University Council

August 9, 2024

UNIVERSITY CURRICULUM COMMITTEE – 2024-2025
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Ex-Officio – Provost S. Jack Hu
Undergraduate Student Representative – TBD
Graduate Student Representative – TBD

Dear Colleagues:

The attached proposal from the School of Medicine for a new degree, Doctor of Medicine (M.D.), will be an agenda item for the August 16, 2024, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu
Dr. Marisa Pagnattaro

UNIVERSITY OF GEORGIA
School of Medicine

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July 31, 2024

To: S. Jack Hu, PhD
Senior Vice President for Academic Affairs and Provost, University of Georgia

From: Michelle A. Nuss, MD
Founding Dean, School of Medicine

Re: Proposal for the MD Degree Program in the SOM.

Dear Provost Hu:

I am pleased to submit the attached USG Academic Degree Application for a new Doctor of Medicine (MD) degree for the UGA School of Medicine (SOM). As you know, the UGA SOM was approved to seek LCME accreditation as an independent medical school by the Board of Regents on February 13, 2024. As outlined in the attached application, our curriculum is aligned with the LCME accreditation standards for the Functions and Structures of a medical school as well as the USG System Wide Strategic plan and the mission of UGA.

As you know, the state of Georgia is facing a healthcare crisis. Georgia currently ranks 40th in the nation in the ratio of active patient care physicians to population. The state's shortage is particularly pronounced in primary care, where it ranks 41st, and the state is ranked 44th in the nation for the presence of active general surgeons. Moreover, the number of public MD students is exceptionally low at 9.1 per 100,000 population, ranking 41st and last in the nation, revealing that the state is struggling to produce an adequate number of physicians to meet the expanding healthcare needs of its residents. At the same time, UGA currently ranks 9th in the nation for graduates applying to medical school, indicating strong demand for medical education.

As of December 2023, Georgia had the 8th highest population in the nation, with approximately 11 million residents. That number continues to grow, while one-third of the state's physicians approach retirement age. However, the Medical College of Georgia (MCG) remains the state's only public medical school for near 200 years. A single state medical school simply cannot meet Georgia's surging demand for healthcare services, even when combined with private medical schools in the state.

The shortage of healthcare professionals is particularly acute in underserved and rural areas, where access to medical care is severely limited. By increasing the number of physicians, UGA can play a crucial role in closing this gap, ensuring that Georgians have access to timely and quality healthcare services. A larger pool of physicians will enhance the state's capacity to respond to public health crises, leading to improved overall health outcomes of its residents.

UNIVERSITY OF GEORGIA
School of Medicine

UGA has been collaborating with the MCG to educate medical students in Athens for nearly 15 years through the *Augusta University/University of Georgia Medical Partnership*, a four-year regional campus with LCME accreditation through MCG.

In September 2023, UGA engaged consulting firm Tripp Umbach to assess the feasibility of the evolution of the partnership to an independent medical school at UGA. The report was delivered to UGA and the USG Board of Regents in December 2023, and it concluded that *"UGA has the academic, research, and development infrastructure to support a successful, independent M.D.-granting public medical school. Meeting Georgia's growing physician shortage and healthcare needs requires a major academic and research enterprise with a high capacity for attracting federal funding, private donations, and industry partnerships."*

The need for an additional independent public medical school in Georgia is undeniably compelling: The state's population is growing, placing an ever-increasing strain on healthcare services. Georgia's population growth has stretched beyond the current healthcare infrastructure, resulting in longer wait times for medical appointments and reduced access to quality care. Creating a second public medical school would significantly expand the pool of medical professionals in Georgia, attract more top-tier faculty researchers and professionals, and produce more physicians and healthcare providers who can better serve underserved and rural communities.

The MD degree proposed herein with respect to course credit, cost, evaluation, and degree objectives is comparable to MCG, the other public medical school in the state of Georgia, and positions UGA to enhance our research endeavors in basic, clinical and translational research. Through the formation of the SOM and its soon to be accredited medical education program, UGA is well-positioned to transform health and well-being within Georgia through teaching, research, and work-force development.

This MD degree program has been reviewed and is supported by the AU/UGA Medical Partnership administration and faculty. School of Medicine faculty that are members of the SOM Faculty Planning Committee, approved this proposal unanimously on August 7, 2024.

If you have any questions regarding the proposal, please do not hesitate to contact me.

Sincerely,

Michelle G. Nuss

Michelle Nuss, MD, FACP
Founding Dean

UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released

Updated Version: Summer 2023

Points of Contacts

Dr. Dana Nichols

Vice Chancellor for Academic Affairs

dana.nichols@usg.edu

Version Control

Date	***Changes***	***USG Approved date***	***Website update date***
7/15/2023	*Overview: Added Degree Acronym*	*7/31/2023*	*8/28/2023*
7/15/2023	*Overview: Changed 6-Digit CIP Code to 8_Digit CIP Code*	*7/31/2023*	*8/28/2023*
7/15/2023	*Chart #28 deleted to reduce redundancy.*	*7/31/2023*	*8/28/2023*
7/15/2023	*Minor grammatical edits for clarity*	*7/31/2023*	*8/28/2023*
7/15/2023	*Prompt #30 – Delivery Mode chart changed to match DMA*	*7/31/2023*	*8/28/2023*
12/1/2022	*Updated column title in Table 25 from "Experienced Salary" to "Future Potential Earnings"*	*12/1/2022*	*12/1/2022*
12/1/2022	*Corrected numbering*	*12/1/2022*	*12/1/2022*
12/1/2022	*Corrected footnote dates*	*12/1/2022*	*12/1/2022*
8/19/2022	*Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.*	*8/19/2022*	*8/19/2022*
8/19/2022	*All questions are required for ALL degree levels.*	*8/19/2022*	*8/19/2022*
8/19/2022	*Some charts have been modified/deleted for consistency and to reduce redundancy.*	*8/19/2022*	*8/19/2022*
8/19/2022	*Signature page must be fully completed. Any addendums must be signed off by CBO.*	*8/19/2022*	*8/19/2022*
8/19/2022	*External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.*	*8/19/2022*	*8/19/2022*

USG Routing Only

- ☐ *Program was part of the Annual Academic Forecast*
- ☐ *This proposal requires USG integrated review*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW *To be completed as part of SharePoint Submission*

1. *Request ID: (SharePoint Generated unique ID)*

2. *Institution Name:* University of Georgia

3. *USG Sector:* Research

4. *School/Division/College:* School of Medicine

5. *Academic Department:* School of Medicine

6. *Degree Level:* Doctoral

7. *Proposed Program Name:* Doctor of Medicine

8. *Major:* Medicine

9. *Degree Acronym:* M.D.

10. *CIP Code (8 digit):* 51.120100
(Please use default (00) for the last 2-digit extension unless using same CIP code for similar institutional program.)

10. *Anticipated Implementation Semester and Year:* Fall 2026

11. *Was this program listed in the most recent Academic Forecast?*

☐ *Yes*

☒ *No (If no, explain why below)*

This program was not included in the Academic Forecast because it had not been approved through UGA's faculty governance.

12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):

To meet the physician workforce shortage in Georgia, the University of Georgia has been authorized by the Board of Regents to establish an independent medical school in Athens. The fundamental academic program for allopathic medical schools in the United States is the Doctor of Medicine (M.D.) degree program. This proposal describes the academic program being created by the University of Georgia School of Medicine in order to award the M.D. degree.

The School of Medicine will create this program based on the foundation of the Augusta University/UGA Medical Partnership, a four-year regional campus of the Medical College of Georgia which has been in operation since 2010 educating medical students towards the achievement of the M.D. degree, conferred by the Medical College of Georgia. The USG/BOR approved the Partnership program on February 10, 2009.

The overall structure of the M.D.-degree program proposed herein is for a four-year curriculum delivered in two phases: preclerkship (years one and two), which focuses on the foundational science of medicine; and clinical (years three and four), which focuses on immersive experiential learning.

At the successful completion of the requirements of the M.D. degree program, graduates will be equipped to progress to residency training in graduate medical education programs.

13. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

The UGA School of Medicine will achieve accreditation to grant M.D. degrees as an allopathic medical school from the Liaison Committee on Medical Education (LCME). The LCME accredits complete and independent medical education programs leading to the M.D. degree in the United States by judging the compliance of medical education programs with nationally accepted standards of educational quality.

The LCME describes in *Functions and Structure of a Medical School* the 12 accreditation standards, each with an accompanying set of elements. The LCME will consider performance in all the elements associated with a specific standard in the determination of the program's compliance with that standard.

To achieve and maintain accreditation, a medical education program leading to the M.D. degree in the U.S. must demonstrate appropriate performance in the standards and elements that provide assurances that graduates exhibit general professional competencies appropriate for entry to the next stage of their training and that serve as the foundation for lifelong learning and proficient medical care.

The 12 Standards include:

Standard 1: Mission, Planning, Organization, and Integrity
A medical school has a written statement of mission and goals for the medical education program, conducts ongoing planning, and has written bylaws that describe an effective organizational structure and governance processes. In the conduct of all internal and external activities, the medical school demonstrates integrity through its consistent and documented adherence to fair, impartial, and effective processes, policies, and practices.

Standard 2: Leadership and Administration
A medical school has a sufficient number of faculty in leadership roles and of senior administrative staff with the skills, time, and administrative support necessary to achieve the goals of the medical education program and to ensure the functional integration of all programmatic components.

Standard 3: Academic and Learning Environments
A medical school ensures that its medical education program occurs in professional, respectful, and intellectually stimulating academic and clinical environments, recognizes the benefits of diversity, and promotes students' attainment of competencies required of future physicians.

Standard 4: Faculty Preparation, Productivity, Participation, and Policies
The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals.

Standard 5: Educational Resources and Infrastructure
A medical school has sufficient personnel, financial resources, physical facilities, equipment, and clinical, instructional, informational, technological, and other resources readily available and accessible across all locations to meet its needs and to achieve its goals.

Standard 6: Competencies, Curricular Objectives, and Curricular Design
The faculty of a medical school define the competencies to be achieved by its medical students through medical education program objectives and are responsible for the detailed design and implementation of the components of a medical curriculum that enable its medical students to achieve those competencies and objectives. Medical education program objectives are statements of the knowledge, skills, behaviors, and attitudes that medical students are expected to exhibit as evidence of their achievement by completion of the program.

Standard 7: Curricular Content
The faculty of a medical school ensure that the medical curriculum provides content of sufficient breadth and depth to prepare medical students for entry into any residency program and for the subsequent contemporary practice of medicine.

Standard 8: Curricular Management, Evaluation, and Enhancement
The faculty of a medical school engage in curricular revision and program evaluation activities to ensure that medical education program quality is maintained and enhanced and that medical students achieve all medical education program objectives and participate in required clinical experiences and settings.

Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety
A medical school ensures that its medical education program includes a comprehensive, fair, and uniform system of formative and summative medical student assessment and protects medical students' and patients' safety by ensuring that all persons who teach, supervise, and/or assess medical students are adequately prepared for those responsibilities.

Standard 10: Medical Student Selection, Assignment, and Progress
A medical school establishes and publishes admission requirements for potential applicants to the medical education program and uses effective policies and procedures for medical student selection, enrollment, and assignment.

Standard 11: Medical Student Academic Support, Career Advising, and Educational Records
A medical school provides effective academic support and career advising to all medical students to assist them in achieving their career goals and the school's medical education program objectives. All medical students have the same rights and receive comparable services.

Standard 12: Medical Student Health Services, Personal Counseling, and Financial Aid Services
A medical school provides effective student services to all medical students to assist them in achieving the program's goals for its students. All medical students have the same rights and receive comparable services.

14. Specify **SACSCOC** or other accreditation organization requirements.
Mark all that apply.

☐ Substantive change requiring notification only [1]

X Substantive change requiring approval prior to implementation [2]

☐ Level Change [3]

☐ None

B. STRATEGIC PLAN

15. How does the program align with the USG System Wide/Strategic Plan Context (within mission fit):

The UGA School of Medicine (SOM) directly extends the mission of the USG: "Our mission is knowledge: to create it through research, transfer it through teaching, and apply it through service." At the core of the UGA SOM is the plan to develop and expand research, both educational and biomedical. The SOM will develop teaching programs to support both the education of future physicians seeking an M.D. degree and will also support learners in graduate medical education programs. Faculty, staff, students, and residents will engage in provision of health care services to the communities of Georgia.

16. How does the program align with your institutional mission and function?
If the program does not align, provide a compelling rationale for the institution to offer the program.

