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He {and she} who has health, has hope; and he who has hope has everything.

Thomas Carlyle
1. **Welcome from the Department Head**

Beginning graduate study is an exhilarating experience for most students. New challenges are anticipated, some uncertainties are present, and yet there is a reinforcing belief that many benefits are to be gained from earning a graduate degree. The faculty in the Department of Public Health (DPH) is committed to assisting you in securing a meaningful, rewarding graduate experience, which will further develop your career potential. As course instructors and advisors, we consider ourselves to be student-oriented; you are, after all, the reason why we are here. We will endeavor to provide appropriate and reliable academic and career guidance.

Included in this handbook are professional competencies and ethical beliefs which are central to your practice in public health and we take them very seriously. It is these competencies that will define your practice, shape your programs, and sharpen your outcomes.

We extend our best wishes for your success as you begin, or continue with, graduate education at The University of Tennessee, Knoxville.
2. **INTRODUCTION TO THE DEPARTMENT OF PUBLIC HEALTH**

A. **Purpose of the Handbook**

The Graduate Handbook serves as a detailed guide to regulations and procedures pertinent for graduate students in the Department of Public Health (DPH) at The University of Tennessee, Knoxville. All regulations are consistent with the general requirements of The Graduate School found in the current Graduate Catalog and specific requirements for graduate degrees in the DPH are described in this handbook. The regulations are under continuing review and subject to change as program revisions occur. The Handbook is updated bi-annually to reflect such changes. Information contained in the handbook is believed to be accurate, but some items may have been omitted inadvertently. Please bring these to the attention of the DPH Head.

The degree program covered in this Handbook is the Doctor of Public Health (DrPH). Please refer to the Handbook for the specific minimum course requirements and the policies and procedures pertaining to each degree program.

Graduate students need to keep this Handbook readily available; please take it to any planning conferences that you may have with your faculty advisor or graduate committee members.

The Handbook reflects a continuing process and its contents represent long-standing policy as well as this year’s changes. Recommendations for the Handbook’s improvements are welcome and they may be presented to your advisor, other members of the faculty, or DPH staff.

We hope you enjoy your graduate studies - this Handbook has been compiled to facilitate the process.

**Students should be familiar with the appropriate guides, handbooks, and forms that are most easily available at**
http://gradschool.utk.edu/Publications.shtml

B. **Graduate School Introduction**

To serve the mission and vision of the Graduate School and preserve the integrity of Graduate Programs at The University of Tennessee, Knoxville, information related to the process of graduate education in each department is to be provided for all graduate students.

Based on Best Practices offered by the Council of Graduate Schools, it is important that detailed articulation of the information specific to the graduate degrees offered in each department/program be disseminated.

Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the university. For more information on these regulations and
policies, please see the following resources, which are located on the Graduate School website:

Graduate Catalog - http://catalog.utk.edu/
Graduate Student Appeals Procedure Handbook - http://gradschool.utk.edu/GraduateCouncil/AcadPoli/appealprocedure.pdf

C. Departmental Description

1. Directional Statements for the Department of Public Health, The University of Tennessee

   Vision
   The Department of Public Health will be nationally recognized for academic excellence, the expertise and talents of its faculty, and its dedication to preparing students for practical and academic careers in public health. Our alumni and students will improve the health of communities through outreach, support and research, reducing health disparities, and positively influencing health policy and resource development.

   Mission
   The University of Tennessee’s Department of Public Health prepares and mentors its students for exceptional careers in academia, public health research, administration, and practice that promote optimal health of individuals and communities.

   Guiding Principles
   As a Department of Public Health at a land grant university, the following guiding principles support our mission:

   - We are committed to providing an academically challenging, state-of-the-art education that bridges and integrates community health with epidemiology, health behavior and health education, health planning, administration, and environmental sciences.
   - We seek to understand the common interests of societies and to promote social justice through focused efforts on equity and fairness.
   - We engage in outreach, service, and research that directly benefit the communities we serve.
   - We respect and strongly advocate ethnic and cultural diversity.
   - We foster interdisciplinary collaboration across departments within and outside the University and with other health promoting institutions worldwide.

   The values ascribed to by the DPH in its educational mission are also those values that provide the foundation for the Principles for the Ethical Practice of Public Health: http://phls.org/CMSuploads/Principles-of-the-Ethical-Practice-of-PH-Version-2.2-68496.pdf
• Humans have a right to the resources necessary for health.
• Humans are inherently social and interdependent.
• The effectiveness of institutions depends heavily on the public’s trust.
• Collaboration is a key element to public health.
• People and their physical environment are interdependent.
• Each person in a community should have an opportunity to contribute to public discourse.

2. Departmental Structure

Department Head .................................................................................. Dr. Paul Erwin
MPH Program Director ................................................................. Dr. Kathy Brown
DrPH Program Director ................................................................. Dr. Laurie L. Meschke

Full faculty listing can be found in Appendix B

Staff:
Academic Health Department Coordinator .................. Julie Grubaugh, MPH
Accounting Specialist .............................................................. Christina McGuire
Administrative Support Specialists ......................... Deborah Butenko, Wendy Smith

Contact Information:
Address .................................................................................................. Room 390 HPER
................................................................................................................. 1914 Andy Holt Ave.
.................................................................................................................. Knoxville, TN 37996-2710
Telephone number ............................................................................... (865) 974-5041
Fax .............................................................................................................. (865) 974-6439
Email Address ....................................................................................... dph@utk.edu
URL ........................................................................................................... http://publichealth.utk.edu
3. **GENERAL DUTIES AND RESPONSIBILITIES OF FACULTY AND ALL GRADUATE STUDENTS**

**A. Faculty**

It is the responsibility of the faculty to provide scientifically sound, up-to-date academic coursework; guide students in their academic preparation; and prepare students to be successful in practice and academic careers in public health. Faculty also provide research opportunities to students, engage students in outreach and service learning opportunities, and involve students in professional conferences and meetings.

**B. Student**

Students are responsible for knowing and abiding by procedures and policies described in this handbook, maintaining academic integrity throughout their graduate studies, and knowing and satisfying all university regulations in a timely fashion.
4. ADMISSION REQUIREMENTS AND APPLICATION PROCEDURE FOR THE DrPH

A. Admission

The Doctor of Public Health (DrPH program) is the terminal degree in public health, designed for students who enter with a Master of Public Health (MPH) from a Council on Education for Public Health (CEPH)-accredited institution. The program is offered on both a full and part-time basis. The program is designed for full-time students with a MPH degree to complete within four years. Applicants without the MPH may be admitted to the DrPH program; however, these students may need to complete additional coursework requirements in consultation with a faculty advisor and the Director of DrPH program to ensure a firm foundation in the MPH competency domains. Hence, additional time will be required to complete the DrPH.

