, go to <https://sph.emory.edu/departments/epi/research/centers/epicore/index.html>

### Georgia Center for Cancer Statistics

The Georgia Center for Cancer Statistics (GCCS), located within the Department of Epidemiology, serves as the designated agent of the Georgia Department of Public Health for conducting the activities and oversight of the population-based Georgia Cancer Registry. Founded in 1976, GCCS is one of the original members of the National Cancer Institute's Surveillance, Epidemiology and End Results (SEER) Program and is also now a member of the National Program of Cancer Registries (NPCR) from the United States Centers for Disease Control and Prevention. GCCS is devoted to population-based cancer surveillance, cancer control and cancer research for the state of Georgia. The Center has extensive experience with cancer surveillance and control activities, population science, population-based registry data, registry operations, data security, electronic capture of cancer case data, linkage of data to external data sources, and uses of the registry for research purposes. The Center collaborates with students and researchers across the nation to analyze existing registry datasets (like SEER-Medicare or SEER-MHOS) and to utilize the population-based Georgia Cancer Registry as a linkage source or sampling frame for countless research studies. Data from this Center furthers our understanding of cancer in Georgia and is used to develop strategies and policies for cancer prevention and control. More information can be found at <http://web1.sph.emory.edu/GCCS/cms/index.html>. The Center Director is Kevin C. Ward, PhD. He can be reached at (404)727-8455 or [kward@emory.edu](mailto:kward@emory.edu).

### **Georgia Center for Diabetes Translation Research**

The Georgia Center for Diabetes Translation Research (GCDTR) is a collaboration between Emory, Georgia Tech, and Morehouse School of Medicine. GCDTR is one of eight NIDDK-funded Centers for Diabetes Translation Research in the US. With its broad base of expertise, the mission of the center is to facilitate and grow type 2 translation research in diabetes within the state of Georgia. The GCDTR offers translation research cores (Design and Evaluation; Engagement and Behavior Change; and Disparities) designed to be responsive to the need to close remaining gaps in diabetes detection, prevention, and care, and to the changing profile of the US diabetes population. The GCDTR's Enrichment Program, and Pilot & Feasibility Program provide a linkage to expert faculty, tools, and funding opportunities, in addition to hosting online and in-person platforms to engage with GCDTR and its base of communal resources. Emory's center members cut across disciplines, with representatives from the schools of Public Health, Medicine, Nursing, and Business. The center is directed by Dr. K. M. Venkat Narayan, Ruth and O.C. Hubert Chair in the Hubert Department of Global Health. For further details: see [www.gcdtr.org](http://www.gcdtr.org) or contact Evan Glassberg, program coordinator, [eglassb@emory.edu](mailto:eglassb@emory.edu).

### **HERCULES: Health and Exposome Research Center**

In collaboration with Georgia Tech, the Emory HERCULES Exposome Research Center is one of 20 Environmental Health Sciences Core Centers funded by the National Institutes of Environmental Health Sciences. Led by Dr. Carmen Marsit (Center Director) and Dr. Jeremy Sarnat (Deputy Director), the center is designed to enhance environmental health sciences research on campus and in our communities by providing infrastructure resources to translate exposome research to improve public health. The exposome, is a research framework which takes a comprehensive view of the environmental factors, including chemical, physical, and social, that can impact health and the responses of individuals to those exposures and incorporates that research into the study of human disease and health. HERCULES provides key infrastructure and expertise to develop and refine new tools and technologies. Key infrastructure resources provided by HERCULES are the state-of-the-art laboratory resources to assess environmental exposures and metabolomic responses to exposures, and the Environmental Health Sciences Data Sciences Core which brings technical knowledge and tools to apply those assessments to human health. The center also works to foster community engaged research in the Atlanta community in order to understand the environmental health challenges faced by community partners and to bring the intellectual resources of Emory and Georgia Tech to work with them to address those concerns. At RSPH, the Center also sponsors frequent seminars, training opportunities, and research expositions where students can learn more about cutting-edge environmental health research. For additional information please refer to [emoryhercules.com](http://emoryhercules.com).