The University of Georgia, a land-grant and sea-grant university with statewide commitments and responsibilities, is the state's oldest, most comprehensive, and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the university's integral and unique role in conserving and enhancing the state and nation's intellectual, cultural, and environmental heritage. As it has been historically, the University of Georgia is responsive to the evolution of the state's educational, social, and economic needs. It aspires through its strategic planning to even closer contact and interaction with public and private institutions throughout the state

[1] See page 22 (Requiring Notification Only) of SACSCOC Substantive Change Policy and Procedures document.
[2] See page 17 (Requiring Approval Prior to Implementation) of SACSCOC Substantive Change Policy and Procedures document.
[3] See page 3 (Level Change Application) of SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document for level change requirements.

as well as with the citizens it serves.

In creating a School of Medicine, the University of Georgia is responding to the unmet need of an adequate healthcare workforce for Georgia, while leveraging existing research strengths to address knowledge gaps in health and mobilizing its successes in public service to improve the health of the state.

17. How does the program align with your institution's strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

The following elements from UGA's 2025 Strategic Plan align with the program proposed herein.

PROMOTING EXCELLENCE IN TEACHING AND LEARNING

• Expand experiential learning opportunities for all students.
• Enhance training, support, and recognition for all who provide instruction.
• Enhance infrastructure and support for evidence-based teaching methods across the curriculum.
• Promote academic access and success for all students, with particular consideration for underrepresented, rural, first-generation and other underserved students.

The M.D. degree is fundamentally an experiential learning pedagogy. The UGA School of Medicine is an outgrowth of the Medical Partnership, which supports instructors through the Office of Faculty Development, sustains evidence-based teaching through the Office of Curriculum, and promotes student achievement through the Office of Academic Success.

GROWING RESEARCH, INNOVATION, AND ENTREPRENEURSHIP
• Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, innovation, and entrepreneurship.
• Promote collaboration among academic units and between these units and external organizations to drive interdisciplinary research and commercial activity.
• Align the human and physical capital of the University to expand the research enterprise and fuel innovation and entrepreneurship at all levels of the organization.
• Enhance communications about the University's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, national, and international communities.

The M.D. program will foster research growth by: 1) creating opportunities for students to engage in research; 2) creating an environment attractive to basic, translational and clinical research faculty; and 3) leveraging educational partnerships with community healthcare organizations to collaborate on clinical research.

STRENGTHENING PARTNERSHIPS WITH COMMUNITIES ACROSS GEORGIA AND AROUND THE WORLD
• Increase collaborative, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world.
• Strengthen UGA's role in economic development across the State, with a particular emphasis on underserved communities.

• Broaden opportunities for students to engage with the diversity of communities in Georgia and across the nation and world on locally identified needs and issues.
• Develop high-impact global partnerships that engage and support UGA areas of research and service excellence.
• Strengthen communications regarding how UGA sustainably supports and benefits communities through research, teaching, and public service.

Central to the M.D. degree is the clinical clerkship experience in years three and four collocated in a clinical learning environment. Students will complete their degree requirements working in healthcare settings in collaboration with community healthcare partners. Pre-clerkship curricular elements include student experiences working with underserved communities (i.e., the Athens Free Clinic) in Community and Population Health.

For the M.D. degree, 29 new courses will be created.

C. NEED

18. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

According to an external study performed in September 2023 by healthcare consultant firm Tripp Umbach, the state of Georgia currently ranks 40th in the nation in the ratio of active patient care physicians to population. In addition, Georgia faces significant health challenges, including a high infant mortality rate and high rates of obesity, stroke, diabetes, and heart disease.

In an effort to meet physician workforce needs, the Board of Regents formed a medical education partnership between the Medical College of Georgia and the University of Georgia in Athens in 2009, an initiative now known as the AU/UGA Medical Partnership. This 4-year regional campus of the Medical College of Georgia has expanded medical education and research initiatives and trained a new generation of healthcare professionals equipped to tackle the changing healthcare environment. However, fifteen years later, Georgia continues to face a pressing need for more physicians to meet the healthcare demands of its growing population. To address this challenge effectively, the Board of Regents seeks to further expand medical education in the state by commissioning a new independent medical school at UGA while creating a new 4-year regional campus of the Medical College of Georgia in Savannah, in partnership with Georgia Southern University.

The state's existing medical schools do not produce enough medical graduates annually to meet the state's surging demand. The shortage of healthcare professionals is particularly pronounced in underserved and rural areas, where access to medical care is severely limited. By increasing the number of physicians in the state, Georgia's medical schools can play a crucial role in closing this gap, ensuring that all Georgians have access to timely and quality healthcare services.

By increasing the number and capacity of medical schools and offering more residency positions in the state, Georgia can produce more physicians and ensure that they are trained and acclimated to the specific healthcare needs of the state's diverse communities. This approach bolsters Georgia's ability to provide quality healthcare and promotes talent retention within the state, helping to alleviate physician shortages, particularly in underserved rural areas.

The proposed academic program herein thus squarely aligns with statewide efforts to expand the medical education infrastructure by adding more medical students and residency training programs and to focus on retaining future healthcare professionals within the state for their training.

19. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

☐ *No*

☒ *Yes (If yes, use the space below to explain how their input informed this proposal)*

The University of Georgia retained heath education consulting firm Tripp Umbach on September 15, 2023, to assess the feasibility and potential economic impact of establishing an independent medical school at the University of Georgia. Tripp Umbach's methodology involved a multifaceted approach, including intensive dialogue and consultation with UGA leadership and hospital administrators through regular conference calls and a two-day site visit in early November 2023. These interactions with UGA leadership and potential hospital system partners gauged the necessity and feasibility of a separate, publicly supported medical school grounded in the broader context of statewide healthcare needs and physician demand. Tripp Umbach's independent process involved an in-depth exploration of educational, clinical, and research opportunities aimed at fostering a thriving, publicly supported medical school.

20. Identify the partners you are working with to create a career pipeline with this program[4].

Mark all that apply

☐ High School CTAE	☒ Other USG institutions	☒ Professional associations
☒ High School STEM	☒ Other universities	☐ Other (specify below)
☒ Career academies	☐ Employers	
☒ TCSG programs	☒ Community partnerships	☐ None

21. Are there any competing or complementary programs at your own institution?

☒ *No*

☐ *Yes (If yes, provide additional information about the competing program(s) below).*

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

The program's service area is the state of Georgia, which is within the University of Georgia's traditional service area.

23. Do any other USG higher education institutions in close proximity or sector service area offer a **similar** program?

☐ *No* ☒ *Yes (If yes, provide a rationale for the institution to offer the program)*

The shortage of physicians in Georgia has grown over the past ten years despite enrollment growth in other medical schools across the state, due in part to the rapidly growing state population and the fact that people are living longer. The need for more physicians in Georgia has continued to escalate despite a 30% increase in medical student enrollment over the past 15 years. Therefore, to more immediately address the growing physician shortage, this new MD program will increase the number of students matriculating and graduating from Georgia medical schools.

24. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.

Similar or Related Degrees/Programs	CIP Code	Supply[1] (Graduates/Completers)	Competitor Institutions[2]
M.D.	51.1201	218	Augusta University/Medical College of Georgia
M.D.	51.1201	128	Emory University
M.D.	51.1201	92	Morehouse University
M.D.	51.1201	132	Mercer University

[1] Supply = Number of program graduates last year within the study area
[2] Competitors = List other USG institutions that offer this program or a similar program in the area (see **Question 23**)

25. Based on the program's study area, what is the employment outlook for occupations related to the program. An Excel version of the CIP to SOC crosswalk is also available from NCES. If data for the study area is not available, then use state- or national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

Possible resources:

- Click **here** for US and Georgia occupation projections
- Click **here** for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the GDOL Labor Market Explore Website
- For a custom Georgia geography – request a Jobs EQ report from **USG Academic Affairs office.**
- Using data from ***O*-Net,*** identify the average salary for the related occupations identified in question.

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net[1] (Outlook)	Current Employment	% Growth	Average Salary (O-Net data)	Future Earnings Potential (O-Net data)
Family Medicine Physician	90	1860	18	$211,300	high
General Surgeon	50	1300	12	$239,200+	high
Pediatrician	30	750	8	$190,350	high
Obstetrician / Gynecologist	20	620	8	$239,200+	high

[1]National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from https://www.onetonline.org/

Accordingly, the employment outlook for graduates from this new program is excellent.

26. Based on the data provided in questions **23** and **24**, discuss how this program will help address a need or gap in the labor market?
(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – "off-ramp programs," Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).

    Creating an M.D. degree-granting program will significantly expand the pool of medical professionals in Georgia, attract faculty physicians, and produce more physicians and healthcare providers who can better serve underserved and rural communities.

27. Using data from ***O*-Net,*** identify the average salary for the related occupations identified in question. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org.

Occupation	SOC Code	Occupation specific technology skills & KSAs
Pediatrician ($190,350/yr)	29-1221.00	Knowledge: Medicine, Therapy, Biology Skills: Critical Thinking, Judgement, Speaking Abilities: Inductive Reasoning, Problem Sensitivity, Oral Comprehension
General Surgeon ($239,200+/yr)	29-1249.00	Knowledge: Medicine, Therapy, Biology Skills: Critical Thinking, Judgement, Speaking Abilities: Inductive Reasoning, Problem Sensitivity, Oral Comprehension
Family Medicine Physician ($211,300/yr)	29-1215.00	Knowledge: Medicine, Therapy, Biology Skills: Critical Thinking, Judgement, Speaking Abilities: Inductive Reasoning, Problem Sensitivity, Oral Comprehension

Obstetrician / Gynecologist ($239,200+/yr)	29-1218.00	Knowledge: Medicine, Therapy, Biology Skills: Critical Thinking, Judgement, Speaking Abilities: Inductive Reasoning, Problem Sensitivity, Oral Comprehension

Provide any additional comments, if needed:

28. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?

    The need for more physicians is evident in the state's designation of numerous Health Professional Shortage Areas (HPSAs) for primary care physicians and Medically Underserved Areas (MUAs). Georgia has 241 primary-care HPSA designations, ranking 10th in the United States for the most HPSA designations. The state has 25,072 active physicians, ranking 38th of 50. The total number of primary care physicians needed to remove a single HPSA designation in Georgia is 683. Given this critical shortage in healthcare providers, the job outlook in the state is excellent for graduates with an M.D. degree.

Table 1: AAMC Georgia Physician Workforce Profile 2021

Physician Supply	Georgia	Per 100,000 Population	U.S. State Median	Georgia Rank
Total active patient care physicians	25,072	208.5	239	40
Primary care physicians	8,636	81.3	94.7	41
Active general surgeons	730	6.9	7.7	44
	Georgia	**Percent**	**U.S. State Median**	**Georgia Rank**
Total female physicians	9,177	36.6%	36.1%	22
Active physicians >60	8,229	32.9%	32.9%	26
Undergraduate Medical Education (UME)	**Georgia**	**Per 100,000 Population**	**U.S. State Median**	**Georgia Rank**
Total M.D. or D.O. students (private and public)	3,112	29.3	38.6	35
Total public M.D. and D.O. students	966	9.1	21.5	41
Total Private M.D. or D.O. students	2,552	23.8	28.2	N/A
Total private D.O. students – PCOM	590	5.6	9.6	N/A
Total private M.D. students – Mercer, Emory, Morehouse	1,962	N/A	N/A	N/A
Graduate Medical Education (GME)	**Georgia**	**Per 100,000 Population**	**U.S. State Median**	**Georgia Rank**
Total residents (as of 12/31/2019)	2,978	28.0	32.7	40
Total residents in primary care (as of 12/21/2019)	N/A	11.7	12.7	33
	Georgia	**Percent**	**U.S. State Median**	**Georgia Rank**
Percentage change in residents 2010-20	N/A	42.6%	24.4%	12
Physicians retained from M.D. and D.O. UME	6,172	43.4%	39.7%	17
Physicians retained from public UME	3,297	47.6%	43.7%	16
Physicians retained from GME	8,269	49.1%	45.1%	16
Physicians retained from UME and GME	3,281	73.1%	69.7%	17

Source: AAMC

D. CURRICULUM

29. Enter the number of credit hours required to graduate and/or complete the program.

    364 credit hours over 4 years

30. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual **here** for more information).

    ☒ *No*

    ☐ *Yes (If yes, explain the rationale for the request in the space below)*

31. Delivery Mode: related to SACSCOC accreditation, specify if the program format of the proposed program is a:

	Format (Check 1)
X	On Campus
	On Campus AND Online
	Online
	Partially Online
	External
	Campus/Online/External
	On Campus & External

	Program Percentage
	<50%
	50-94%
X	95-100%
	Unknown

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32. Is the program synchronous or asynchronous?[5] Mark one of the options below. N/A

    ☐ Synchronous

    The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

    ☐ Asynchronous

33. For **ALL** degree proposals, which **High Impact Practices**[6] (HIPs) will faculty embed into the program? Mark all that apply.