All applicants must meet the following admission requirements:

- General requirements set forth by The University of Tennessee, Graduate School [http://gradschool.utk.edu/admissions/](http://gradschool.utk.edu/admissions/)
- GPA of at least 3.2 (on a 4.0 scale) on Master’s degree coursework, shown in official transcripts. For students without a Master’s degree or coursework, a required GPA of 3.2 for the undergraduate degree
- A minimum of 40th percentile on all sections of the Graduate Record Examination (GRE); international students must meet graduate school’s requirement for a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). GRE scores must be taken no more than five years before the intended semester of entry
- Three letters of reference completed within the past 12 months by faculty members, academic advisors, employers, or professional colleagues. At least two letters must be from persons able to assess applicant’s academic, research capacity, job performance, or professional promise
- A personal statement to demonstrate the evolution of your interest in public health and how the DrPH program will prepare you to work in the field of public health
- Ability to clearly articulate a defined career pathway, which incorporates practice, research experience, and skills, upon interview
- Demonstrated skill in a professional, research, or academic writing sample. A writing sample of scientific writing of approximately 2,000-3,000 words should be submitted (preferably the applicant is either the sole author or first author). A published article is acceptable only if the applicant discloses the nature of his/her contribution
- A current curriculum vitae

The following admission criteria are preferred:

- MPH degree obtained from a CEPH accredited school or program of Public Health. Public health or relevant work experience at local, state, or federal level is highly desirable.
• Applicants without the MPH degree may be admitted to the DrPH program. For example, applicants who meet one of the following requirements may be considered for admission:
  o Applicants with a master’s degree or an advanced professional degree in a field related to public health from an officially recognized domestic or international institution; The graduate degree must be conferred prior to enrollment to DrPH or
  o Applicants without a graduate degree must have at least two years of full-time work experience in public health or a related field.

An online application must be submitted to the Graduate Admissions Office. Admission forms are available at [http://graduateadmissions.utk.edu/apply.html](http://graduateadmissions.utk.edu/apply.html) and [http://publichealth.utk.edu/prospective/apply/](http://publichealth.utk.edu/prospective/apply/).

Submission deadline: Review of applications will begin on November 1st and continue until March 1st of each year. Limited financial support is available for highly competitive, full-time students. Applications must be completed by January 15 if applicant is interested in competing for College or Graduate School financial support.

Please send all inquiries to: Director of the DrPH Program, Department of Public Health, 390 HPER, 1914 Andy Holt Avenue, The University of Tennessee, Knoxville, TN  37996; Phone: (865)-974-5041, Fax: 865-974-6439, E-mail: dph@utk.edu

**B. Non-Degree Seeking Status**

Students who do not plan to work toward a graduate degree but who wish to enroll in occasional courses for such purposes as personal enrichment, professional development, and meeting special interests may, with the permission of the department, register as a “non-degree student.” Admission to the Graduate School is required. Students may accrue a maximum of 15 hours of graduate credit in a non-degree status. All students who enroll in graduate courses, whether they are seeking degrees, are required to maintain a 3.0 GPA on all graduate-level courses taken at The University of Tennessee. Students, who fail to maintain this average, will not be permitted to continue registering for graduate courses.
5. Financial Support  

A. Graduate Assistantships  

Applicants to the doctoral program may request a Graduate Assistantships upon completing their application. An assistantship is a financial award to a graduate student for part-time work in teaching, administration, or research while pursuing study toward an advanced degree. Admitted doctoral students will be notified of their financial assistance with their letter of admission.

The applicable policies governing Graduate Assistantships are in the Graduate Catalog and available at http://catalog.utk.edu/content.php?catoid=2&navoid=27#poli_admi_grad_assi.

The department has several types of assistantships available. These include Graduate Assistant (GA), Graduate Teaching Assistant/Associate (GTA), and Graduate Research Assistant (GRA). The work hours are 10-20 hours per week, depending on the specific appointment.

Students on academic year appointments for the fall and spring terms receive 12 equal monthly payments for the nine months of service and a waiver of fees for three terms (including the summer). Students appointed to an academic year appointment beginning in the spring term have the option of receiving seven equal monthly payments for the January-July period or six equal payments for the February-July period. In both cases, a fee waiver is provided for spring and summer terms. Graduate students on academic year appointments have no assistantship responsibilities in the summer term. Students appointed to 12 month or other appointments receive equal monthly payments for the months of the appointments and have assistantship responsibilities for the full period of the appointment.

Work responsibilities of the different assistantships vary as described below, but all provide tuition, maintenance fee, health insurance, and a monthly stipend (paid over 12 months). Salary (stipend) is subject to federal income tax.

1. Graduate Assistants (GA) and Their Responsibilities  

Graduate Assistants are funded typically with DPH funds or through grants or contracts from the public, private, or voluntary sectors. Graduate Assistants (GA) assist with administrative work and/or research and are supervised by faculty members who have primary responsibility for the specific projects. GAs are also expected to assist with various Departmental and College activities. The GA’s tuition, maintenance fee, health insurance premium, and stipend are generally provided by the funding source or the Department. All other fees are paid by the GA. GAs must maintain at least a B average and be full-time graduate students to retain eligibility for assistance.

2. Graduate Teaching Assistants (GTA) and Their Responsibilities
Graduate Teaching Assistants without prior college teaching experience are required to participate in the Graduate Teaching Assistant Seminar offered each fall by the Graduate School. Students appointed to teaching assistantships will receive information on the seminar from the Graduate School. GTAs assist with courses and generally are supervised by faculty members who have primary responsibility for the specific courses. GTAs also are expected to assist with various Departmental and College activities. A waiver of tuition and the maintenance fee plus payment of health insurance and a stipend are provided by the University and Department. All other fees are paid by the GTAs. GTAs must maintain at least a B average and be full-time graduate students to retain eligibility for assistance. In accordance to the Graduate School requirements, prior to serving as a GTA, doctoral students for whom English is not their first language must pass the OPIc exam. Please refer to the Graduate School website and notifications for updates on when the exam is offered and how to register.

3. Graduate Research Assistants (GRA) and Their Responsibilities

Graduate Research Assistants (GRA) are funded by contracts or grants from specific businesses, government or other agencies, and foundations, or other extramural sources. GRAs are appointed for a one-year term, with renewal at the discretion of the faculty research advisor and contingent on sufficient sources of funding. The primary functions of GRAs are as follows:

a. To work under the direction of faculty members in specified approved project areas.
b. To contribute to the specific research projects and at the same time, acquire training in research techniques and methods.