### **Injury Prevention Research Center at Emory**

Injuries are the leading cause of death for people ages 1-44 and remains in the top 10 leading causes of death for all other age groups. The Injury Prevention Research Center at Emory (IPRCE) is dedicated to reducing injury in Georgia and the Southeast region. IPRCE uses a data-driven approach to address the most significant injury concerns in communities, such as suicide, teen dating violence, child and elder abuse, motor vehicle crashes, substance use disorders, and many other injury-related topics. We accomplish our goals by organizing multidisciplinary task forces that utilize data to address gaps in translational research and provide solutions to our most formidable injury challenges. Currently, IPRCE is supported by a multi-institutional leadership team representing universities, government, nonprofit agencies, and over 170 researchers. Contact Sharon Nieb, PhD, Associate Program Director, Department of Emergency Medicine, Emory University School of Medicine: [sharon.lynn.nieb@emory.edu](mailto:sharon.lynn.nieb@emory.edu)



### **Interfaith Health Program**

The Interfaith Health Program examines religion's role as a social force that impacts health beliefs and behaviors as well as health policies in both domestic and international contexts. Recognizing that religion may either contribute to public health or stand in tension with public health, IHP builds partnerships with religious, academic, and civil society partners to support projects that advance health. Through its interdisciplinary research and community-based programs, IHP attempts to mobilize religion as a positive force for human rights, social justice, and culturally relevant public health initiatives. IHP faculty and staff are scholars and practitioners in community health, religious studies, health policy, and sociological studies and they combine teaching, scholarship, and practice in a variety of contexts both in the U.S. and abroad. IHP maintains a robust website with a comprehensive bibliography, webinars, an archive of IHP history, a document and resource center, study reports, and descriptions of current projects for those interested or working in public health and religion. Students participate in IHP activities through Applied Practice Experiences or are employed as graduate research assistants. The director is John Blevins, research associate professor in the Hubert Department of Global Health. For further information go to <http://www.ihpemory.org>.

### **The Joseph W. Blount Center for Health and Human Rights**

The Blount Center endeavors to build bridges between academic, governmental, non-governmental, and religious institutions in support of sound, sustainable public health and development initiatives grounded in a shared vision of human rights and social justice. The center focuses on addressing social-systemic factors that leave those who are most marginalized in our societies bearing the ill effects of health disparities. With this focus, the Blount Center works both in the United States and internationally to encourage gender equity, LGBT civil rights, racial and ethnic equality, and economic opportunity. The center works collaboratively with other Emory programs and enjoys a strong, ongoing partnership with the Interfaith Health Program. For further information about the Joseph W. Blount Center for Health and Human Rights go to <http://blountcenter.org>.

### **Office of Public Health Practice**

The goal of the Office of Public Health Practice is to improve the practice and performance of preventive health systems at the community level through the transfer and translation of theory to the practice setting. The study of preventive health systems requires integration of traditional and nontraditional public health disciplines as well as the development of multi-sector partnerships, especially the collaboration of academic institutions with public agencies and community constituencies. Faculty and students explore the key forces and future trends affecting the design of preventive health systems and the future of public health, prevention systems within the broader health system context through preventive health systems research, the core functions required to support population-based health promotion and disease prevention interventions, and the linkages and relationships between the required components of the preventive health system and the competencies required to enhance population-based health goals.

### **Region IV Public Health Training Center**

<http://r4phtc.org>

Funded by the Health Resources and Services Administration (HRSA), the Region IV Public Health Training Center (R-IV PHTC) is comprised of a central office located at Rollins, seven community-based training centers at partnering institutions, and three technical assistance partners. The mission of the R-IV PHTC is to strengthen competence of the current and future public health workforce in the eight HHS Region IV states (GA, FL, AL, MS, TN, KY, NC, SC), introduce public health and health profession students to the value of working in local communities and medically underserved areas, develop a learning community within the R-IV PHTC and its partners, support a culture of learning within agencies, and contribute to the work of the national PHTC program. The priority populations for the R-IV PHTC services are

public health and other health professionals in governmental organizations that serve medically underserved populations. The Region IV PHTC network assesses the training needs of the public health workforce, identifies training priorities, develops and implements workforce trainings, and evaluates the impact of its collaborative efforts. Additionally, the R-IV PHTC develops and implements faculty and student collaborative projects and student placements. The director is Melissa (Moose) Alperin, research assistant professor and director of the Executive MPH program.

### **Southeastern Institute for Training and Evaluation**

The Southeastern Institute for Training and Evaluation (SITE) serves as a resource for public health agencies and programs in the state and region. It provides educational outreach, needs assessment, curriculum development, and evaluation expertise to public health communities and Rollins. Students and faculty often join SITE staff in various projects. SITE enables students to learn health promotion and education through public health practice in community settings. The director is Dabney P. Evans, PhD, research associate professor in Behavioral, Social, and Health Education Sciences and the Hubert Department of Global Health.