    ☒ Internships
    ☒ Common Intellectual Experiences
    ☒ Diversity/Global Learning
    ☐ ePortfolios
    ☒ Service Learning, Community Based Learning
    ☐ First-Year Experiences
    ☐ Undergraduate Research
    ☐ Capstone Courses and Projects
    ☐ Learning Communities
    ☐ Writing-Intensive Courses
    ☒ Collaborative Assignments and Projects

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[1] Direct measures may include assessments, HIPs, exams, etc.

[6] See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, *14*(3), 28-29).

34. For **ALL** degrees, discuss how **HIPs** will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

    (i.e. "Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in… etc.").

    1. **Problem-Based Learning (PBL)**: The required preclinical curriculum is delivered primarily through small group learning (SGL) using a PBL format within a case-based learning framework. Small group learning involves presenting students with complex, real-world cases and issues and guiding them through the process of researching and understanding and explaining these cases and issues. This approach encourages active learning, critical thinking, and collaboration, which are essential skills for medical practice.

    2. **Team-Based Learning (TBL):** TBL is a structured form of small-group learning that emphasizes teamwork, problem-solving, and application of knowledge to real-world cases. It typically involves pre-class preparation, individual readiness assurance tests, and team-based application exercises. First and second year small group learning also employs this learning format.

    3. **Clinical Skills Training**: Throughout the four years, required hands-on clinical skills training, including simulation-based learning and standardized patient encounters, allows students to practice and refine their clinical skills in a safe and controlled environment before working with real patients.

    4. **Interprofessional Education (IPE):** IPE brings together students from different healthcare professions, such as medicine, nursing, pharmacy, and allied health, to learn with, from, and about each other. This fosters teamwork, communication, and a better understanding of collaborative practice models. There are required IPE activities during the preclinical years.

    5. **Service-Learning:** Service-learning integrates community service with academic coursework, allowing students to apply their knowledge and skills to address community needs while reflecting on the ethical and social implications of their work. Students complete a required community health-based project in year one and two. The Community and Population Health Curricular thread is the service-learning component.

    6. **Research Opportunities:** Engaging medical students in research projects allows them to develop critical thinking skills, gain familiarity with the scientific method, and contribute to the advancement of medical knowledge. Research experiences can range from basic science research to clinical research and quality improvement projects. Students have the option to participate in a research experience during the summer term between year one and year two.

    7. **Reflective Practice:** Incorporating reflective exercises, such as written reflections, debriefing sessions, or facilitated discussions, encourages students to critically reflect on their learning experiences, clinical encounters, and personal values, fostering self-awareness, resilience, and professional growth. Students perform required written reflections and required team debrief sessions during pre-clerkship phase Community and Population Health coursework. Students engage in required clerkship process groups facilitated by the Resilience and Professional Identity thread designed to promote connection and community and develop skills of reflective practice.

8. **Technology-Enhanced Learning:** Integrating technology, such as online modules, mobile applications and hands-on simulation, into medical education enhances access to educational resources, facilitates interactive learning experiences, and supports self-directed learning. Students are required to engage with technology during their entire program.

35. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives' leadership.

[ ] eCampus [ ] Georgia Film Academy

[ ] FinTECH [ ] Other: Specifiy Initiative Here

36. List the learning outcomes for the program. Attach the curriculum map for the upper division or major curriculum.

Medical Knowledge and Scientific Concepts: Medical students must master a foundation of scientific and clinical knowledge and demonstrate the ability to integrate and apply that knowledge to clinical practice.

Competency Statement: Develop, maintain, and apply the medical knowledge and problem-solving skills necessary for the care of patients and communities.

Program Objectives:

1. Develop a medically-relevant fund of knowledge of normal biological structures and processes, how they work together to maintain whole body homeostasis, and how they change over a lifespan.

2. Describe how changes in biological structures and processes can impact human health and how these changes can be measured or targeted to diagnose, treat, or prevent disease and inform prognosis.

3. Develop a systematic approach to the evaluation of clinical problems.

4. Describe biopsychosocial determinants of health and how they impact individuals and communities.

5. Apply knowledge of the scientific method, research design, biostatistics, and data interpretation to answer clinical questions.

Patient Care: Medical students, as members of the healthcare team, must acquire a high level of skill in providing patient- and family-centered care that is compassionate and effective for the promotion of health and management of illness.

Competency Statement: Demonstrate compassionate, patient-centered, equitable, evidence-based care that is effective for treating health problems and promoting health.

Program Objectives:

1. Obtain an organized, accurate, and age-appropriate patient history incorporating multiple data sources as necessary.

2. Demonstrate a complete and symptom-driven physical examination using appropriate techniques and tools.

3. Identify the need for urgent or emergent care, seek help, and recommend initial evaluation and management.

4. Apply clinical reasoning and critical thinking skills to develop prioritized differential diagnoses.

5. Propose hypothesis-driven diagnostic testing using a patient-centered approach and interpret results.

6. Perform or assist with routine medical, diagnostic, and surgical procedures.

7. Formulate patient-centered, evidence-based patient management plans for common acute and chronic conditions.

8. Formulate patient-centered, evidence-based patient management plans for disease prevention, health screening, promotion, and maintenance.

9. Adapt patient care equitably to situation, individual, interpersonal, and social structural factors that impact health.

Practice Based Learning and Improvement: Medical students must be lifelong learners who continuously appraise and assimilate scientific evidence, investigate and evaluate their patient care approaches, and improve their practice of medicine.

Competency Statement: Utilize appropriate strategies and tactics to adapt behavior, foster improvement, and cultivate lifelong learning.

Program Objectives:

1. Locate, critically appraise, and synthesize information to support evidence-based, patient-centered clinical decisions.

2. Apply critical appraisal and best practice methods in the approach to medical uncertainty, emerging technologies, and rapidly evolving medical information.

3. Use feedback, evidence, and reflection for continuous improvement and lifelong learning in the acquisition and application of medical knowledge.

4. Actively seek and use constructive feedback from faculty, patients, colleagues, and other health care professionals for continuous improvement.

5. Provide feedback in a respectful, constructive manner.

6. Demonstrate intellectual curiosity to continually pursue the knowledge and skills needed across a career in healthcare.

Interpersonal and Communication Skills: Medical students must demonstrate effective listening and written and verbal communication and collaboration skills with patients, families, colleagues, and other professional associates to provide optimal patient and family centered care.

Competency Statement: Demonstrate effective communication and collaboration skills with patients, families, caregivers, and other team members to facilitate patient-centered, quality medical care and the therapeutic relationship.

Program Objectives:

1. Collaborate with patients, families, caregivers, and team members to support the therapeutic relationship.

2. Collaborate with team members, colleagues, and other healthcare professionals to support team function.

3. Demonstrate active listening to establish effective rapport and mutual understanding.

4. Adapt communication and interpersonal skills to an individual's unique needs, values, preferences, and experiences, with particular attention to sensitive situations.

5. Communicate clearly and accurately in verbal, non-verbal, written, and electronic formats.

6. Use communication skills to effectively educate patients, families/caregivers, colleagues, and other members of the healthcare team.

Medical Ethics and Professionalism: Medical students are expected to demonstrate the highest levels of professionalism and ethical behavior.

Competency Statement: Demonstrate professionalism in all activities and conduct ethical patient-centered care.

Program Objectives:

1. Fulfill responsibilities thoroughly, reliably, and in a timely manner.

2. Demonstrate compassion, integrity, and respect for patients, caregivers, families, communities, populations, colleagues, and team members.

3. Demonstrate cultural humility, promote inclusivity, and respect diversity among people.

4. Safeguard patient privacy, confidentiality, and autonomy.

5. Maintain a patient-centered focus in all aspects of medical care.

6. Weigh patient preferences, quality of life, contextual features, legal constraints, and ethical principles as well as medical indications in reaching medical decisions.

Systems-based Practice: Medical students must develop a knowledge of factors that influence medical care including available health care system resources, social, behavioral, and economic factors, and demonstrate an ability to use them appropriately to provide optimal quality patient care.

Competency Statement: Apply knowledge of the larger context of health to optimize care for patients, communities, and populations.

Program Objectives:

1. Describe the role healthcare systems play in the larger context of structural and social determinants of health.

2. Compare and contrast the various ways health care is organized, financed, and delivered.

3. Apply systems-based thinking to healthcare problems of quality, cost, and access.

4. Recognize opportunities for quality improvement in healthcare systems.

5. Use teamwork skills to coordinate patient care with various professionals in diverse healthcare settings to achieve safe and effective transitions of care.

6. Evaluate the risks and benefits of using emerging technologies in health systems.

Personal Development and Professional Identity Formation: Medical students should integrate personal and professional values, and the skills used to maintain those values, into one's professional identity as a physician.

Competency Statement: Integrate personal and professional values, and the skills used to maintain those values, into one's professional identity as a physician.

Program Objectives:

1. Recognize the impact of personal physical and mental health on physician well-being, healthcare practice, and patient safety.

2. Develop a professional identity by integrating effective professional attributes and behaviors with personal values.

3. Employ appropriate self-care strategies, including seeking assistance when needed, to maintain physical and mental health.

4. Manage a balance between personal and professional identities, roles, and responsibilities.

Community Health and Service: Medical students must be able to demonstrate service, advocacy, and leadership in the care of patients at the individual, community, and societal level, accounting for health disparities and nonbiologic determinants of health.

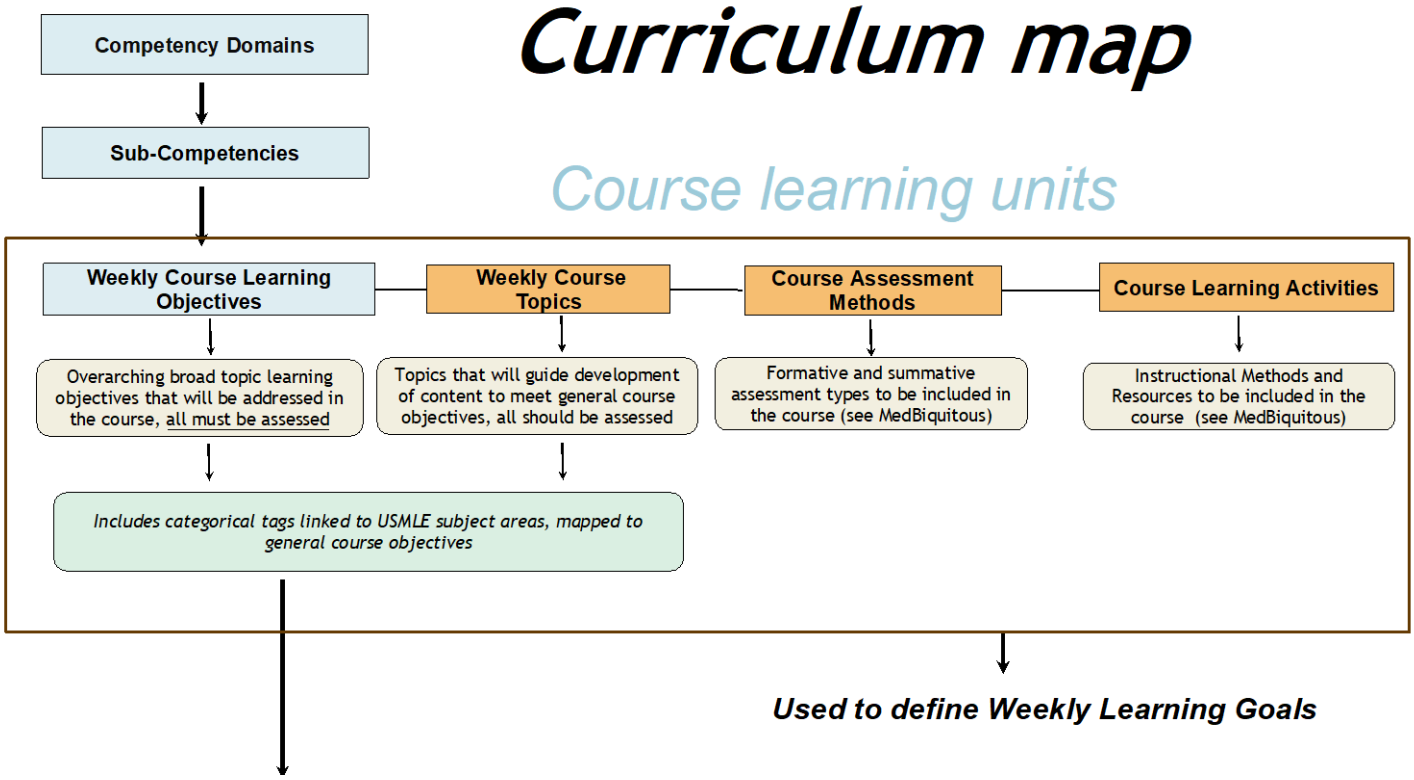
Competency Statement: Integrate personal and professional values, and the skills used to maintain those values, into one's professional identity as a physician.