The GRA’s tuition, maintenance fee, health insurance premium, and stipend are generally paid by the funding source. All other fees are paid by the GRA.

4. Guidelines for Making Assistantship Awards

a. Assistantships should be used to foster mentorships with faculty who can provide oversight, supervision, and mentoring of students’ educational goals.
b. Assistantships should be used to support faculty with ongoing projects capable of external funding.
c. Assistantships should be used to support students with demonstrated potential for academic excellence (incoming students) or demonstrated excellence of academic achievement within the program.
d. The maximum number of years that a graduate student can be appointed to a 25% or more assistantship is five years as a doctoral student or eight years in doctoral programs when students enter with a baccalaureate degree only.
e. The monitoring of student performance during an assistantship is the responsibility of the faculty supervisor.
f. Assistantships that involve assistance in a course may involve attendance at all class meetings, a weekly coordination meeting with the supervisor, assistance
in course preparation and evaluation under the direction of the faculty supervisor, or other discretionary assignments that assist the faculty member’s instruction.

g. Assistantships that involve independent teaching of a course involve: attendance at all class meetings, a semi-weekly coordination meeting with the faculty supervisor, responsibility for class preparation (lectures, activities, assignments) and course evaluation (the design of tests and exams) with the guidance and oversight of the faculty supervisor, providing for and meeting with students during regularly scheduled office hours, plus any other discretionary tasks that enable the GTA to provide excellent undergraduate instruction and to develop as a potential member of a baccalaureate faculty.

h. Graduate assistantships are awarded on an annual basis.

i. Graduate assistantships may be withdrawn for non-performance of duties as evaluated by the responsible faculty supervisor in consultation with the department head.

**Note:** Attendance at the GTA seminar held prior to Fall semester is a requirement for all GTAs and is highly recommended for all GAs.

5. **Teaching**

   All doctoral students receiving an assistantship must participate in the Graduate Teaching Assistant Seminar offered each fall by The Graduate School. All doctoral students receiving an assistantship will participate in teaching at the undergraduate level or will serve as a Teaching Assistant for a graduate level course. Those who are not in an assistantship may also request to have teaching responsibilities. Requests should be made to the student’s faculty advisor. The faculty advisor is responsible to ensure that the student has met all of the qualifying requirements (e.g., Grad School GTA orientation, English language examine for students with English as a second language) a quality TA experience. The faculty instructor/mentor is responsible in developing and providing at least one full semester-long section of an undergraduate course (usually PUBH 201). Depending on the number of doctoral students in each cohort, the teaching assignment may be shared with one or more other doctoral students.

   a. **Graduate Student Responsibilities**

      The following outlines the minimum expectations of a teaching assistantship, with the intention of ensuring that the TA gets an understanding of the effort required to prepare, implement, and assess an undergraduate course. Greater responsibilities may be negotiated with the faculty mentor. The foundational tasks include, but are not limited to:

      - Prior to TA, complete Graduate School GTA orientation
      - Prior to TA, complete Oral Proficiency Interview by computer (OPIc) exam, if doctoral student has English as a second language
• Assist with update, revising, or developing course syllabus
• Assist with development of learning management site (e.g., Canvas)
• Assist with the development and grading of assignments and/or exams
• Develop and deliver 2 or more course lessons
• Assist in the final grading process

b. **Faculty Mentor Responsibilities**
The faculty instructors of record/mentors are responsible in ensuring that their GTA(s) are provided the opportunity to meet their responsibilities. The instructors of record are also responsible for supervision, critique, and mentorship of GTAs. At a minimum, this would include confirmation that the student had the opportunity to participate in the course from development to student assessment. The faculty mentor should complete the teaching rubric associated with the doctoral student assessment on two or more occasions. The faculty mentor is also responsible for scheduling at least one other faculty member to conduct a teaching assessment of each GTA.

**B. College- and Graduate School-based Scholarships**
Scholarships through the Graduate School and the College of Education, Health, and Human Sciences are initiated through the Director of the DrPH program. To be considered for these awards, all interested DrPH applicants must have their complete application submitted to the Graduate School by January 15.

The Director of the graduate programs and the faculty advisors of selected students will initiate the applications for college and Graduate School awards for continuing students.

General information on financial assistance is available from the University of Tennessee Graduate School website ([http://gradschool.utk.edu/otherfunds.shtml](http://gradschool.utk.edu/otherfunds.shtml)).

Information on funding sources outside the College is available from the Financial Aid Coordinator in The Graduate School, Student Services Building. Graduate students are encouraged to begin seeking outside funding about a year preceding the academic year for which funding is needed, as some deadline dates are very early. The Graduate Record Examination (GRE) is required by many funding sources as well as for admission to departmental programs.

**C. Student Employment**
While the DPH recognizes that students may have significant additional financial obligations, additional outside employment for persons receiving an assistantship is strongly discouraged. With approval of the Department Chair, faculty advisor, and the Dean of the Graduate School, doctoral students can work 6 additional hours outside of the assistantship, or a total of 26 hours. This process is initiated with the faculty advisor and the Department Chair, who will submit a written request and justification to the Graduate School.
D. Graduate Student Travel
As part of both the DrPH academic program, the faculty highly recommends that doctoral students present their research at scientific meetings when possible. Doctoral students should discuss these opportunities with his or her advisor.

In general, partial funding can be arranged for graduate students who travel to meetings to present research or take part in other educational opportunities. Doctoral students should begin the process of requesting funds and completing the necessary paperwork well in advance to ensure proper reimbursement of expenses. Students on official University travel are responsible for adhering to University travel regulations and should consult the following website to ensure compliance with those regulations (http://treasurer.tennessee.edu/). Travel arrangements should be made in consultation with your major professor. Some of these reimbursements are a one-time event. The doctoral student should consult his or her faculty advisor or the Department Head for confirmation. Possible sources of funding are:

- Major Professor or Faculty Advisor
- UT Graduate Student Association
- Department Head
- College Dean

Additional information regarding financial assistance for student travel is available from the College website (http://cehhs.utk.edu/gradstudent/) and the Graduate Student Senate site (http://web.utk.edu/~gss/travel.html).

For reimbursements, UT only accepts ORIGINAL receipts
6. **REGISTRATION AND ADVISING**

A. **Registration Procedures**

The University of Tennessee has an online registration system:

http://registrar.utk.edu/registration.shtml

B. **Types of Courses and Course Credit**

Students are referred to the on-line course catalog for a full description of courses and course credit: http://catalog.utk.edu/content.php?catoid=4&navoid=300

Courses within the DrPH program include 600-level courses that may be offered on an every-other-year basis. Doctoral students must plan coursework carefully because of the timing of course availability.