### **Southeastern Center for Air Pollution and Epidemiology**

SCAPE (the Southeastern Center for Air Pollution and Epidemiology) is a multi-institutional, multidisciplinary center addressing critical issues related to the health impact of urban air pollution. The Center focuses on the identification and measurement of pollutant sources, components, and mixtures elucidating their role in human health risk. In collaboration with the Georgia Institute of Technology, SCAPE was originally established with funding from the Environmental Protection Agency. Today, SCAPE continues to serve as an umbrella organization providing support for numerous air pollution health effects initiatives and bringing air quality researchers from across the region together for meetings and seminars related to air quality and health. For additional information, please contact Dr. Jeremy Sarnat ([jsarnat@emory.edu](mailto:jsarnat@emory.edu)) or go to: [www.scape.gatech.edu](http://www.scape.gatech.edu).

### **Women's and Children's Center**

The mission of the Women's and Children's Center (WCC) is to promote the health and well-being of women and children through instruction, research, and practice. The WCC serves as a focal point at Rollins for training and research in maternal and child health and women's health. Since its founding in 1992, the WCC has collaborated with the departments of epidemiology, health policy and management, behavioral sciences and health education, and global health.

Research conducted by core faculty of the WCC is designed to develop the knowledge base for better understanding the particular health risks experienced by vulnerable populations of women and children, and ways to provide health promotion and disease prevention care for these populations. This research requires collaboration of a multidisciplinary team of epidemiologists, social scientists, health services researchers, and clinicians. Collaborators include public and private health providers in several states. Rollins students gain experience through participating as research assistants in projects like these, funded primarily by federal agencies and nonprofit foundations. With funding from federal grants and health foundations, the WCC writes state-of-the-art training packages, manuals, and other training materials to disseminate both research findings and new methodologies. For further information go to [www.mch.emory.edu](http://www.mch.emory.edu).

The Women's and Children's Center houses the Center of Excellence in MCH Education, Science, and Practice (COE). The COE is an MCH Leadership Collaborative with Rollins' MCH Certificate Program, Morehouse School of Medicine, and Georgia State University's Center for Leadership in Disabilities GaLEND Program. The COE annually provides education for graduate students in public health to acquire all V4.0 MCH Leadership Competencies through its MCH certificate program for 20 selected MPH/MSPH students at Rollins, chosen from all

## CENTERS

Rollins departments and financially supports graduate students in MCH from underrepresented minorities through fellowships for selected MPH/MSPH students and PhD students. It also offers pilot study grants for MCH junior and mid-level Rollins faculty toward developing larger, funded research projects, travel awards for MCH graduate students and faculty in the MCH Leadership Collaborative for presenting research findings and for career development at national and regional professional meetings, and assistance for graduate students from underrepresented minorities to obtain minority research supplements.

### Faculty Affiliated with the Women's and Children's Center

**E. Kathleen Adams**, Professor. BS, Florida State University, 1970; MS, 1972; PhD, University of Colorado, 1979. Department of Health Policy and Management.

**Karen Andes**, Research Assistant Professor. BA, Arizona State University, 1987; MA, Northwestern University, 1989; PhD, Northwestern University, 1994. Departments of Behavioral Sciences and Health Education and the Hubert Department of Global Health.

**Lou Ann S. Brown**, Professor. BS, University of North Carolina at Charlotte, 1975; PhD, Saint Louis University, 1981. Departments of Environmental Health and Pediatrics.

**Lauren Christiansen-Lindquist**, Research Assistant Professor and Associate Director, BA, University of Minnesota, 2007; MPH, Emory University, 2009; PhD, Emory University, 2015. Department of Epidemiology.

**Hannah Cooper**, Professor and Vice Chair, Behavioral Sciences and Health Education. BA, Yale College 1993; SM, Harvard University 1998; ScD Harvard University 2003. Departments of Behavioral Sciences and Health Education and Epidemiology

**Solveig Cunningham**, Associate Professor. PhD, University of Pennsylvania, 2006. The Hubert Department of Global Health.

**Carolyn Drews-Botsch**, Associate Professor. BA, University of California, San Diego, 1981; MPH, University of California, Los Angeles, 1983; PhD, 1988. Department of Epidemiology.

**Laurie Gaydos**, Research Associate Professor and Associate Chair for Academic Affairs, Executive MPH Program. AB, Brown University, 1998; PhD, University of North Carolina, Chapel Hill, 2004. Departments of Health Policy and Management and Behavioral Sciences and Health Education.

**Amy Webb Girard**, Research Associate Professor. BS, Mercer University, 1997; PhD, Emory University, 2006. The Hubert Department of Global Health

**Kelli Stidham Hall**, Assistant Professor. BS, University of Kentucky, 2004; MS, University of Kentucky, 2006; PhD, Columbia University, 2010. Department of Behavioral Sciences and Health Education.

**Terry Hartman**, Professor. BA North Dakota State University, 1984; MS, Texas A&M University, 1985; PhD, University of Minnesota, 1995; MPH, Harvard School of Public Health, 1996. Department of Epidemiology and the Winship Cancer Institute.