Program Objectives:

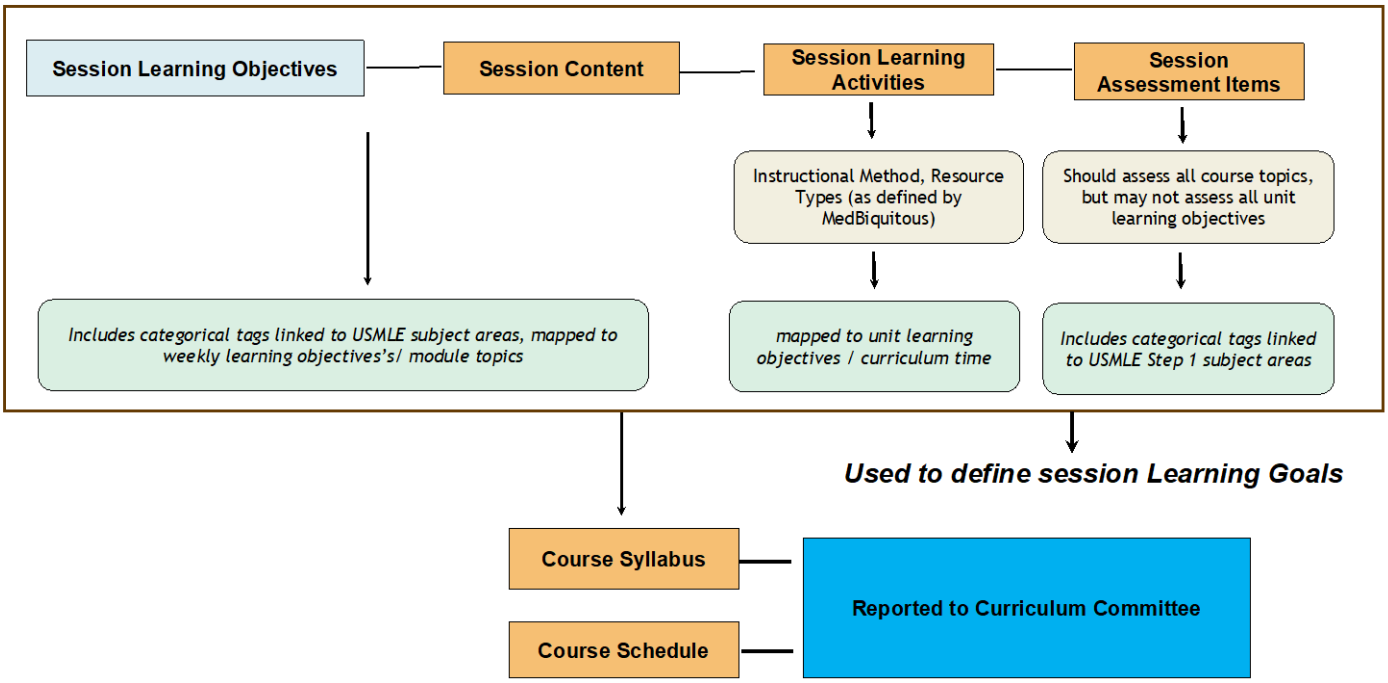
1. Apply knowledge of public health principles, epidemiology, and the burden of disease to reduce health disparities.

2. Apply knowledge of social, environmental, and structural determinants of health to promote health equity in patient and population care and advocacy.

3. Engage in community-based service learning that improves the health of individuals and populations through direct patient care, research, advocacy and collaboration.



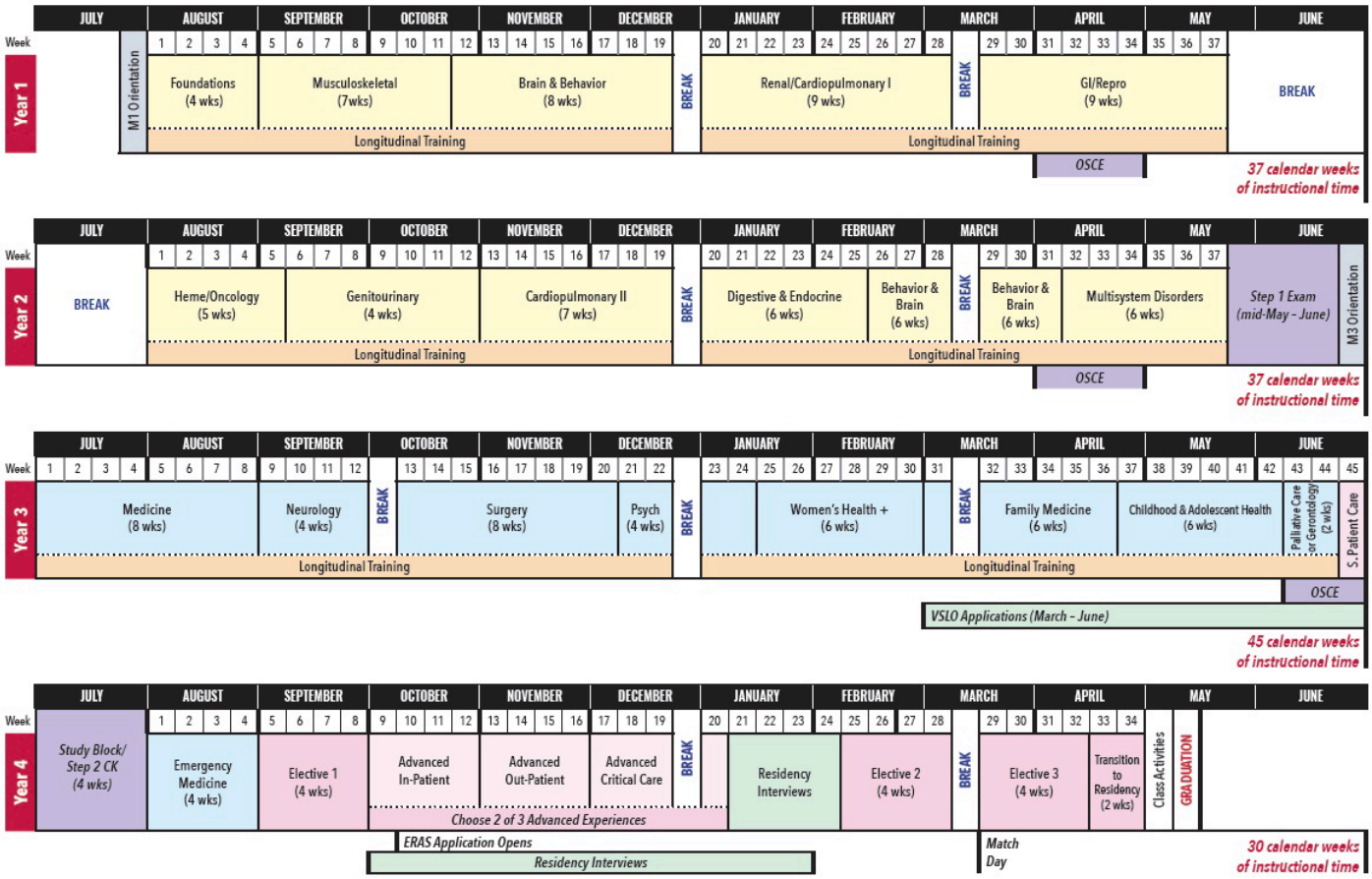
Session learning units



Proposed Curriculum Calendar, Years 1 through 4

UGA School of Medicine
Comprehensive Timeline

UNIVERSITY OF GEORGIA School of Medicine



37. For **ALL** degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.

Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s)[1]
Critical Thinking/Problem Solving	Medical students must master a foundation of scientific and clinical knowledge and demonstrate the ability to integrate and apply that knowledge to clinical practice.	Module Final Exams Module Weekly Assessments Small Group Learning Assessment Clerkship Evaluations Community and Population Health
Oral/Written Communications	Medical students, as members of the healthcare team, must acquire a high level of skill in providing patient and family centered care that is compassionate and effective for the promotion of health and management of illness.	Standardized patient encounters and write ups Community and Population Health Clerkship Evaluations Small group learning
Teamwork/ Collaboration	Communication and Collaboration: Medical students must demonstrate effective listening and written and verbal communication and collaboration skills with patients, families, colleagues, and other professional associates to provide optimal patient and family centered care.	Community and Population Health Project Presentation and pre- and post-assessment of IPE events using a validated tool
Digital Technology	Medical students must use technology in the care of patients but also in life-long learning skills through accessing medical databases and other diagnostic testing like radiology. Students must acquire the skills to use technology effectively.	Small Group Learning Assessment Clerkship Evaluations
Leadership	Community Health and Advocacy: Medical students must maintain a personal commitment to the health of individuals and groups and demonstrate the ability to apply clinical knowledge and skills to a population as a whole, whether at the community, state, national, or international level.	Global Health Interprofessional Education Activity Small group learning

Professionalism/Work Ethic	Medical Professionalism and Ethics: Medical students are expected to demonstrate the highest levels of professionalism and ethical behavior.	Community and Population Health Reflection
Career Management	Practice-Based Learning and Improvement: Medical students must be life-long learners who continuously appraise and assimilate scientific evidence, investigate and evaluate their patient care approaches, and improve their practice of medicine.	USMLE Step 1 and Step 2 performance
Global/Intercultural Fluency	Systems Based Practice: Medical students must develop a knowledge of factors that influence medical care including available health care system resources, social, behavioral, and economic factors, and demonstrate an ability to use them appropriately to provide optimal quality patient care.	Community and Population Health Clinic participation

38. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

Outcomes will be assessed via the rate of successful residency placement (i.e., via the residency match) and the rate at which students pass the United States Medical Licensing Examination (USMLE) Step 3 Examination.

39. List the entire course of study required to complete the academic program.

- Include course: prefixes, numbers, titles, and credit hour requirements
- Indicate the word "new" beside new courses
- Include a program of study

All of the courses listed below are 'new' for UGA and required for the M.D. degree.

Years 1 and 2 – Preclinical Years

Years 1 and 2 are the preclinical years of training for medical students. During these two years, students learn the science of the human body and the practice of doctoring through various curricular threads in a fully integrated curriculum. Courses are organized by organ system, for example cardiovascular, endocrine, et cetera, and are taught through a variety of components described below. Each week has a high intensity of instructional time in addition to study time; typically, one hour of

instruction requires a minimum of two hours of outside study time. Most of the components described below occur weekly, aside from simulation and ultrasound teaching, which may occur 3-5 times per semester. Simulation events are lengthy and require a pre-brief and debrief before and after each session. Gross Anatomy occurs only during the first year of medical school.

Each week in year 1 (M1) and year 2 (M2) has an average of 28-33 hours of instruction plus study time per week.

Key Components:
Small Group Learning, Case-Based – M1 and M2 students learn the science of the human body through real patient clinical cases that unfold across a week. Eight students are paired with two faculty (one M.D. and one Ph.D.) for three, 2-hour sessions per week. This is the cornerstone of the curriculum.

Large Group Learning – Interactive, active-learning large group teaching sessions support the content learned in the small group learning sessions. These are taught by physicians, Ph.D. faculty, or co-taught.

Gross Anatomy lab – All M1 students will dissect human cadavers during a weekly anatomy lab that runs across the 37 weeks of curriculum. For each lab session (4 hours), 4 students are assigned to a cadaver. Four anatomy faculty provide lab and classroom instruction.

Clinical Skills – Students have weekly clinical skills sessions during the entire M1 and M2 years. During these sessions, students learn the art of doctoring, e.g. taking a history and physical from a patient. Students practice their skills through a standardized patient program using trained actors in year 1 and with real patients in year 2. Students are paired with physician faculty who precept and supervise the students.