C. **Course Load**

According to the Graduate Catalog (http://catalog.utk.edu/content.php?catoid=4&navoid=293), The University of Tennessee’s policy on graduate course load is as follow:

*The maximum load for a graduate student is 15 hours and 9 to 12 hours are considered a full load. For the summer term, graduate students may register for a maximum of 12 hours in an entire summer term or for a maximum of 6 hours in a five-week summer session. Students may enroll in only one course during a mini-term session.*

*Students holding a one-half time assistantship normally should enroll for 6-11 hours. A one-fourth time graduate assistant normally should take 9-13 hours. A student on a one-half time assistantship who takes 6 hours will be considered full time. Refer to the Policy for the Administration of Graduate Assistantships for additional information.*

*Students receiving financial aid should consult with the department/program head concerning appropriate course loads. Courses audited do not count toward minimum graduate hours required for financial assistance.*

*Registration for more than 15 hours during any semester, or for more than 12 hours in the summer term, is not permissible without prior approval. The academic advisor may allow registration of up to 18 hours during a semester if the student has achieved a cumulative grade point average of 3.6 or better in at least 9 hours of graduate work with no outstanding incompletes. No more than 12 hours are permissible in the summer term without prior approval.*

---

1 Note, 6 units will be considered full-time for the Graduate School, but 9 will remain the standard for financial aid in relation to loans and fee waivers. Please consult with financial aid on their policies if dropping below 9 units.
D. **Doctoral Student Advising**

An initial faculty advisor will be assigned to each doctoral student upon admission. The initial faculty advisor will be one of the full-time faculty who has been granted doctoral directorship status. The initial faculty advisor often becomes the student’s Dissertation Committee Chair, but this is not a requirement. Students may choose to change advisors on approval from the Department Head. Additional information regarding doctoral advising is provided in section 7.B. below.
7. **Doctor of Public Health Graduate Program**

A. **Description**
The DrPH degree is the terminal degree for students in public health at the University of Tennessee. The intent of the degree program is to produce graduates who will have an in-depth comprehension of current public health issues and the research skills and methodological capabilities to secure full-time academic appointments in institutions of higher learning; employment with major professional organizations, research agencies, public health-related non-profit organizations; and high-level positions with local, state, and federal public health agencies.

B. **Foreign Language Requirements**
The DPH has no foreign language requirement. Applicants to the DrPH program whose first language is other than English must achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

C. **Course Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Foundations</td>
<td>20</td>
</tr>
<tr>
<td>2 Core DrPH</td>
<td>36</td>
</tr>
<tr>
<td>3 Cognate</td>
<td>9</td>
</tr>
<tr>
<td>Dissertation (PUBH 600)</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>89</strong></td>
</tr>
</tbody>
</table>

1. **PUBH 509** (2 semesters), **PUBH 510**, **PUBH 520**, **PUBH 530**, **PUBH 537**, **PUBH 540**, and **PUBH 555**, or equivalent courses if taken outside of the University of Tennessee, approved by the Department Head.

2. **PUBH 536**, **PUBH 552**, **PUBH 609** (2 semesters), **PUBH 610**, **PUBH 611**, **PUBH 613**, **PUBH 636**, **PUBH 637**, **PUBH 656**, **PUBH 687**, and **STAT 537** and **STAT 538** or **SOWK 605** and **SOWK 606** (note, PUBH 530 may serve in lieu of STAT537 and SOWK 605 as prerequisites for STAT538 and SOWK606 if approved by the instructor).

3. Courses must be approved by major professor and Director of the DrPH.

**NOTE:** To meet program requirements, students must select courses in consultation with the student’s major professor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies or to increase skill in an area of identified specialization.

D. **Cognate**
The cognate for the DrPH program is a collection of coursework that reflects a theme relevant to the training and future career aspirations of a DrPH student. The cognate requires a minimum of 9 graduate credit hours. These may be formal courses or independent study courses (again at the graduate level). Public health or other relevant
faculty members may direct independent study courses. Students in collaboration with their faculty advisor will develop and propose a cognate typically in the second year of the student’s doctoral coursework. The proposal process requires the completion of the DrPH Cognate Approval Form. After the faculty advisor has approved with his or her signature, the student submits the form to the DrPH Director for review and approval. Revisions to the initial approved cognate can be submitted via subsequent submissions of the Cognate Approval Form following the two-tiered approval process. The DrPH Cognate Approval Form and examples are found in Appendix D2.

E. Proper Use of 502: University Facilities
During the summer term, all graduate students using university facilities (including faculty advising) must be registered for at least three hours. Those who are working on thesis or dissertation research should register for 502 (use of facilities).

F. Proper Use of 500 Thesis Hours and 600 Dissertation Hours
Although there is no set maximum number of 500- or 600-level thesis or dissertation hours, the University encourages students to complete their degrees in a timely fashion, consistent with excellent scholarship.

G. Applicability of Coursework Taken Outside the Department
1. Transfer of Credits
All courses included in an individual's graduate program of study must be approved by the student's committee and the Dean of The Graduate School. The number of hours that may be transferred into a doctoral program is determined by the faculty advisor and the Director of the DrPH. All doctoral students must complete a minimum of 9 semester hours (exclusive of dissertation hours) of 600-level courses at The University of Tennessee, Knoxville. These courses may not be transferred from another university.

2. Doctoral Students Who Have Already Received a Master’s degree.
Doctoral students may be given credit for equivalent courses already taken in a Master’s program. Doctoral students with a Master’s degree must complete a minimum of 29 hours of additional coursework plus the 24 hours of required Doctoral Dissertation hours, for a total of 53 hours. Thus, doctoral students with a prior MPH may transfer up to 36 hours.

H. Grades
Each student’s Grade Point Average (GPA) during the graduate program is reviewed by the department and The Graduate School. Satisfactory/No Credit (S/NC) grading may comprise no more than one-fourth of the student’s total graduate hours in the doctoral program.

I. Residency Requirements
Residency requirements are those of the Graduate School:
Residence is defined as full-time registration for a given semester on the campus where the program is located. The summer term is included in this period. During residence, it is expected that the student will be engaged in full-time on-campus study toward a graduate degree. This is a minimum of nine credits for the doctoral program.

For the doctoral degree, a minimum of two consecutive semesters of residence is required. This applies to part-time and full-time students, as well as to students who are employed full-time by UTK. Individual doctoral programs may have additional residence requirements.

A statement as to how and during what period of time the residence requirement has been met will be presented with the Application for Admission to Candidacy along with signatures of approval from the major professor and the department head/program director.