**Carol J. R. Hogue**, Director and Jules and Deen Terry Professor of Maternal and Child Health. AB, William Jewell College, 1966; MPH, University of North Carolina, 1971; PhD, 1973. Department of Epidemiology.

**Penelope P. Howards**, Associate Professor. AB, Dartmouth College, 1990; MS, Pennsylvania State University, 1994; PhD, University of North Carolina, 2004. Department of Epidemiology.

**Vijaya Kancherla**, Instructor. BHMS, NTR University of Health Sciences, 2000, India; MS, Southern Illinois University, 2004; PhD, University of Iowa, 2010. Department of Epidemiology and Center for Spina Bifida Prevention.

**Michael Kramer**, Associate Professor. BA, Earlham College, 1991; MMSc, Emory University, 1997; PhD, Emory University, 2009. Department of Epidemiology.

**Michele Marcus**, Professor. BS, Brooklyn College of the City University of New York, 1974; MPH, Columbia University, 1981; PhD, 1986; Department of Epidemiology.

**Reynaldo Martorell**, Robert W. Woodruff Professor of International Nutrition. BA, St. Louis University, 1969; PhD University of Washington, 1973. The Hubert Department of Global Health and the Department of Anthropology

**Godfrey P. Oakley Jr.**, Research Professor. MSPM, University of Washington, 1972; MD, Bowman Gray School of Medicine, 1965; Department of Epidemiology.

**Bradley Pearce**, Research Associate Professor. BS, Florida State University, 1985; PhD, University of Miami, 1990. Department of Epidemiology.

**Usha Ramakrishnan**, Professor. BS, University of Madras, 1983; MS, University of Madras, 1985; PhD, Cornell University 1993. Department of Global Health.

**Roger W. RoCHAT**, Research Professor. BA, University of Rochester, 1962; MD, University of Washington, 1966; Certificate in Demography, Office of Population Research, Princeton, 1972; Department of Global Health.

**Jessica McDermott Sales**, Associate Professor. BS, University of Iowa, 1998; MA, Emory University, 2000; PhD, Emory University, 2004. Department of Behavioral Sciences and Health Education.

**Aryeh Stein**, Professor. BSc, University of London, 1984; MPH Columbia University, 1989; PhD, Columbia University, 1992. Department of Epidemiology and The Hubert Department of Global Health.

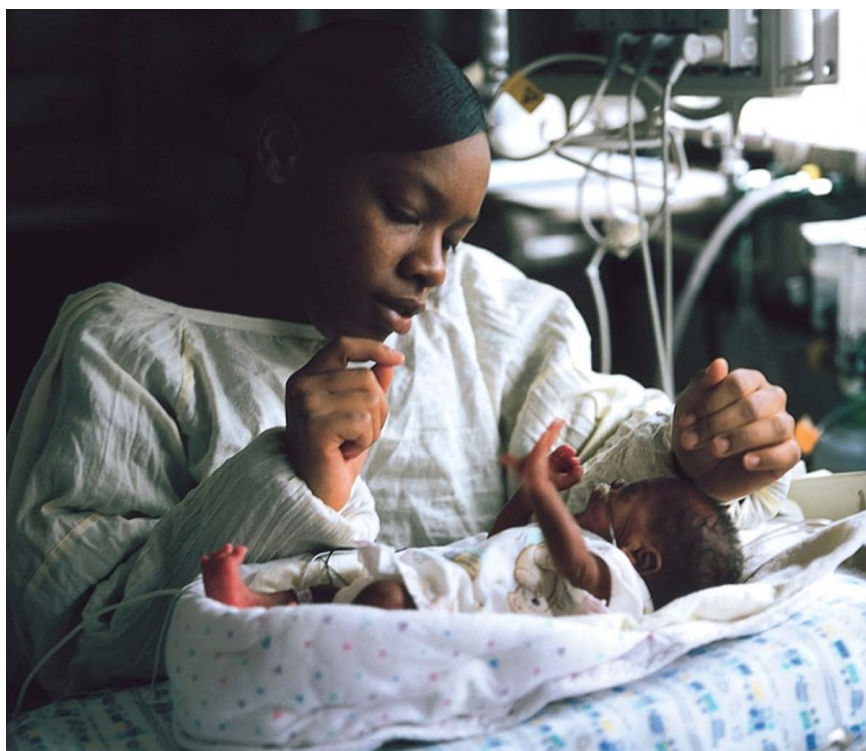
**Parmi Suchdev**, Associate Professor, Director, Global Child Health Program. BA/BSA, University of Arizona, 1998; MD/MPH, Northwestern University, 2002. The Hubert Department of Global Health and the Department of Pediatrics.