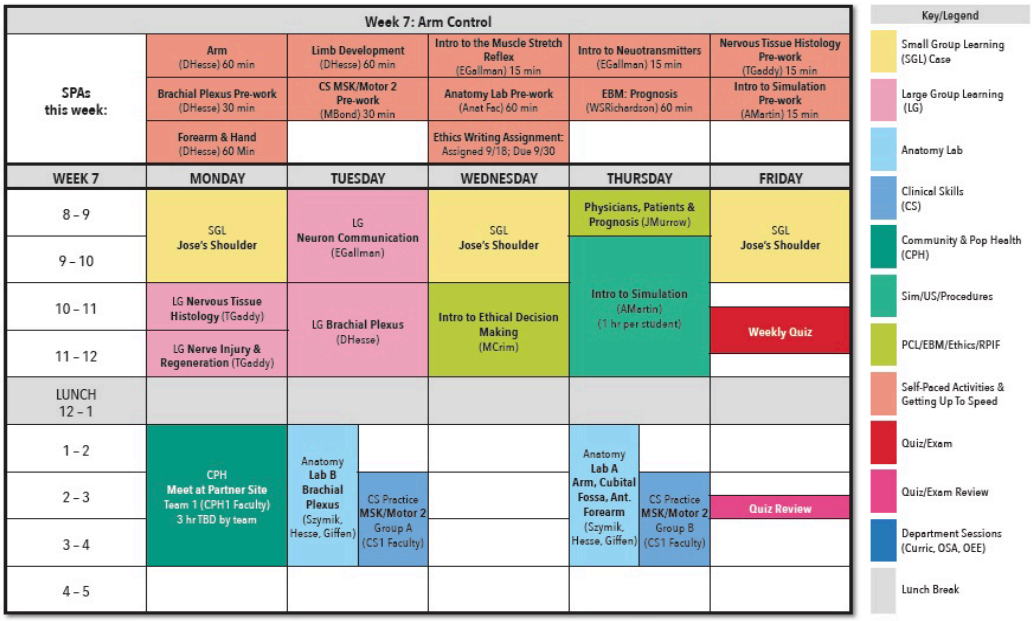
Community and Population Health – In this learning experience, M1 and M2 students are paired with clinical and some PhD faculty members for service-learning opportunities in direct patient care. In addition, medical student teams and faculty physicians and some PhDs work alongside their assigned community partners to address specific population-based health issues through a capstone community-based health project.

Simulation and Ultrasound – All years of medical students, M1-M4, participate in real-life simulation encounters with mannequins to learn real life medical scenarios. Clinical faculty and basic science educators assess the encounters and assist with debriefs. Many of these encounters are interprofessional and include students from pharmacy, nursing, etc.

Sample week for week 7 of the Year 1 curriculum in the Musculoskeletal Course

UNIVERSITY OF GEORGIA
School of Medicine

Sample Week: **YEAR 1**



The tables below list all courses, noting weeks per course, credit hours and hours of instruction/week.

Year 1		**Weeks**	**Credit Hrs.**	**Hours Instruction/Week**	**Assessment**
Fall	Fundamentals	4	9	32 hours	Pass/Fail
	Musculoskeletal	7	15	28 hours	Pass/Fail
	Brain & Behavior	8	15	33 hours	Pass/Fail
	Semester total 39	**19**			
Spring	Renal/Cardiopulmonary I	9	20	33 hours	Pass/Fail
	GI/Endocrine/Reproductive	9	20	33 hours	Pass/Fail
	Semester total 40	**18**			
	Year 1 Total	**37**	**79**		

Year 2		**Weeks**	**Credit Hrs.**	**Hours Instruction/Week**	**Assessment**
Fall	Hematology/Oncology	5	11	33 hours	Pass/Fail
	Genitourinary System	7	15	28 hours	Pass/Fail
	Cardiopulmonary II	7	15	28 hours	Pass/Fail
	Semester total 41	**19**			
Spring	Digestive & Endocrine Systems	6	12	30 hours	Pass/Fail
	Behavior & Brain	6	12	30 hours	Pass/Fail
	Multi-System Disorders	6	11	28 hours	Pass/Fail

	Semester total 35		**18**		
	Year 2 Total	**37**	**76**		

Year 3

Clerkships are full immersion learning experiences in practice-based facilities where students will have one-on-one patient interactions and apply clinical sciences under the supervision of a UGA SOM faculty member.

Clinical experiences are listed below in the table and have varying amounts of clinical instruction and student study time per week.

Typical clinical hours for clerkships are below:

One credit hour = 2 clinical hours plus minimum of 1 hour out of class student work/week
One credit hour = 3 clinical hours (instruction plus study) per week
Clerkships/Clinical rotations = 9 clinical hours of instruction plus study time per week = 3 credit hours/week
Yearlong courses have instruction and study time averaging 1 hour/week.

Year 3		Weeks	Credit Hours	Assessment
	Family Medicine Clerkship	6	18	A - F
	Internal Med Core and Subsp. Clerkship	8	24	A - F
	Pall, Care and/or Geriatrics Clerkship	2	6	A - F
	Neurology Clerkship	4	12	A - F
	Women's Health+ Clerkship	6	18	A - F
	Child and Adolescent Clerkship	6	18	A - F
	Psychiatry Clerkship	4	12	A - F
	Surgery Core & Subspecialty Clerkship	8	24	A - F
	Supplemental Pt. Care Experience	1	3	Pass/Fail
	Longitudinal Radiology	year long	4	Pass/Fail
	Longitudinal Clin. Pharmacology	year long	4	Pass/Fail
	Year 3 Total	**45**	**143**	

Year 4

Year 4 medical students do a mix of clerkships, advanced clinical experiences, and electives with a variable amount of clinical instruction and student study time per week. For the advanced clinical experiences, the medical student will work as a sub-intern, functioning as a first-year resident, and will admit and manage their own panel of patients under close supervision. These clinical experiences are intense and require high-level critical thinking skills as the student progresses towards graduation. More clinical instruction and study time is required for these advanced experiences than a typical clerkship rotation.

Advanced clinical experiences:

One credit hour = 2 clinical hours plus minimum of 2 hours out of class student work per week
One credit hour = 4 clinical hours per week
Advanced patient experiences = 16 clinical hours of instruction plus study time per week = 4 credit hours/week

Electives will have less instruction and study time than clerkships and advanced electives and will range from 4-8 credit hours each for a 4-week rotation.

Year 4		Weeks	Credit Hours	Assessment
	Emergency Medicine Clerkship	4	12	A - F
	(TWO Adv. Experiences are required)			
	Advanced Outpatient Experience	4	16	Pass/Fail
	Advanced Inpatient Experience	4	16	Pass/Fail
	Advanced Critical Care Experience	4	16	Pass/Fail
	Required Elective*	4	6	Pass/Fail
	Required Elective	4	6	Pass/Fail
	Required Elective	4	6	Pass/Fail
	Transition to Residency	2	4	Pass/Fail
	Year 4 Total	**30**	**66**	

*One elective is required to be clinical

4-year total of weeks and credit hours	**149**	**364**	

To satisfy the requirements for the M.D. degree, students must successfully pass and complete all courses listed above.

Assessments for the M.D. Degree

Students are assessed weekly during the first and second years with a formative quiz each Friday, and each course ends with a summative final exam. Students are also assessed on the competency-based objectives in community and population health coursework, small group learning, and on clinical skills, the latter through standardized patient encounters throughout the first two years of the curriculum. A more formal assessment of students' clinical skills is accomplished by taking Objective Structured Clinical Examinations (OSCEs) at the end of each year of the first three years of the curriculum, for a total of three OSCEs. The OSCE uses standardized patients in real life medical scenarios where students are assessed on competency-based objectives. The student will have 10-12 different patient encounters for each OSCE.

Students are also required to take two USMLE exams during their program of study. The United States Medical Licensing Examination® (USMLE®) is a three-step examination for medical licensure in the U.S. The USMLE assesses a physician's ability to apply knowledge, concepts, and principles, and to demonstrate fundamental patient-centered skills, which are important in health and disease and that constitute the basis of safe and effective patient care. The third USMLE exam is taken during residency and is required for medical licensure in all states.

At the completion of the second year, students are required to take the first of the exams, USMLE Step 1. A passing score is required to move to the third year of the curriculum. At the end of the third year, students take USMLE Step 2 Clinical Knowledge (CK) exam as they prepare their residency placement applications. A passing score on this exam is required for graduation from the M.D. program.

During the third year of medical school, students are required to take the National Board of Medical Examiners (NBME) Subject Exams at the end of each required clerkship. They are required to pass all clerkships and NBME exams to move to the fourth year of medical school. In addition to the NBME exam, each student is evaluated on their clinical skills and relevant competency-based objectives by the physician who supervises them throughout the clerkship rotation.

During the fourth year of medical school, students continue in clinical settings with increasing engagement, autonomy, and responsibility by completing required electives and advanced clinical experiences. Students are evaluated by their supervising physician preceptor similar to the third-year clerkship experience. Prior to leaving school, students complete a Transition to Residency elective as a first introduction to the post-graduate clinical learning environment (residency training) and its expectations and responsibilities. Students will be provided with an overall assessment of their abilities using tools employed during post-graduate training.

The assessment system proposed for the UGA School of Medicine is consistent with other allopathic (MD) medical schools in the US.

Years 1 and 2 of the Curriculum will be Pass/Fail, as is the case at the vast majority of medical schools nationwide (129/155 (83%) medical schools that responded to the AAMC survey done in 2021). Passing each of the eleven courses in Years 1 and 2 of the Curriculum requires an overall numeric average of 70% or greater and demonstration of proficiency in curricular threads that have complementary competency-based assessment methods. If a student fails a course in Year 1 or 2, it must be successfully remediated (receive a Pass). All courses in Year 1 must be passed to move to Year 2, and all courses in Year 2 must be passed to advance to Year 3 of the curriculum.

Year 3 Clerkship courses and one Clerkship course in year 4 will have the standard letter grades, A-F. Grades are determined by assessment of clinical competencies for each clerkship and by passing a specialty national standardized exam (i.e, NBME exam). Students will be required to achieve a grade of 70% or higher to pass the clerkship. If students score below 70% in any clerkship, successful remediation is required. Remediation requires appearing before a Student Progress Committee and repeating with a passing grade of the entire clerkship before moving to 4th year courses. Electives, Advanced Experiences, Longitudinal Radiology and Pharmacology, Supplemental Patient Care experiences and Transitions to Residency courses are Pass/Fail with a minimum passing score of 70.

Medical students apply to residency programs in year 4 and spend a significant amount of time interviewing for positions between November and January, which culminates in the annual Match Day in March where they learn where they will complete their specialty residency training.

E. IMPLEMENTATION

40. Provide an enrollment projection for the next four academic years.

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2026-27	2027-28	2028-29	2029-30
Base enrollment[1]		60	124	196
Lost to Attrition (should be negative)				
New to the institution	60	64	72	80
Shifted from Other programs within your institution	0	0	0	0
Total Enrollment	60	124	196	276

Graduates	0	0	0	0
Carry forward base enrollment for next year	60	124	196	276

[1]Total enrollment for year 1 becomes the base enrollment for year 2

a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

   Projected enrollment is based on historical figures from the AU/UGA Medical Partnership and the anticipated demand projected by the Tripp Umbach feasibility study. It would be exceptionally unusual to have attrition in an MD program and would be difficult to project. Also, rarely does an MD student transfer to a new institution because the curriculum timing and implementation can be different amongst schools. No students would shift from another program within the UGA SOM to the MD degree.

b. If projections are significantly different from enrollment growth for the institution overall, please explain.

   N/A

41. If projected program enrollment is not realized in year two, what actions are you prepared to take?

    If projected program enrollment is not realized in year two, then class size will remain static at the prior year's enrollment. However, the new MD program will likely attract top tier students and it is expected there will be potentially 4,000 applications to fill 60 slots in year 1, 64 in year 2, etc.

42. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

    The School of Medicine Office of Admissions will be overseen by the Associate Dean of Admissions, who will report to the Senior Associate Dean for Academic Affairs.

    The annual admissions bulletin and the entering class fact sheet will be published in hard copy and on the UGA website. Copies of all informational materials will be available in the admissions office and will be mailed to prospective students, pre-health advisors, and other interested parties upon request. Copies will also be distributed during recruitment and hard copies of the annual UGA fact sheet will be available in the admissions office. The Office of Admissions will also provide information about UGA's programs to the AAMC annually for publication in the Medical School Admission Requirements for U.S. and Canadian Medical Schools database.

    Informational materials about the medical education program will be revised annually by the Associate Dean for Admissions and the Office of Admissions. The primary informational sources produced by the Admissions Office are the annual admissions bulletin, the one-page admissions fact sheet for the entering class, and the admissions recruitment brochure. The admissions bulletin contains all

admissions policies, along with the academic bulletin with calendar and descriptions of all the campus and programs. The admissions bulletin and fact sheet are published at the start of each new admissions cycle.

Admissions decisions will be made by the Student Admissions Committee and chaired by the Associate Dean for Admissions. The full committee will include elected faculty along with medical students, with a minimum of 60% of elected faculty being physicians.