J. Overview of Advanced Field Practice Policies and Procedures

Regardless of the amount or level of prior experience, all DrPH students engage in an applied practice experience in which students are responsible for completion of at least one project that is meaningful for an organization and to advance public health practice. Three (3) of the 89 hours required for completion of the DrPH degree are earned through the completion of an advanced field practice (AFP; PubH 687) arranged with an affiliated health agency or organization involved in health-related programs. The advanced field practice may be completed as a full-time block experience for nine weeks or as a part-time involvement extending over a longer period of time. Of importance, the advanced field practice allows the student to apply academic theories, concepts, and skills in an actual work setting in a manner that is meaningful to the organization. Every DrPH student must complete an advanced field practice; there are no exceptions. See Appendices D3, D4, and D5 for associated forms and guidance.

The DrPH student in consultation with his/her faculty advisor identifies and initiates the advanced field practice experience based on discussions regarding career interests and perceived need for novel learning experiences. The faculty advisor assists the student in appreciating that broader experiences offer positive benefits for career advancement, rather than permitting the student to accept a field setting like past work situations. A student may complete an advanced field practice experience with his/her employing organization if that organization is large enough to assign a site preceptor other than the current work supervisor. An employing organization must also offer a set of advanced field practice responsibilities that differ substantially from those associated with the student’s current employment to result in a form of cross-training.

Full-time advanced field practice experiences are encouraged to give greater focus to the experience, but advanced field practices may be completed on a part-time basis due to competing circumstances (e.g., student needs to maintain employment, or if the site preceptor requests a part-time internship to better accommodate the student’s project
The advanced field practice involves a minimum of 150 hours, generally completed 10 hours per week for fifteen weeks, under the on-site guidance of a designated site preceptor, who is a practicing public health professional with decision-making authority. Each site preceptor provides a written profile of his/her credentials, position, and agency that must be acceptable to the faculty advisor and DrPH director. To achieve a desired match between the student’s interest and the site preceptor’s area of work and philosophy, the student arranges an interview with the site preceptor before the advanced field practice arrangements are finalized by the faculty advisor.

For an advanced field practice with a new site preceptor, the DrPH student, in consultation with his/her faculty advisor, will discuss the potential field involvement and explore the academic credentials and experience of the individual proposed to serve as the site preceptor. Preferred qualifications for the preceptor are academic preparation in public health, holding an organizational position with supervisory responsibilities, previous experience with students, and authority for decision-making related to the proposed advanced field practice. When the practitioner does not appear to satisfy the qualifications expected, the faculty advisor will request that the student be assigned a co-site preceptor(s) to offer more balance to the situation or will withdraw the request for the advanced field practice. At the conclusion of the advanced field practice with a new site preceptor, together, the faculty advisor and student will explore the dynamics of the advanced field practice and complete an assessment of the site preceptor. If the experience is less than positive and issues raised do not appear easily resolvable, the site preceptor will not be invited to serve in the role again.

The advanced field practice in an approved organization setting is a learning experience shaped by defined, individualized objectives. Each objective must relate to a minimum of the five selected DrPH competencies, which the DrPH Committee selected and the DPH faculty approved. The typical experience provides for rotation among selected activities in the organization, with emphasis given to active student involvement and responsibility to complete with one or more projects. DrPH students are required to submit written summary reports for the faculty advisor on a two-week cycle. The student’s bi-weekly written reports focus on progress toward the objectives and competency attainment. In addition, advanced field practice students submit a mid-point evaluation of progress toward objectives, a final evaluation of their accomplishments, an executive summary on the end-product, and complete a professional presentation on the end-product. This reporting permits faculty monitoring of activities and progress. In addition, the evaluations stimulate students to reflect more fully on the advanced field practice experience and the achievement of competencies. The reflections also allow the doctoral student to consider the AFP in perspective to their graduate studies and previous and future professional development.

When possible, arrangements are made for the faculty advisor to visit the site preceptor organization near the mid-point of the field experience, especially for new advanced field practices. If visits are less needed or major travel is involved, the
faculty advisor telephones or video chats with the site preceptor for purposes of assessing student progress. Each site preceptor fills out an online evaluation regarding the student’s performance. The evaluation form consists of ratings and invited comments to assess personal characteristics, attitude, specific application skills, and overall performance of the student. The application skills specified on the evaluation form are linked to defined competencies. The faculty advisor reviews the site preceptor’s evaluation report with follow-up discussion with the student. Each student completes an online evaluation of the advanced field practice experience, which is used to continually improve the process and experience for future interns.

Students are required to provide a professional quality presentation at the conclusion of their advanced field practice. The purpose, audience, and parameters of professional presentation are to be determined in consultation to site preceptor/organization and advancement of public health practice.

K. Formation of Doctoral Committees and Exams

1. Doctoral Committee

Doctoral students must submit a Doctoral Committee Plan to their Faculty Advisor as early as after completing one semester of graduate study, but no later than after 36 hours of completed graduate coursework. The plan must identify the proposed Dissertation Committee Chair (Major Professor), the other committee members, and rationale for selecting the specific committee members. The Dissertation Committee Chair may be the same as the Faculty Advisor; however, the student is advised to select a chair for the dissertation committee whose areas of greatest interest/expertise coincide with the area(s) of research contemplated by the student. The Dissertation Committee Chair must hold an appointment in the DPH and be full-time faculty at the University of Tennessee, Knoxville.

The proposed Doctoral Committee must be composed of a total of at least four faculty members holding the rank of assistant professor or above, three of whom, including the chair, must be approved by the Graduate Council to direct doctoral research. At least one member must be from an academic unit other than that of the student’s major field. Students are encouraged where appropriate to seek a fifth member in the field of specialization from outside the university to serve on their dissertation committee; however, this member must be ex-officio and his or her resumé must be submitted with a formal request for committee appointment. This request must be approved by the Chair of the Dissertation Committee. This Dissertation Committee Plan is reviewed by the student’s Faculty Advisor and submitted to the Department Head for approval.

Once the Doctoral Committee Plan is approved, the student must request that each selected faculty member serve on the committee and must confirm their response in writing, using the Doctoral Committee Approval form available at http://gradschool.utk.edu/forms/Doc_Comm_Appoint.pdf. This committee is then
nominated by the Department Head and approved by the Dean of the Graduate School.

The doctoral student must successfully complete the qualifying examination and be admitted to candidacy for the doctoral degree prior to registering for Doctoral Dissertation hours (PH 600). The student is expected to maintain close consultation with the major professor and other members of the dissertation committee regarding progress in the doctoral program. This includes but is not exclusive to the comprehensive exam and dissertation processes.