**Silke von Esenwein**, Research Assistant Professor. BS, University of Massachusetts, 1998; MA, Emory University, 2000; PhD, Emory University, 2004. Department of Health Policy and Management.

**Kristin Wall**, Assistant Professor. BS, University of Texas - Austin, 2006; MS, University of Texas Houston, 2008; PhD, Emory University, 2012. Department of Epidemiology.

**Kate Winskell**, Associate Professor. BA, University of Oxford; MA, University of London; PhD, University of London. The Hubert Department of Global Health.

**Kathryn Yount**, Asa Griggs Candler Professor of Global Health. BA, UNC Chapel Hill, 1991; MHS, Johns Hopkins School of Public Health, 1994; PhD, Johns Hopkins School of Public Health, 1999. Department of Behavioral Sciences and Health Education.



## ADDITIONAL RESOURCES

### Additional Resources

#### The U.S. Centers for Disease Control and Prevention

The U.S. Centers for Disease Control and Prevention (CDC) is the federal government's premier agency devoted to disease prevention and control, with emphasis in epidemiology, environmental health, health safety, and health education. CDC headquarters is located less than one block from Rollins. More than 100 CDC scientists hold adjunct faculty appointments at Rollins. Many students work at CDC in paid internships through various ongoing programs, find opportunities for thesis research with CDC scientists, and use the libraries and data sets resulting from CDC's national surveys. Over 700 Rollins alumni currently work at CDC.

#### American Cancer Society

The American Cancer Society (ACS) is the world's largest volunteer disease prevention agency dedicated specifically to cancer prevention and health promotion. It is headquartered in downtown Atlanta. The ACS hosts research units in epidemiology and behavioral sciences. Several collaborative research projects with a shared common interest in early cancer detection and prevention make the ACS a valuable resource to Rollins.

#### The Carter Center

The Carter Center addresses national and international issues of public policy, and provides leadership in global health programs such as disease eradication, child survival, and world hunger. In doing so, it draws on the resources of virtually the entire Emory community, including former President Jimmy Carter (now an Emory distinguished professor) and former CDC Director William Foege (a professor in the Department of Global Health), and brings to campus a wide range of international scholars, government leaders, business executives, and other professionals. The Carter Center Mental Health Program collaborates with the school in offering a Certificate in Mental Health directed by Benjamin Druss, who is the Rosalynn Carter Chair in Mental Health. The associated Jimmy Carter Library, with more than 27 million documents, photographs, films, and mementos of the Carter presidency, serves scholarly researchers and, through its museum, the general public.

#### CARE USA

Headquartered in Atlanta, CARE's mission is to serve individuals and families in the poorest communities in the world. Drawing from internationally diverse employees, volunteers, resources, and experiences, CARE promotes innovative solutions and advocates global responsibility. Worldwide collaborations with a range of Rollins faculty make CARE an important resource partner for students as well.

#### Georgia Department of Public Health

The Georgia Department of Public Health is nationally recognized for innovative and successful health programs. It offers the possibility of on-site experience for students in health promotion and disease prevention.

#### Task Force for Global Health

Since its formation in 1984, the Task Force for Global Health has worked to improve the lives of children and families around the world through public health programs.

The Task Force was formed after a meeting of 34 world health leaders in Bellagio, Italy, called together by The Rockefeller Foundation at the request of Jonas Salk and Robert McNamara. Five of the participating organizations—The World Health Organization, the United Nations Children's Fund, The World Bank, the United Nations Development Programme, and The Rockefeller Foundation—asked the Task Force to serve as the executive secretariat of this group. The United Nations Population Fund joined as the sixth official sponsor in 1995.

The Task Force acted as a vehicle to bring the sponsors together on a regular basis to work collaboratively toward raising immunization rates of the world's children from 20 percent to 80 percent by 1990. James Grant, former executive director of UNICEF, described this effort at its peak as the single largest peacetime program in the history of the world. The goal was reached and led to the World Summit for Children.

The Task Force also operates the Mectizan® Donation Program and the Malarone Donation Program. The Mectizan Donation Program, a joint public-private partnership with the pharmaceutical company Merck and Company, facilitates distribution of the drug Mectizan to treat people for river blindness (onchocerciasis) in Africa and Latin America. The Malarone Donation Program, a partnership with GlaxoSmithKline, is a targeted donation program that provides a new anti-malarial drug to people in endemic regions who have malaria resistance to other medications. The Collaborative Center employs fifty staff members, including several adjunct faculty members, and is led by Executive Director Mark Rosenberg.