The program will be marketed to adult learners and underrepresented and special populations of students through career fairs at undergraduate institutions within the state where these students are enrolled. In addition, open houses will be held at the UGA School of Medicine with sessions meant to provide information about the program to these students. Resources will be available through the annual UGA SOM budget to support the marketing of the M.D. program.

43. Provide a brief marketing description for the program that can be used on the Georgia **OnMyLine website**.

    The University of Georgia's M.D. degree, offered through the School of Medicine, is designed for individuals who seek to become physicians. Graduates of this program will be highly trained doctors that will help to alleviate Georgia's physician shortages and improve the state's ability to provide quality health care for its citizens.

44. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs.

    N/A

F. RESOURCES

F1. Finance: Complete and submit the Excel budget forms and the questions below

(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

45. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

☐ No (Move to answer question 45)
☒ Yes (If yes, answer questions 44a & 44b)

a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

In-State per Semester: $14,825
Out-of-State per Semester: $30,371

b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees
Augusta University/Medical College of Georgia	https://www.augusta.edu/tuition/professional.php	$14,825	$30,371	$784.25	$784.25
Emory University	https://med.emory.edu/education/programs/md/student-handbook/costs-financial-aid/costs.html	$27,000	$27,000	$691	$691
Morehouse School of Medicine	https://www.msm.edu/FinancialAid/tuition-fees.php	$22,604	$22,604	$1590.50	$1590.50
Mercer University	https://medicine.mercer.edu/admissions/tuition-and-rates/	$22,432	$22,432	$324.50	$324.5

46. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

There are no existing funds since this is a new independent UGA SOM program. UGA will cover the budget costs once the student enrollment begins using a mix of funds from tuition, state formula advance, research, and philanthropy.

47. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

Below are the proposed (subject to change)* special fees for the UGA SOM medical students:

Anatomy Lab Fee	$400 (only for Year 1 students)
Immunization Tracking fee	$25
Medical Disability Insurance*	$93
Medical Liability Insurance*	$37
Needlestick & Exposure Insurance*	$41
	$596

*Estimated cost.

Anatomy Lab Fee: All medical students will be required to take gross anatomy during their first year of medical school. An important part of the training of new physicians is the examination, dissection, and study of human anatomy. Each student studies the structure of the human body to understand how it functions and to learn how the normal function is altered by disease. This knowledge is used by physicians and other health care professionals in treating or preventing illness. This fee is required to cover the cost of identifying and securing enough body donors for the first-year anatomy class. Each body donated for dissection costs approximately $3850. In general, 4-8 students per class are assigned to one cadaver during their first year of medical school.

Immunization Tracking Fee: This fee is used to offset the costs of administration and software required to credential students at any rotation site they rotate to during their four years of school.

Medical Disability and Liability Insurance Fee: This fee covers the cost of insurance provided to each student should they suffer a disability or liability during their educational program.

Needlestick and Exposure Insurance Fee: This fee covers the cost of insurance provided to each student should they suffer a needlestick or exposure during their educational program.

48. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?

All students will be required to pay for a background check annually in Years 2, 3 and 4. The background check is required by practice sites (hospital, outpatient centers, offices, etc.) and is necessary so that students may complete all their clinical rotations and clerkships. The approximate cost is $80 per background check.

Occasional costs may be incurred by a medical student if they are rotating to a distant site with no available housing through the Area Health Education Center (AHEC). Some of these costs can be offset with AHEC stipends.

49. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

    The UGA SOM budget includes funding for indirect costs to cover career advising, library, technology, etc. This is realized by state-formula funding through credit hour production.

F2. Faculty – Explain your faculty and staff plan for the program

50. Discuss how existing courses may be incorporated into this new program:

    a. Course Development

# of total courses in the curriculum:	29
# of existing courses to be part of the new program	0
Net number of new courses to be developed	29

    b. Comment on the costs and workload related to the new course development.

    Courses currently exist as part of the Medical Partnership curriculum. Other than routine curricular revisions, there is no anticipated added workload or costs related to course development for the UGA School of Medicine.

51. Explain how **current faculty and staff** will contribute to the program.

    a. How many faculty will be re-directed to this program from existing programs?

    52 full-time Faculty
    38 part-time Faculty

    All faculty at the AU/UGA Medical Partnership will be gradually transitioned over to the new UGA School of Medicine as the new UGA medical students start their education. The faculty listed above are currently employed through the Medical Partnership.

    b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

    Current Medical Partnership faculty have in aggregate 0.8 FTE for instruction. This will remain unchanged in the new School of Medicine. Staff are already employed by UGA, and their roles will continue in the new UGA SOM.

    c. List the faculty that will be redirected from their current teaching load assignments to support this new program.

    All faculty at the AU/UGA Medical Partnership will be gradually transitioned over to the new UGA School of Medicine as the new UGA medical students start their education. Their teaching load assignments will remain the same. Please reference the SACSCOC roster at the end of the document for a list of faculty.

d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

Current Medical Partnership faculty will continue to teach MCG students until they graduate, at which time the Medical Partnership campus will dissolve, leaving just the UGA School of Medicine in Athens. The current faculty will transition in a graduated fashion from MCG to UGA to create a smooth transition for both MCG and UGA students. There will be no impact on the overall teaching assignments of each faculty because the curriculum will be essentially the same when it transitions from MCG to UGA. There are no releases of faculty during the transition from the Medical Partnership to the new UGA SOM.

e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

No additional costs other than current support are anticipated for course development.

f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

See the end of the document for the SACSCOC roster.

52. Explain your plan for <u>new</u> faculty and staff for the program:

In addition to the current faculty and staff that will transition over to the new UGA SOM, additional faculty and staff will be necessary to provide teaching needs as enrollment grows and to build out the infrastructure that an independent medical school requires. Faculty and staff for the admissions and financial aid offices will need to be hired first, followed by faculty and staff for the offices of curriculum, student affairs and success, Dean's office, finance, HR, IT, legal, wellness, registrar, marketing and communications, and development to assist with fundraising. The UGA SOM is also establishing a research program, which will include hiring 5 research scientists and 3 staff over the next 4 years.

53. How many new staff will be needed for this program over the next four years?

32 new staff are projected to be hired over the next 4 years

a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

A new independent LCME-accredited medical school requires a broad infrastructure to support medical student learners across four years of education. The first two years of education are on campus and include active learning sessions, but also include hands-on experiential learning with standardized patients, clinical skills sessions with preceptors, and simulation and ultrasound teaching and learning. Years three and four are dedicated to clinical learning where students are in the community, assigned to physician preceptors where they learn the art and science of

doctoring. To support this intensive teaching and learning requires a full complement of faculty and staff support services that are outlined by the LCME which accredits medical education programs.

F3. Facilities – complete the questions below

54. Where will the program be offered? Mark all that apply

☒ Main campus

☐ Satellite campus: Specify Here

☒ Other: Clinical rotation sites

☐ 100% Online

If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.

55. Complete the table below. Specify if these spaces are existing or new in the table below. If new, provide the semester and year of completion.

The new M.D. program is able to launch using its existing spaces with an enrollment of 60 students and can grow to 72 students per class. To increase enrollment up to 120 medical students, a new building is required. The final design and layout of the new building is just beginning to be designed. The UGA Building Committee is working closely with FLAD architects to complete the programming plan by July 15, 2024. FLAD will then begin to design the actual spaces and layout of the building. Below is a preliminary estimate of the new spaces in the new UGA SOM medical education and research building.

Spaces in Winnie Davis Hall, Russell Hall and the new UGA SOM Building are listed below. Winnie Davis Hall has mostly offices and 3 conference rooms and will be used for most of the administration for the SOM.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)	N/A	0		Summer 27
Wet Labs (STEM related)	8460	0		Summer 27
Vivarium	1,100	0		
Dedicated Offices	Total -13,674 Research - 2674 Education-11,000	Total - 11,446 Winnie Davis – 4826 Russell Hall - 6620		Summer 27
Fine Arts Spaces[1]	N/A	N/A		N/A
Classrooms	1 tiered – 3250 1 flat – 3250 1 skills/lab - 1500	6146 large flat classrooms (2) 6649 small classrooms (15)		Summer 27
Meeting Rooms	3340	1511		Summer 27
Student Study Space	3032	3709		Summer 27
Simulation Center Clinical Skills Center	7420 9392	2271 3300		Summer 27
Anatomy Lab	2790	1559		Summer 27

[1]Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

56. If the anticipated program includes labs or "other" specialized spaces, please describe specific requirements for these rooms, including equipment.

Simulation, Clinical Skills and Ultrasound Suite:
The new Medical School Building will include a state-of-the-art simulation center. Russell Hall currently houses a very small simulation center and not enough for a future class size of 120 students/class. The purpose of the simulation center is to promote excellence in patient care by offering safe, realistic, team-centered, interactive educational experiences utilizing the latest technology to

develop, grow, and maintain the clinical proficiency of medical students. The simulation center uses high-fidelity mannequins, a Harvey Cardiopulmonary Simulator, ultrasound equipment, task trainers for procedural skills, respiratory ventilators, defibrillators, and crash carts. Software for capturing the simulations is present in each of the hospital-style rooms for debriefing after each event. A simulation control room is available to faculty during each simulation event where they role play a structured scenario and interact with students by responding to students through interacting with mannequins.

Anatomy Lab: The state-of-the-art anatomy lab is currently located on the first floor of Russell Hall on the UGA Health Science Campus (HSC). The lab is equipped with dissection tables to accommodate nine cadavers for student dissection. Each table has dedicated LED lighting and a video monitor with computer for displaying images and the dissection atlas. There are anatomical models for additional student learning, along with a virtual dissection table called Anatomage. The space has an advanced and dedicated HVAC system along with temperature and humidity control. All first-year medical students spend four hours per week on average doing human dissection for the entire 37 weeks of curriculum. A larger anatomy lab will be necessary to support growth past 72 students per class. This will be accomplished by including a new state-of-the-art anatomy lab in the planned medical school building on the UGA HSC.

57. What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

    The UGA Health Sciences Campus has 22 acres of land available for future development. The AU/UGA Medical Partnership has a current class size of 60 medical students and medical education program primarily occurs in Russell Hall with large meetings held in George Hall. Administration is located in the historic Winnie Davis Hall. The project goals are to increase the medical education facilities to support a UGA School of Medicine class size of 120 and to establish the School of Medicine Biosafety Level-2 (BSL-2) research space.

    A new, approximately 92,000 gsf medical education and research facility will be constructed on the UGA Health Sciences Campus to accommodate a larger class size. Approximately 25,000 gsf will be allocated to biomedical and translational research. The research area will be BSL-2 open wet lab space in addition to some dry lab space with support rooms as described in Q55.

58. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

    Governor Brian Kemp supported the new Medical School Building with $50 million in the amended FY24 budget to be matched by UGA through philanthropy and other funding sources. The total cost will be approximately $100 million. UGA has already secured $15 million from the UGA Foundation and another $10 million from the UGA Research Foundation. In addition, the university has received pledges for an additional $11 million. The UGA Development office is continuing to reach out to secure the remaining dollars. This new space will be used in addition to the current space as the class size grows past 72 students per class. Some additional minor renovations may be needed to the existing Russell Hall and George Hall spaces as the class size expands to support the programming needs.

F4. Technology

59. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over $5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	Laerdal/IT/AV Equipment & Installation	$1,379,389		AY/FY 2027
2	Laerdal Service Contract	$1,609,091	$402,273	AY/FY 2027 (5yr start up contract) ($402K annually)
3	Laundry (Sim/standardized patients)	$13,000		AY/FY 2027 (Fall 2026)
4	Ultrasound equipment (probes & assoc. items)	$32,800		AY/FY 2027 (Fall 2026)
5	Mannequins & Task Trainers	$414,000	$240,000	AY/FY 2027 (Fall 2026)
6	Simulation bay rooms (10) – clinical equipment	$188,500		AY/FY 2027 ($240K annually for 10yrs) – replacement/annual upgrades
7	Crash Carts (adult & pediatric)	$15,541		AY/FY 2027 (Fall 2026)
Total Technology Costs		**$3,652,321**	**$658,493**	

G. RISKS AND ASSUMPTIONS

60. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Accreditation not achieved	High	Low	Delay enrollment until achieved
Funding insufficient	High	Low	Scale size of program to match funding
Faculty are not available	Medium	Low	Adapt curriculum to reflect available teaching resources
Clinical learning environment (i.e., clerkship rotation sites) are not available	Medium	Medium	Develop strategic clinical partner sites
Enrollment targets are not met	Low	Low	Scale size of program to match demand
Space resources not available (i.e., new School of Medicine building not completed)	Low	Low	Curriculum will be delivered using current space; class size increases will be delayed until space is available.

61. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

Assumptions:

- LCME accreditation granted
- Integration with UGA faculty governance process
- Integration and alignment with UGA promotion and tenure guidelines
- Integration with UGA registrar functions
- SACSCOC accreditation is achieved prior to enrollment of the first class of students

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Georgia

Name of Primary Department, Academic Program, or Discipline: University of Georgia School of Medicine – MD Degree

Academic Term(s) Included: Fall 2024 - Spring 2025 **Date Form Completed: 06/05/2024**

All faculty below are currently employed through Augusta University and will be the faculty teaching in the UGA SOM

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Albritton, Josephine (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) - Medical College of Georgia BS- Augusta College	Georgia Medical License- 8/31/85 - 8/31/2025
Baldwin, Amy (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Biomedical Sciences)- University of South Carolina, School of Medicine MS (Biological Sciences) - Florida State BS (Genetics)- University of Georgia	

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Barany, Deborah (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Dynamical Neuroscience), University of California, Santa Barbara MA (Psychology), University of California, Santa Barbara BA (Neuroscience; Mathematics), Hamilton College	
Barker, James (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) - University of Kansas BA- University of Kansas	Georgia Medical License- exp- 2/28/2026 Internal Medicine Certification- 1984 - Present Pulmonary Disease Certification- 1988 - Present Sleep Medicine Certification- 2011 - 2024
Bassett, Casey (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Cellular and Molecular Pathology)- Vanderbilt University BS (Biochemistry)- Tennessee Technological University	

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Boegehold, Matt (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Physiology)- University of Arizona BS (Biology)- University of Michigan	
Bond, Mary (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine)- University of North Carolina, Chapel Hill AB (History) Duke University	Georgia Medical License- 8/1/1997 - 10/31/2025 Internal Medicine Certification- 1997 - Present
Bruner, Lia (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine)- Harvard Medical School BA (Physiological Sciences)- University of Oxford- Rhodes Scholar BS (Chemical Engineering)- Iowa State University	Georgia Medical License- 3/9/2017 - 12/31/2024 Family Medicine Certification- 2004 - Present

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Chin, Jean (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine)- Tufts University School of Medicine MBA (Masters in Business Administration) Kennesaw State University BS (Chemistry) University of Georgia	Georgia Medical License- 2/6/85 - 11/30/25 Internal Medicine Certification- 1985 - Present
Cook, Meghan (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine)- Medical College of Georgia BS (Microbiology)- University of Georgia	Georgia Medical License- 10/6/94 - 12/31/25 Internal Medicine Certification- 1994 - Present
DeRamus, Leonard	**Year 1 – (G)**	MS (Science) – Brenau University BS (Physician Assistant) – Medical College of Georgia MPAS (Masters of Physician Assistant Sciences) - University of Nebraska	Georgia Physician Assistant License- 2/5/1987- 1/31/2026

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Gaddy, Virgil (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Cellular Biology & Anatomy) Medical College of Georgia BS (Biology)- University of Georgia	
Gaines, Julie (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MLIS (Master of Library and Information Science)- University of South Carolina BS (Exercise Studies) Lander University	
Gallman, Eve (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Physiology) University of North Carolina at Chapel Hill MS (Biomedical Mathematics & Engineering) University of North Carolina at Chapel Hill BS (Zoology) University of North Carolina Chapel Hill	

1 **NAME (F, P)**	2 **COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	3 **ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	4 **OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Giffen, Kimberlee (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Biomedical Sciences) Creighton University MA (Education) Grand Canyon University BS (Biological Sciences) University of Northern Colorado	
Gomez-Di Cesare, Caroline (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Albany Medical College PhD (Developmental Neuroanatomy) Albany Medical College BA (Biology) Harvard	Georgia Medical License- 10/13/23 - 2/28/25 Internal Medicine Certification- 1999 - Present Pediatrics Certification- 1998 - Present
Greenwood, Bryson (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) University of North Carolina School of Medicine Chapel Hill Postbaccalaureate (Premedical) Harvard University Extension School BA (Philosophy and History of Science and Mathematics) St. John's College	Georgia Medical License- 7/9/15 - 11/30/24 Family Medicine Certification- 2015 - Present

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Gunsalus, Kearney (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	Postdoctoral - Scholar Tufts University PhD (Cellular & Molecular Biology) University of Wisconsin Madison BA (Biochemistry and French) Smith College	
Hesse, DeLoris (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Neurobiology) University of Georgia MS (Biological Psychology) University of Georgia BS (Psychology) Austin Peay State University BA (Philosophy) Austin Peay State University	
House, Ellen (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Yale University School of Medicine BS (Ecology and Evolutionary Biology) Yale University	Psychiatry Certification- 2012 - Present Child & Adolescent Psychiatry Certification- 2014 - Present

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Howdieshell, Thomas (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Medical College of Georgia BS (Biology) University of Georgia	Georgia Medical License- 6/11/87 - 12/31/24 Surgery Certification- 1988 - Present
Jobe, Lynetta (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Biomedical Sciences) Auburn University MS (Pharmacology) North Carolina State University DVM- Tuskegee University BS (Biology) North Carolina State University BS (Animal Science) North Carolina State University	
Kelly, Carrie (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Medical College of Georgia BS (Microbiology) University of Georgia	Georgia Medical License 6/6/08 - 12/31/25 Pediatrics Certification- 2008 - Present

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Kobayashi, Yasuhiro (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Animal Sciences) University of Missouri-Columbia MS (Animal Sciences) Kansas State University BS (Agriculture with emphasis in animal science)	
Lester, Suzanne (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) University of California at Berkeley-San Francisco MS- University of California at Berkeley-San Francisco Post-Baccalaureate (Pre-Medical Education) Mills College BA (Cultural Anthropology) University of California at Berkeley BA (Peace and Conflict Studies) University of California at Berkeley	Georgia Medical License- 5/10/07 - 3/31/25 Family Medicine Certification- 2007 -Present

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Mackin, Robert (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Cell Biology) Emory University BA (Chemistry) Carleton College	
Mark, Richard (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD(Medicine) Universidad Autonoma de Guadalajara and SUNY DOWNSTATE BS- New College at HOFSTRA	Georgia Meical License- 10/6/23 - 2/28/25 Internal Medicine Certification- 1994 - Present
Martin, Aimee (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Tulane University School of Medicine BS (Animal Physiology and Neuroscience) University of California San Diego	Georgia Medical License- 2/6/05 - 6/30/25 Emergency Medicine Certification- 2004 - Present

1	2	3	4
NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Medlock, Amy (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Biochemistry & Molecular Biology) University of Georgia BS (Chemistry) Erskine College	
Meixner, Kaitlin (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) University of Michigan Medical School Ann Arbor MA (Teaching) National Louis University BS (Biomedical Engineering) University of Michigan Ann Arbor Bachelor of General Studies (Medical Anthropology) University of Michigan Ann Arbor	Georgia Medical License- 6/2/22 - 6/30/25 Family Medicine Certification- 2021 - Present
Murrow, Jonathan (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Emory University School of Medicine AB (History) Harvard College	Georgia Medical License- 8/4/06 - 11/30/25 Internal Medicine Certification 2004 - Present Cardiovascular Disease Certification- 2009 - 2024

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Murrow, Laurel (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Johns Hopkins University School of Medicine MSc (Control of Infectious Diseases) London School of Hygiene and Tropical Medicine BA (Religion) Wellesley College	Georgia Medical License- 10/2/09 - 7/31/24 Internal Medicine Certification- 2010 - Present
Norris, John (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) University of Pittsburgh School of Medicine PhD (Biomedical Studies) Wright State University School of Medicine BS (Biology & Philosophy) Grove City College	Georgia Medical License- 8/7/17 - 11/30/24 Pediatrics Certification- 2002 - Present
Nuss, Michelle (F)	**Year 1- (G)** Fundamentals	MD (Medicine) – West Virginia University BS(Pharmacy) – Purdue University	Georgia Medical License- 8/2/10 - 12/31/25 Internal Medicine - 1998 – Present Psychiatry – 1999-Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Rathbun, Kimberly (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Medical College of Georgia PhD Medical College of Georgia MPH (Public Health) Armstrong Atlantic State University BS (Biology) Georgia Institute of Technology	Georgia Medical License- 7/2/21 - 12/31/24 Emergency Medicine Certification- 2015 - Present
Richardson, Scott (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Georgetown University BA (Literature and Zoology) University of Maryland	Georgia Medical License- 9/1/11 - 11/30/24 Internal Medicine Certification- 1982 - Present
Rohr-Kirchgraber, Theresa (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Cornell University College of Medicine BA (Chemistry) California State University	Georgia Medical License- 12/5/03 - 6/30/24 Internal Medicine Certification- 1994 - Present Adolescent Medicine Certification- 1997 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Rosenthal, Kenneth (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Biochemistry) University of Illinois Urbana MA (Biochemistry) University of Illinois Urbana BS (Chemistry) University of Delaware	
Schneider, Scarlett (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) University of Miami Miller School of Medicine MPH (Public Health) University of Georgia BS (Health Science) University of Miami	Georgia Medical License 7/7/16 - 4/30/26 Internal Medicine Certification- 2012 – Present Sports Medicine Certification- 2013 - Present
Slaughter, Clive (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Human Biochemical Genetics) University College London BSc (Zoology) University College London	

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Szymik, Brett (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Biology) Arizona State Univresity BS (Physiology & Neurobiology and minor in Cell & Molecular Biology)	
Tally, Toby (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Wake Forest University Post-Baccalaureate- (Premedical Program) New York University BA (Theatre Management) Hunter College of the City University of New York	Georgia Medical License 5/9/08 - 11/30/25 Surgery Certification- 2005 - 2015
VanLeuven, Ariel (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	PhD (Cellular Biology) University of Georgia BS (Cellular Biology) University of Georgia Interdisciplinary Certificate (Teaching & Learning) University of Georgia	

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Wells, Thomas (P)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) Medical College of Georgia BS (Biology) Georgia College	Georgia Medical License 10/4/95 - 12/31/25 Internal Medicine Specialty- 1997 - Present
Wooten, Melanie (F)	**Year 1- (G)** Fundamentals, Musculoskeletal, Brain & Behavior, Renal/Cardiopulmonary I, GI/Endocrine/Reproductive	MD (Medicine) University of Alabama School of Medicine BS (Biology minor Chemistry) Georgia College and State University	Georgia Medical License 1/9/18 - 10/31/25 Pathology Certification- 2018 - Present Hematopathology Certification- 2019 - Present Blood Banking/Transfusion Medicine Certification- 2020 - Present
Atchley, Ronald (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of North Carolina Chapel Hill School of Medicine BS (Biomedical Engineering- Northwestern University	Georgia Medical License- 3/4/99 - 4/30/25 Emergency medicine Certification- 2000 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Baldwin, Amy (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Biomedical Sciences)- University of South Carolina, School of Medicine MS (Biological Sciences) - Florida State BS (Genetics)- University of Georgia	
Barker, James (F)	**Year 2- (G) Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of Kansas BA University of Kansas	Georgia Medical License- 4/18/24 - 2/28/26 Internal Medicine Certification- 1984 - Present Pulmonary Disease Certification- 1988 - Present Sleep Medicine Certification- 2011 - Present Critical Care Medicine Certification- 1989 - 2009
Barnett, Andrew (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Pennsylvania State College of Medicine Post- baccalaureate (Pre Medicine) BS (Architecture	Georgia Medical License- 4/2/04 - 4/30/25 Emergency Medicine Certification- 2006 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Bassett, Casey (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Cellular and Molecular Pathology)- Vanderbilt University BS (Biochemistry)- Tennessee Technological University	
Bond, Mary (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine)- University of North Carolina, Chapel Hill AB (History) Duke University	Georgia Medical License- 8/1/97 - 10/31/25 Internal Medicine Certification- 1997 – Present
Brown, Timothy (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	Pharm D (Pharmacy) Campbell University School of Pharmacy BS(Biology) High Point University	Ambulatory Care Certification- 2011 – Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Bruner, Lia (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine)- Harvard Medical School BA (Physiological Sciences)- University of Oxford- Rhodes Scholar BS (Chemical Engineering)- Iowa State University	Georgia Medical License- 3/9/17 - 12/31/24 Family Medicine Certification- 2004 - Present
Chappell, Marguerite (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Emory University School of Medicine BA (Chemistry) Emory College BA (Spanish) Emory College AA (Arts and Sciences -Oxford College Emory University	Georgia Medical License- 5/10/07 - 5/31/26 Pediatrics Certification- 2007 - Present
Chin, Jean (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine)- Tufts University School of Medicine MBA (Masters in Business Administration) Kennesaw State University BS (Chemistry) University of Georgia	Georgia Medical License- 2/6/85 - 11/30/25 Internal Medicine Certification- 1985 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Cook, Meghan (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine)- Medical College of Georgia BS (Microbiology)- University of Georgia	Georgia Medical License- 10/6/94 - 12/31/25 Internal Medicine Certification- 1994 - Present
Crim, Matthew (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Johns Hopkins University School of Medicine MA (Medical Education) Kings College London BS (Cellular Biology & AP Political Science) University of Georgia	Georgia Medical License- 4/717 - 4/30/25 Internal Medicine Certification 2014 - Present Cardiovascular Disease Certification- 2017 – Present
DeRamus, Leonard	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MS (Science) – Brenau University BS (Physician Assistant) – Medical College of Georgia MPAS (Masters of Physician Assistant Sciences) - University of Nebraska	Georgia Physician Assistant License- 2/5/1987- 1/31/2026