2. **Progress Reports and Comprehensive Examinations**
   a. **Annual Assessments**
      The DPH follows the University’s guidelines for student assessments in keeping with accreditation standards through the Southern Association of Colleges and Schools (SACS). Students will be assessed each year on the following SACS student learner outcomes, appropriate to their stage in the program:
      
      - Students will demonstrate clarity of scientific writing skills.
      - Students will demonstrate clarity of verbal expression and the ability to respond to scientific questions in a clear and accurate manner.
      - Students will demonstrate mastery of complex scientific and technical issues relevant to the student’s area of research.
      - Students will demonstrate mastery of complex scientific and technical skills relevant to the student’s broader foundation in health behavior and health education.

      The current SACS assessment rubrics are found in Appendix D7. For each learner outcome, students will be assessed by applying university-approved rubrics with increasing levels of attainment expected each year. At least two faculty, including the student’s Faculty Advisor/Major Professor, will complete assessments on each student, each year. Students will then meet with two faculty in the latter half of the spring semester to review assessment findings. The two faculty will then provide a summary of findings in writing, including plans for future development or improvement as needed. This document should be placed in the student’s file. If the two-faculty team determines that the student is not meeting program expectations, the student will be referred for further assessment by the full doctoral committee.

   b. **Comprehensive Examination**
      The comprehensive exam is a two-part examination. Part A is open book and taken when core coursework is complete. This exam is offered two times a year at the end of the Spring and Fall semesters. The Part B exam consists of writing a chapter of your dissertation (see section on Comprehensive Exams) and defending the proposal orally. PUBH 600 credit hours can be taken in
relation to the writing of this chapter. See Comprehensive Exam section for more detail.

L. Dissertation Proposal and Oral Qualifying Examination
After approval of the formulation of the Doctoral Dissertation Committee and after successful completion of the comprehensive examination (Parts A and B), the student will develop the dissertation proposal. The dissertation proposal may consist of the following sections (this is one possible template - other templates may be suggested by the student or major professor):

I. Introduction to the problem and background
II. Review of the literature
III. Outline and description of the (proposed) methodology(ies) for addressing the problem statement.

The student must successfully complete an oral qualifying examination (defense) of the dissertation proposal before the full Dissertation Committee prior to conducting subsequent dissertation work. During the oral qualifying exam, the student will present the dissertation proposal and, at the same time, address questions on any subject in which the student is expected to be competent. At the end of the oral qualifying examination, the committee may be satisfied with the proposal and responses to other questions, or may grant a “conditional pass” contingent on the student making minor revisions. If major revisions or a new proposal is recommended, the student must pass a second oral qualifying examination.

M. Admission to Candidacy
The admission to candidacy is a contract between you and the University. Under this contract, you and the University agree that your courses and grades fulfill the requirements of the DrPH program. Candidacy fulfillment will be based on the current catalog at the time of submission. Once you, your committee, and the Dean of the Graduate School have signed this form, any changes to course requirements reflected in later catalog years will not apply to you.

A student may be admitted to candidacy for the doctoral degree after maintaining at least a B average in all graduate coursework, passing the comprehensive examination (Parts A and B), submitting a written dissertation proposal, and successfully completing the oral qualifying examination. Admission to candidacy indicates agreement that the student has demonstrated the ability to do acceptable graduate work and has made satisfactory progress toward completing the DrPH. This action connotes that the student has completed all prerequisites to admission to candidacy and that a final dissertation plan has been approved.

Each student is responsible for filing the admission to candidacy form (http://gradschool.utk.edu/forms/Adm_Candidacy_Docs.pdf), which lists all courses to be used for the degree, including courses taken at the University of Tennessee or at another institution prior to admission to the doctoral program, and is signed by the
doctoral committee. Please list your coursework in the order of completion, from your first to last semester of coursework. This will assist the analysis by the Graduate School. Admission to candidacy must be applied for and approved by the Graduate School at least one full semester prior to the date the degree is to be conferred.

*You must meet residency requirements to apply (see Residency Requirements in Section H).* To maintain your candidacy, you must stay continuously enrolled in PUBH 600 Thesis/Dissertation credit hours.

**N. Dissertation and Format**

The dissertation represents the culmination of an original major research project completed by the student. Students will have two options for the dissertation format:

1) The (traditional) five-chapter format.

   I. Introduction, background, problem statement
   II. Literature review
   III. Methods
   IV. Results
   V. Discussion, including limitations and conclusion

2) The three-manuscript format, in which one manuscript can be a literature review (publishable quality), while the other two should be empirical papers. Prior to defending, the student must have at least one manuscript submitted for publication in a peer-reviewed journal, with the other two manuscripts in a form that would be ready for submission.

Prior to Part B of the comprehensive exam process, the student must declare which dissertation format will be used. This decision should be made in consultation with the student’s Dissertation Committee Chair. It is the responsibility of the major professor to assist the student in deciding together.

The dissertation must be prepared according to the regulations in the most recent Guide to the Preparation of Theses and Dissertations, available at [http://web.utk.edu/~thesis/thesisresources.shtml](http://web.utk.edu/~thesis/thesisresources.shtml).

The dissertation must be accompanied by an approval sheet ([http://web.utk.edu/~thesis/samples.shtml](http://web.utk.edu/~thesis/samples.shtml)), signed by all members of the dissertation committee. The approval sheet certifies to the Graduate School that the committee members have examined the final copy and found that its form and content demonstrate scholarly excellence. Students are primarily responsible for submitting all completed, required forms; students should regularly consult the Graduate Handbook and the Guide to Theses and Dissertations available at [http://gradschool.utk.edu/Publications.shtml](http://gradschool.utk.edu/Publications.shtml) and the requisite graduate forms otherwise available at [http://gradschool.utk.edu/default.shtml](http://gradschool.utk.edu/default.shtml).
Research opportunities for graduate students in the department are linked to departmental faculty research interests. Students should consult the faculty pages on the DPH website http://publichealth.utk.edu/personnel/directory.html and speak with individual faculty to explore potential mutual research interests and opportunities.

Please see section 9.E. for the University policy on research projects and studies involving Human Subjects.

O. Dissertation Defense
The student, in consultation with the Dissertation Committee Chair, will schedule a final oral examination which will include an oral presentation of the completed dissertation.

At least one week prior to the scheduled oral examination, the student must submit the Dissertation Defense Scheduling form to the Graduate School, available at http://gradschool.utk.edu/forms/SchedDissDef_revised.pdf. All Doctoral Committee members must participate in the oral examination which is also open to any faculty and students. Persons outside the university may also be invited to the oral examination. Upon successful completion of the final oral examination, a final electronic copy of the dissertation must be submitted to and accepted by the Graduate School.

Your advisor is responsible for announcing the dissertation defense to the college faculty. At your defense/final exam, there are two forms that must be present: the Report of Final Examination (Pass/Fail) form and the Thesis/Dissertation Approval form. The Report of Final Examination (Pass/Fail) form will be given to you by your graduation specialist, but you are responsible for ensuring that this form is present at your defense.