## Health Services

### Student Health Service

The Student Health Service, a section of The Emory Clinic, provides both outpatient and inpatient care to regularly enrolled, fully registered Emory students with ID. Cards validated for the current term are eligible for health care at the Student Health Service.

### Outpatient Clinic

The University's Outpatient Clinic provides a variety of medical services, including care for acute illnesses and injuries, and follow-up of short-term continuing health problems. Students may be seen on a walk-in basis or by appointment. In addition, appointments may be scheduled for specialty services, including gynecology, family planning, immunizations, allergy injections, and psychiatric or mental health services.

### Inpatient Department

Hospitalization for students requiring inpatient care is provided by the Inpatient Department. Students with critical illnesses requiring full hospital services may be admitted to Emory University Hospital.

### Mental Health Services

Students may see the consultant psychiatrist on self-referral or referral from the Student Health Service. The psychiatrist will provide evaluation, counseling, and limited treatments for students with problems related to their emotional well-being. If further treatment is indicated, the psychiatrist will refer the student appropriately.

### Medical Emergencies

Emergency medical services are available to students on a 24-hour basis through the Student Health Service. Students with urgent medical problems occurring after hours may be seen in the Inpatient Department by a registered nurse. An on-call physician is available for consultation whenever necessary. In the event of a serious or life-threatening emergency requiring immediate treatment and emergency room service, the student should go directly to a hospital that has an emergency department or call DeKalb County Emergency Service at 911 (dial direct).

### Faculty-Staff Clinic

Students' dependents are not eligible for care through the Student Health Service but may be seen by appointment on a fee-for-service basis at the University Health Service's Faculty-Staff Clinic. Children under 12 are not eligible for care at the University Health Service. Certain services that are not provided by the Student Health Service, such as complete physical examinations, may be obtained in the Faculty-Staff Clinic on a fee-for-service basis.

## ADDITIONAL RESOURCES

### Health Insurance

All new and continuing degree-seeking and international Emory University students are required to have health insurance. Under this requirement, students must either purchase the Emory University Student Health Insurance Plan or provide documentation of enrollment in a comparable United States-domiciled plan. New students wishing to waive enrollment in the Emory Student Health Insurance Plan will need to complete the annual waiver process via OPUS prior to the first day of classes of their first semester at Emory. All returning students must also complete the enrollment/waiver process annually prior to the first day of classes of the fall semester. For more information, visit the website [www.emory.edu/UHS](http://www.emory.edu/UHS).

### Libraries

All five campus libraries are available for use by public health students. The university library system comprises more than 2.7 million volumes, 4 million microforms, 14,000 linear feet of manuscripts, and a growing inventory of electronic resources. The libraries maintain 39,000 subscriptions to serials and periodicals. Students also have access to the library of the US Centers for Disease Control and Prevention.

### Woodruff Health Sciences Center Library

The Woodruff Health Sciences Center Library is located at 1462 Clifton Road, next to the Rollins School of Public Health. The library is open seven days a week and more than 100 hours per week. It has seating for 400+ users and offers individual and group study rooms. The WHSC Library also delivers in-person and remote services to meet the needs of Rollins students, faculty and staff. Informationists teach information-based classes that cover the research life cycle, as well as providing curriculum-integrated instruction throughout the semester. Informationists also facilitate effective and efficient use of information resources, bibliographic and knowledge management tools and are available for individual consultations to support research. The WHSC Library provides access to a comprehensive collection of licensed resources including e-Books, literature databases, and quantitative and qualitative analysis tools as well as a robust print collection. The library also houses an historical collection specializing in the history of medicine.

### Robert W. Woodruff Library for Advanced Studies

The Woodruff Library provides excellent facilities and services for study and research, with accommodations for assigned graduate student carrels and faculty studies. The Special Collections Department houses rare books, university archives, manuscripts, and notable collections. Reference staff members cooperate with faculty to provide bibliographical assistance to individuals and groups in connection with specific courses, subjects, or research projects. Reference services include computerized database searching.

### University Student Counseling Service

The Emory University Student Counseling Service provides a broad range of services for students and staff of the university. These services include educational and vocational counseling, individual and group counseling for personal problems, self-help groups in areas such as study and social skills, and consultations concerning various agencies of the university community. These services are provided free of charge to students and at a reduced rate to staff. The center is located at 1462 Clifton Road, Suite 235.

### Office of Spiritual & Religious Life

Emory University's Office of Spiritual & Religious Life provides diverse and deep opportunities to engage with spiritual life on campus through worship, meditation, education, service, and multifaith engagement.

The University Chaplain and Dean of Spiritual and Religious Life works with staff and affiliates representing various religious and philosophical traditions at Emory to support a remarkably diverse spiritual life program. Undergraduate and graduate/professional student organizations enrich the opportunities for spiritual community and practice on campus.