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Gaines, Julie (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MLIS (Master of Library and Information Science)- University of South Carolina BS (Exercise Studies) Lander University	
Galman, Eve (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Physiology) University of North Carolina at Chapel Hill MS (Biomedical Mathematics & Engineering) University of North Carolina at Chapel Hill BS (Zoology) University of North Carolina Chapel Hill	
Gomez-Di Cesare, Caroline (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Albany Medical College PhD (Developmental Neuroanatomy) Albany Medical College BA (Biology) Harvard	Georgia Medical License- 10/13/23 - 2/28/25 Internal Medicine Certification- 1999 - Present Pediatrics Certification- 1998 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Greenwood, Bryson (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of North Carolina School of Medicine Chapel Hill Postbaccalaureate (Premedical) Harvard University Extension School BA (Philosophy and History of Science and Mathematics) St. John's College	Georgia Medical License- 7/9/15 - 11/30/24 Family Medicine Certification- 2015 - Present
Halper, Jaroslava (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of Toronto PhD (Experimental Pathology) University of Minnesota	Georgia Medical License- 6/11/86 - 8/31/25 Certification in Anatomic Pathology- 1984 - Present
Hesse, DeLoris (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Neurobiology) University of Georgia MS (Biological Psychology) University of Georgia BS (Psychology) Austin Peay State University BA (Philosophy) Austin Peay State University	

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
House, Ellen (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Yale University School of Medicine BS (Ecology and Evolutionary Biology) Yale University	Psychiatry Certification- 2012 - Present Child & Adolescent Psychiatry Certification- 2014 – Present
Howdieshell, Thomas (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Medical College of Georgia BS (Biology) University of Georgia	Georgia Medical License- 6/11/87 - 12/31/24 Surgery Certification- 1988 – Present
Jobe, Lynetta (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Biomedical Sciences) Auburn University MS (Pharmacology) North Carolina State University DVM- Tuskegee University BS (Biology) North Carolina State University BS (Animal Science) North Carolina State University	

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Kelly, Carrie (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Medical College of Georgia BS (Microbiology) University of Georgia	Georgia Medical License 6/6/08 - 12/31/25 Pediatrics Certification- 2008 - Present
Lester, Suzanne (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of California at Berkeley-San Francisco MS- University of California at Berkeley-San Francisco Post-Baccalaureate (PreMedical Education) Mills College BA (Cultural Anthropology) University of California at Berkeley BA (Peace and Conflict Studies) University of California at Berkeley	Georgia Medical License- 5/10/07 - 3/31/25 Family Medicine Certification- 2007 -Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Mark, Richard (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD(Medicine) Universidad Autonoma de Guadalajara and SUNY Downstate BS- New College at HOFSTRA	Georgia Medical License- 10/6/23 - 2/28/25 Internal Medicine Certification- 1994 – Present
Marti, Jonathan (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Mercer University School of Medicine BS (Biology) University of Georgia	Georgia Medical License- 8/6/10 - 7/31/24 Emergency Medicine Certification- 2012 – Present
Martin, Aimee (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Tulane University School of Medicine BS (Animal Physiology and Neuroscience) University of California San Diego	Georgia Medical License- 25/6/05 - 6/30/25 Emergency Medicine Certification- 2004 – Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Meixner, Kaitlin (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of Michigan Medical School Ann Arbor MA (Teaching) National Louis University BS (Biomedical Engineering) University of Michigan Ann Arbor Bachelor of General Studies (Medical Anthropology) University of Michigan Ann Arbor	Georgia Medical License- 6/2/22 - 6/30/25 Family Medicine Certification- 2021 - Present
Murrow, Jonathan (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Emory University School of Medicine AB (History) Harvard College	Georgia Medical License- 8/4/06 - 11/30/25 Internal Medicine Certification- 2004 - Present Cardiovascular Disease Certification- 2009 - 2024
Murrow, Laurel (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Johns Hopkins University School of Medicine MSc (Control of Infectious Diseases) London School of Hygiene and Tropical Medicine BA (Religion) Wellesley College	Georgia Medical License- 10/2/09 - 7/31/24 Internal Medicine Certification- 2010 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Pamidimukkala, Jayabala (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Pharmacology- University of Houston BPharm (Pharmacy) Birla Institute of Technology, India	
Paulk, David (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	DO (Osteopathic Medicine) Philadelphia College of Osteopathic Medicine MS (Physical Therapy) Armstrong Atlantic State University BS (Physical Therapy) Armstrong Atlantic State University	ISSP certified Sports Psychiatry- 2023 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Podolsky, Susan (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) George Washington University School of Medicine Post Baccalaureate (PreMedical) Scripps College MA (Public Policy) University of Minnesota BA (English & Organizational Behavior) University of Michigan	Georgia Medical License- 8/7/14 - 3/31/26 Emergency Medicine Certification- 2015 – Present
Rathbun, Kimberly (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Medical College of Georgia PhD Medical College of Georgia MPH- Public Health) Armstrong Atlantic State University BS (Biology) Georgia Institute of Technology	Georgia Medical License- 7/2/21 - 12/31/24 Emergency Medicine Certification- 2015 - Present
Rohr-Kirchgraber, Theresa (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Cornell University College of Medicine BA (Chemistry) California State University	Georgia Medical License- 12/5/03 - 6/30/24 Internal Medicine Certification- 1994 - Present Adolescent Medicine Certification- 1997 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Rosenthal, Kenneth (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Biochemistry) University of Illinois Urbana MA (Biochemistry) University of Illinois Urbana BS (Chemistry) University of Delaware	
Schneider, Scarlett (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of Miami Miller School of Medicine MPH (Public Health) University of Georgia BS (Health Science) University of Miami	Georgia Medical License 7/7/16 - 4/30/26 Internal Medicine Certification- 2012 – Present Sports Medicine Certification- 2013 - Present
Scott, Donald (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of Chicago Pritzker School of Medicine MHS (Clinical Epidemiology) Johns Hopkins BS (Biology) The American University	Georgia Medical License- 9/1/11 - 2/28/25 Internal Medicine Certification- 1995 - Present Geriatric Medicine Certification- 1999 - 2019

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Slaughter, Clive (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Human Biochemical Genetics) University College London BSc (Zoology) University College London	
Sobering, Andrew (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	PhD (Biochemistry and Molecular Biology- Johns Hopkins University BSc (Biochemistry) SUNY at Stony Brook AA – Manatee Community College	
Tally, Toby (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Wake Forest University Post-Baccalaureate- (Premedical Program) New York University BA (Theatre Management) Hunter College of the City University of New York	Georgia Medical License 5/9/08 - 11/30/25 Surgery Certification- 2005 - 2015

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Watters, Leslie (P)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) Emory University School of Medicine BA (Chemistry- Emory University	Georgia Medical License- 4/11/79 - 4/30/25 Internal Medicine Certification- 1979 - Present Pulmonary Disease Certification- 1984 - Present Critical Care Medicine Certification- 1987 - Present
Wooten, Melanie (F)	**Year 2- (G)** Hematology/Oncology, Genitourinary System, Cardiopulmonary II, Digestive & Endocrine Sys, Brain & Behavior, Multi-System Disorders	MD (Medicine) University of Alabama School of Medicine BS (Biology minor Chemistry) Georgia College and State University	Georgia Medical License 1/9/18 - 10/31/25 Pathology Certification- 2018 - Present Hemapathology Certification- 2019 - Present Blood Banking/Transfusion Medicine Certification- 2020 - Present
Bailey, Amy (P)	**Year 3 (G)** Family Medicine	MD (Medicine) Mercer University School of Medicine BS (Biology) Georgia Institute of Technology AA and AS - Young Harris College	Georgia Medical License 6/5/09 - 4/30/25 Family Medicine Certification 2010 - Present
Farmer, Matt (P)	**Year 3 (G)** Internal Medicine	MD (Medicine) Medical College of Georgia BS (Biology) University of Georgia	Georgia Medical License- 6/7/13 - 2/28/25 Internal Medicine Certification- 2014 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Hart, Lara (P)	**Year 3 (G)** OB/GYN	MD (Medicine) Drexel University College of Medicine BS (Biology) Gwynedd-Mercey College	Georgia Medical License- 3/29/12 - 4/30/25 OBGYN Certification- 2014 - Present
Jurado, Miguel (P)	**Year 3 (G)** Palliative Care	MD (Medicine) University of South Florida College of Medicine BS (Biology & Psychology) Boston College	Georgia Medical License- 6/6/96 - 3/31/25 Internal Medicine Certification- 1996 - Present
Katz, Ryan (P)	**Year 3 (G)** Surgery	MD (Medicine) Mercer University School of Medicine BA (Biological Basis of Behavior & Economics) University of Pennsylvania	Georgia Medical License- 6/5/09 - 6/30/24 Surgery Certification- 2012 - Present
Marti, Jonathan (P)	**Year 3 (G)** Emergency Medicine	MD (Medicine) Mercer University School of Medicine BS (Biology) University of Georgia	Georgia Medical License- 8/6/10 - 7/31/24 Emergency Medicine Certification- 2012 - Present
Martin, Julie (P)	**Year 3 (G)** Pediatrics	MD (Medicine) Medical College of Georgia BS (Cellular Biology) University of Georgia	Georgia Medical License 5/3/13 - 2/28/25 Pediatrics Certification- 2010 - Present Pediatric Infectious Disease Certification- 2013 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Morgan, Alan (P)	**Year 3 (G)** Neurology	MD (Medicine) Medical College of Georgia BS (Chemistry) University of Georgia	Georgia Medical License- 6/7/13 - 3/31/25 Neurology Certification- 2008 - Present
Murrow, Laurel (P)	**Year 3 (G)** Ambulatory Medicine	MD (Medicine) Johns Hopkins University School of Medicine MSc (Control of Infectious Diseases) London School of Hygiene and Tropical Medicine BA (Religion) Wellesley College	Georgia Medical License- 10/2/09 - 7/31/24 Internal Medicine Certification- 2010 – Present
Paulk, David (P)	**Year 3 (G)** Psychiatry	DO (Osteopathic Medicine) Philadelphia College of Osteopathic Medicine MS (Physical Therapy) Armstrong Atlantic State University BS (Physical Therapy) Armstrong Atlantic State University	Georgia Medical License- 9/1/16 - 2/28/26 ISSP certified Sports Psychiatry- 2023 - Present

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NAME (F, P)	**COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]** Note – for substantive change prospectuses/applications, list the courses *to be taught*, not historical teaching assignments	**ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	**OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Pippim, James (P)	**Year 3 (G)** Critical Care	MBChB (Bachelor of Medicine and Bachelor of Surgery) University of Ghana Medical School MPH (Environmental Health Science) Yale University	Georgia Medical License- 7/10/14 - 5/31/26 Internal Medicine Certification- 1996 - Present Pulmonary Disease Certification- 1998 - Present Critical Care Medicine Certification- 1999 – Present
Morris, Andy (F) – Administrative Responsibility for the MD program Curriculum	**Year 4 (G)** (TWO Adv. Experiences are required) Advanced Outpatient Experience Advanced Inpatient Experience Advanced Critical Care Experience Required Elective Required Elective Required Elective Transitions to Residency	PhD (Philosophy) University of Liverpool BS (Biochemistry) University of Sheffield, UK BS (Physiology) University of Sheffield UK	
Marti, Jonathan (P)	**Year 4 (G)** Emergency Medicine	MD (Medicine) Mercer University School of Medicine BS (Biology) University of Georgia	Georgia Medical License- 8/6/10 - 7/31/24 Emergency Medicine Certification- 2012 - Present