After the oral defense, your committee will provide the signatures on both forms, indicating that you have passed. You will be responsible for getting those original signed forms to the Graduate School by the deadline dates.

Once your dissertation is finalized, you are required to submit the final version to Trace in PDF format by the deadline for your term. You must also deliver a copy of your approval form to the Graduate School.

P. Graduation
Submit your Graduation Application online at MyUTK and complete the Survey of Earned Doctorates to graduate.

Q. Time Limits
There is no time limit in relation to the comprehensive examination; however, all doctoral degree requirements must be completed within eight years from initial enrollment in the doctoral program. Students who may have extenuating circumstances may request an extension beyond eight years. A request for extension must be initiated
by the student, with the Dissertation Committee Chair submitting a letter of request to the Graduate School.

The Graduate Council Appeal Procedure can be obtained at the Graduate School or at http://gradschool.utk.edu/GraduateCouncil/AcadPoli/appealprocedure.pdf.

**R. Preparation for Licensing/Certification in the Field**
There is no specific licensure associated with the DrPH program.

**S. Doctoral Completion Process Checklist**
The following checklist can be used to help verify that all requirements are met.

- [ ] Comps required coursework
- [ ] Submit doctoral committee form (download here: http://gradschool.utk.edu/forms-central/doctoral-committee-form/)
- [ ] Residency requirements are fulfilled
- [ ] Comprehensive exams (parts A and B)
- [ ] Candidacy application (locks in catalog year) and requires listing of all courses to be completed toward the DrPH degree (download application here: http://gradschool.utk.edu/forms-central/admission-to-candidacy-doctoral-degree/)
- [ ] Dissertation proposal defense
- [ ] Continuously enroll in 600 Thesis/Dissertation credit hours (minimum 24 hours required)
- [ ] Schedule dissertation defense (download form here: http://gradschool.utk.edu/forms-central/schedule-of-dissertation-defense/). Dissertation advisor is responsible for announcing the defense to the College.
- [ ] Provide dissertation to your dissertation committee no less than 2 weeks in advance.
- [ ] Dissertation defense (download dissertation approval form here: http://gradschool.utk.edu/forms-central/thesisdissertation-approval/)
- [ ] Report of Final Examination (Pass/Fail) form (this form will be given to you by your graduation specialist when you schedule your defense)
- [ ] Submit dissertation to Trace (contact thesis@utk.edu for submission instructions)
- [ ] Graduation application (submit your Graduation Application online at MyUTK.)
- [ ] Survey of Earned Doctorates (see requirements here: http://gradschool.utk.edu/thesesdissertations/submission/survey-of-earned-doctorates/)
8. Examinations

A. DrPH Comprehensive Exam

Purpose of Preliminary Exam (Part A of Comprehensive Exam)

The preliminary exam has three purposes. First, the exams allow the faculty to assess the student’s abilities in the four areas of the core competencies as outlined by CEPH. Second, the preliminary exam provides a standardized approach to assist in ensuring that all DrPH students trained at UTK achieve a foundational education in the four core competency areas. Finally, the preliminary exam provides a gauge by which to assess the fit between the expectations of the UTK DrPH program and students’ abilities, especially in relation to critical thinking, analytical skills, and ability to design an evidence- and research-based proposal. The four CEPH competency areas and their associated competencies are found in Table 1.

Table 1.
CEPH Core Competencies by Area

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Core Competency</th>
<th>Associated Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data and Analysis</strong></td>
<td>1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels</td>
<td>530, 536, 552</td>
</tr>
<tr>
<td></td>
<td>2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue</td>
<td>530, 536, 552</td>
</tr>
<tr>
<td></td>
<td>3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health</td>
<td>552, 613</td>
</tr>
<tr>
<td><strong>Leadership, Management, and Governance</strong></td>
<td>4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies</td>
<td>536, 552</td>
</tr>
<tr>
<td></td>
<td>6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems</td>
<td>613, 656</td>
</tr>
<tr>
<td></td>
<td>7. Create a strategic plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Facilitate shared decision making through negotiation and consensus-building methods</td>
<td>536, 552, 611</td>
</tr>
<tr>
<td></td>
<td>9. Create organizational change strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Propose strategies to promote inclusion and equity within public health programs, policies and systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency</td>
<td>552, 611</td>
</tr>
<tr>
<td></td>
<td>12. Propose human, fiscal and other resources to achieve a strategic goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. Cultivate new resources and revenue streams to achieve a strategic goal</td>
<td></td>
</tr>
<tr>
<td><strong>Policy and Programs</strong></td>
<td>14. Design a system-level intervention to address a public health issue</td>
<td>656</td>
</tr>
</tbody>
</table>

Competencies currently addressed by coursework are in *italics*
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Core Competency</th>
<th>Associated Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15. Integrate knowledge of cultural values and practices in the design of public health policies and programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis</td>
<td>613</td>
</tr>
<tr>
<td></td>
<td>17. Propose interprofessional team approaches to improving public health</td>
<td></td>
</tr>
<tr>
<td>Education and Workforce Development</td>
<td>18. Assess an audience’s knowledge and learning needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19. Deliver training or educational experiences that promote learning in academic, organizational or community settings</td>
<td>530, 536, 552, 656</td>
</tr>
<tr>
<td></td>
<td>20. Use best practice modalities in pedagogical practices</td>
<td>552, 656</td>
</tr>
</tbody>
</table>

**Eligibility**

Doctoral students must fulfill the following criteria to be eligible for Part A of the DrPH comprehensive exam:

1. Completion of the DrPH core coursework (no deferred or missing grades). These courses currently include 19 credit hours: PUBH 530, PUBH 536, PUBH 552, PUBH 609 (2 credit hours), PUBH 611, PUBH 613, PUBH 656, and a 2nd semester statistics course (e.g., STAT 538 or SOWK 606) or their equivalents.
2. 3.25 minimum grade point average for doctoral course work completed at UTK
3. Registered at UTK, part-time or full-time, for the semester in which the exam will be offered
4. Support of student’s faculty advisor

**Preliminary Exam Question Development**

All UTK Public Health faculty are involved in the development of the preliminary exam questions. The faculty who teach the core courses develop the initial questions for the competency area relevant to their course (see Table 1). The questions are designed to provide an opportunity for students to incorporate their coursework training in their responses. Once the instructors of the core courses have drafted the four questions, these are provided to all Public Health faculty for review and finalization. Each offering of the preliminary exam will reflect a new set of questions to ensure that the questions pertain to evolving course content.