In addition to programs designed for particular religious communities, the Graduate InterFaith Council is a multi-religious group of graduate and professional students from across the University who gather for community building and to learn about each other's religious traditions. Cannon Chapel is home to religious services for Buddhist, Catholic, Hindu, Jewish, Muslim and Protestant communities. [http://www.religiouslife.emory.edu/Communities/weekly\\_worship.html](http://www.religiouslife.emory.edu/Communities/weekly_worship.html)

On the Atlanta campus, the Office of Spiritual and Religious Life has two locations: Cannon Chapel Suite 316, where the Office of the Dean is located, and the Alumni Memorial University Center (AMUC) Suite 125, where the Associate Dean and Assistant Chaplains are located. Questions can also be sent to [religiouslife@emory.edu](mailto:religiouslife@emory.edu).





Atlanta is a city with a global health focus because of the proximity of some of the world's most prominent health organizations, including the U.S. Centers for Disease Control and Prevention, The Carter Center, the international headquarters of CARE, the national headquarters of the American Cancer Society, and the patient care, teaching, and health-related research programs of Emory University's Robert W. Woodruff Health Sciences Center.

As a thriving cultural, educational, and business center, Atlanta is consistently ranked as one of the nation's most livable cities. With a metropolitan-area population of 5.8 million, Atlanta is home to headquarters of the nation's leading businesses, such as the Coca-Cola Company, Home Depot, United Parcel Service, Delta Air Lines, AT&T Mobility, and Newell Rubbermaid. Atlanta is ranked fourth in the United States in the number of Fortune 500 headquarters located within the city's boundaries.

Host of the 1996 Summer Olympics, Atlanta's reputation as an international city continues to grow. It has flourishing ethnic communities including African, Asian, European, Latin American, and Middle Eastern residents, as well as religious and cultural organizations ranging from the Alliance Française to a Hindu temple. A verdant and pleasant city, Atlanta possesses the vigor and open space that accommodates entrepreneurs and established corporations, opera companies and rock concerts, first-run movies and film classics. Thriving theater companies offer a variety of productions. Both the traditional and the trendy find a home here. Atlanta is large enough to have a well-traveled rapid rail system, yet small enough to retain older, well-kept neighborhoods within minutes of the downtown skyline. Atlanta is a city where the history of the past and the technology of the future blend to create a vital and growing global center of excellence.

The largest city in the Southeast, Atlanta is a major U.S. government center: site of the Southeastern regional offices of the Department of Health and Human Services, the Environmental Protection Agency, the Department of the Interior, the Department of Labor, and numerous others. The Public Health Service's U.S. Centers for Disease Control and Prevention and the Agency for Toxic Substances and Disease Registry are headquartered in Atlanta. As the state capital, Atlanta houses state government services as well.

And there's more: the High Museum of Art; the Atlanta Symphony Orchestra; the Atlanta Ballet; the Georgia Aquarium; professional sports teams (the Braves, the Hawks, the Thrashers, the Falcons, Atlanta United); restaurants; rock, jazz, and blues clubs; frequent concerts; and celebrated annual outdoor events, such as the Piedmont Park Arts Festival, the Atlanta Dogwood Festival, the Atlanta Jazz Festival, and the Peachtree Road Race. Further afield, there's sailing, waterskiing, fishing, and camping at nearby Lake Lanier. For weekend trips (a half-day's drive north or south), there's backpacking on the Appalachian Trail, snow skiing in the Carolina mountains, or sunning on the beaches of the Atlantic Ocean or the Gulf of Mexico.

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Alumni Engagement

### **David B. Sandor**

Senior Vice President, Communications and  
Public Affairs

### **Stephen D. Sencer**

Senior Vice President and General Counsel

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James W. Curran Dean of Public Health

### **Kimberly Jacob Arriola**

Executive Associate Dean for  
Academic Affairs

### **P. Dean Surbey**

Executive Associate Dean for Administration  
and Finance

### **Carmen J. Marsit**

Associate Dean for Research

### **Kathryn Graves**

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and Alumni Engagement

### **Kara Brown Robinson**

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### **Kimberly Maune**

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### **Prudence Goss**

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Services

### **Vanda Hudson**

Director of Fulfillment Services

### **Delia Lang**

Assistant Dean for Academic Affairs

### **Claudia Paez Ellett**

Assistant Dean for Career Development

## **Office of Admission and Student Services**

### **Ivone Foisy**

Senior Director of Admissions and  
Recruitment

### **Angel Hurston**

Director of Admissions Operations

### **Jena Black**

Director of Academic Affairs and Enrollment  
Operations

### **Heather Zesiger**

Senior Director for Student Engagement

**Fall Term 2020**

<b>August 10-14</b>	Preterm coursework
<b>August 17</b>	Classes Begin
<b>August 13-23</b>	Schedule Change Period

**No Labor Day Observance or previously scheduled Fall Break**

<b>August 30</b>	Grading Basis Change Deadline
<b>September 11</b>	Deadline to submit degree applications for fall graduation
<b>TBD</b>	Preregistration for spring 2021 semester
<b>November 3</b>	Rollins Day
<b>November 21</b>	Classes End
<b>November 30- December 4</b>	Exam Period (virtual/remote)
<b>December 19</b>	End of Term/Graduation Date

**Spring Term 2021**

<b>January 2-10</b>	Preterm coursework
<b>January 11</b>	Classes Begin
<b>January 18</b>	Martin Luther King Jr. Day
<b>January 11-18</b>	Schedule Change Period
<b>January 25</b>	Grading Basis Change Deadline
<b>February 5</b>	Deadline to submit degree application for spring graduation
<b>TBD</b>	Summer Pre-Registration Begins
<b>March 8-12</b>	Spring Break
<b>TBD</b>	Preregistration for fall 2021 semester
<b>April 26</b>	Classes End
<b>TBD</b>	Exam Period
<b>May 10</b>	End of Term/Graduation Date

**Summer Term 2021**

<b>May 17</b>	Regular Session Classes Begin
<b>May 21</b>	Schedule Change Period ends
<b>May 26</b>	Grading Basis Deadline
<b>May 31</b>	Memorial Day (No classes)
<b>July 2</b>	Deadline to submit degree application for summer graduation
<b>July 5</b>	Independence Day (No classes)
<b>August 4</b>	Classes End
<b>August 5-6</b>	Exam Period
<b>August 6</b>	End of Term

## DIRECTORY

### Rollins School of Public Health

Admission	404.727.3956
Center for Injury Control	404.251.8831
Center for Public Health Practice	404.727.7835
Continuing Education	404.727.6000
Development and External Relations	404.727.3739
Department of Behavioral Sciences and Health Education	404.727.9868
Department of Biostatistics	404.727.7697
Department of Environmental Health	404.727.3697
Department of Epidemiology	404.727.8710
Department of Health Policy and Management	404.727.3211
Hubert Department of Global Health	404.727.8804
Student Services	404.727.3956
Women's and Children's Center	404.727.8095

### Emory University

Student Financial Services	404.727.6089
Police Department	404.727.6115
Graduate and Family Housing	404.727.8830
Laney Graduate School	404.727.6028
University Financial Aid	404.727.6039
University Registrar	404.727.6042
Student Health Service	404.727.7551

## Department of Veterans Affairs Pending Payment Rights

In compliance with Title 38 United States Code Section 3679(e) Emory University adheres to the following provisions for any student(s) that are/is considered “a covered individual” who are using Chapter 33 Post 9/11 Gi Bill, or Chapter 31 Vocational Rehabilitation and Employment, U.S. Department of Veterans Affairs benefits:

the University will not:

1. Prevent the student’s enrollment in classes
2. Assess a penalty fee (late fees, administrative fees) due to delayed disbursements from the Department of Veterans Affairs under Chapter 31 or Chapter 33
3. Deny access to any school resources, classes, libraries, or other institutional facilities that are available to other paid students
4. Require the student to borrow additional funds for the length of time these provisions are applicable

The university will require students to provide the following documents to be considered a “covered individual”:

- An official “Certificate of Eligibility”, or “Statement of Benefits” from the VA website or *ebenefits* [Chapter 33] or a VAF 28-1905 [Chapter 31] on or before the first day of class for the semester.
- A completed Veterans Enrollment Certification Student Data Form (<http://www.registrar.emory.edu/includes/documents/sections/records-transcripts/VeteransEnrollmentDataInformation.pdf>)
- Any additional documentation required to ensure proper certification of benefits

Having met all requirements, the Department of Veterans Affairs will provide the university with payment ending on the earlier of either:

- The date on which payment from VA is made to the institution,
- Ninety (90) days after the date the institution certified tuition and fees

Any difference in the amount of the student’s financial obligation to the university and the amount the student is eligible to receive from the Department of Veterans Affairs may incur an additional fee, or payment/payment arrangement may be required to cover the difference.

Please note that all eligibility documents must be submitted to the School Certifying Official in the Office of the University Registrar.

Instructions for submission of this paperwork can be found at the website below.

<http://www.registrar.emory.edu/registration/veterans-education-benefits.html>

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1518 Clifton Road NE  
Atlanta, GA 30322

[sph.emory.edu](http://sph.emory.edu)