**Preliminary Examination Process**

The preliminary exam is offered two times each academic year: (1) the first two Fridays of April and (2) the first two Fridays of November. Testing dates may be adjusted as necessary for holidays. Two exam questions are completed each day (2 hours per question) with a 15-30 minute break between questions. The exam is completed in a designated room on campus on personal laptops with access to the internet. All responses will be reviewed via anti-plagiarism software.

Each question is graded by three faculty: (1) the primary author of the question, (2) the faculty advisor, and (3) a member of the DrPH committee. Each faculty member can
fulfill only one role as three faculty must grade each question. The overall grade for each question reflects a mean score of the three grades. A grade of 75% or greater is passing. If a student fails to achieve 75% or greater on each of the four questions, a re-exam for the failed question(s) is allowed if the student achieves a mean score of 75% on the three questions with the highest grades. The re-exam will reflect the same question(s) and needs to be completed again within 30 days of receiving notice of the need for a re-exam. The faculty who graded the first attempt will also grade the second and final attempt. A passing grade is achieved if each re-exam question earns a mean score of 75% or more.

If a student fails one or more question(s) but does not achieve an average of 75% on the three top-scored questions, the student will not proceed to the second portion of the comprehensive exam process nor continue in the DrPH program. If a student does not successfully pass their second attempt at one or more exam questions, this student will not continue in the DrPH program.

Table 2. Summary of Preliminary Exam Process

<table>
<thead>
<tr>
<th>Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question authorship</td>
<td>Instructors of courses that reflect CEPH core competencies Reviewed by all faculty</td>
</tr>
<tr>
<td>Question content</td>
<td>4 areas of the CEPH core competencies</td>
</tr>
<tr>
<td>Timing of exam</td>
<td>After select DrPH courses are completed: PUBH 530, PUBH 536, PUBH 552, PUBH 609 (2 credit hours), PUBH 611, PUBH 613, PUBH 656, and a 2nd semester statistics course (e.g., SOWK 606) or their equivalents</td>
</tr>
<tr>
<td>Scheduling</td>
<td>2 scheduled times per year</td>
</tr>
<tr>
<td>Written process</td>
<td>Timed at UTK (2 day; 2 questions per day)</td>
</tr>
<tr>
<td>Oral process</td>
<td>No oral exam</td>
</tr>
<tr>
<td>Grading of exam</td>
<td>Question author, faculty advisor, and member of DrPH committee grade (no one person can fulfill two or more roles; recruit other members as necessary) 75% or better is passing</td>
</tr>
<tr>
<td>Re-exam process</td>
<td>Top grades for three questions must average to 75% or more to be eligible for re-exam Only one re-exam possible Re-exam will reflect only questions graded less than 75%</td>
</tr>
</tbody>
</table>

B. Dissertation Chapter Defense

Eligibility

*Doctoral students must fulfill the following criteria to be eligible for the part B of the comprehensive exam:*

1. Currently completing last semester of DrPH coursework (no deferred or missing grades; which may or may not include the Advanced Field Placement)
ii. 3.25 minimum grade point average for doctoral course work completed at UTK
iii. Registered at UTK, part-time or full-time, for the semester in which the defense of Part B will occur
iv. Support of student’s faculty advisor
v. Graduate school approval of the dissertation committee
vi. Selection of the type of dissertation to be completed and approval by faculty advisor
   a. Traditional five-chapter dissertation
   b. Three manuscript dissertation.

If a typical chapter dissertation is selected, Part B of the comprehensive exam process will require that that student prepare Chapter 2: Literature review. If the 3-manuscript dissertation is selected, Part B of the comprehensive exam process will require that that student prepare the introductory chapter of their dissertation that weaves the three proposed manuscripts together and provides an overall approach to the three manuscripts to be pursued.

Other than the document prepared, the process will be similar regardless of selected dissertation style. The student will provide the Dissertation Committee members with the final draft of the document (described in the previous paragraph) no less than two weeks prior to the oral defense. The oral defense process will include the student’s presentation of their work, a question and answer session, a period of deliberation by the Dissertation Committee, and a sharing of the pass/fail decision with the DrPH student. The DrPH student can enroll in PUBH 600-level credit hours while working on Section B.

The oral exam will include: (1) student presentation of the chapter; (2) committee questions regarding chapter and foundations influencing chapter; (3) committee discussion without DrPH student; and (4) committee sharing the outcome with DrPH student. The chair of the dissertation committee is responsible for taking notes and writing up the report associated with the defense. The possible outcomes are pass, fail, or pass conditionally.

If the student passes the oral examination, the Dissertation Committee signs off on the Candidacy documents provided by the Graduate School. To ease the burden of the Graduate School, the courses listed on the candidacy form should appear in chronological order (in the order taken). Typically, the Graduate School allows a maximum of 24 credit hours from the Master degree work can count toward the DrPH. However, given the number of credit hours associate with the DrPH (beyond the foundational courses) exceeds the minimum requirement of 24 credit hours beyond the Master degree, up to 27 MPH credit hours can appear on the DrPH Candidacy form.

If the student passes conditionally, the committee will review changes that need to occur prior to the passing the comprehensive exam and determine whether a second meeting is needed following the submission of the changes. This committee will make this decision and record it in the meeting notes along with the conditions to be met.
The dissertation committee chair is responsible for keeping these notes and providing a copy in the student’s file.

If fail is the outcome, the student is unenrolled as a DrPH student at UTK.

Table 2.
Summary of Part B of Comprehensive Exam Process

<table>
<thead>
<tr>
<th>Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize dissertation committee</td>
<td>Complete form and submit to graduate school</td>
</tr>
<tr>
<td>Selection of dissertation style</td>
<td>Typical 5 chapter style or 3 manuscript style</td>
</tr>
<tr>
<td>Write chapter</td>
<td>Dependent on dissertation style selected</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Schedule the defense date with the dissertation committee (2 hour block of time) and reserve room</td>
</tr>
<tr>
<td>Distribution</td>
<td>Distribute complete chapter to dissertation committee 2 weeks prior to date of oral defense</td>
</tr>
</tbody>
</table>
| Oral defense                   | (1) Presentation of chapter  
                                 | (2) Committee questions  
                                 | (3) Committee discussion  
                                 | (4) Sharing of decision with student |
| Grading of oral exam           | Possible outcomes include: Pass, conditional pass, and fail                |
| Follow up                      | Pass: Committee signs off on the candidacy paperwork and student submits this to the graduate school  
                                 | Conditional Pass: The committee outlines the conditions and the subsequent review process once the conditions are met.  
                                 | Fail: Student terminates their DrPH training  
                                 | Dissertation advisor files report of defense in the student’s file within one week of the defense. |

Process Description

<table>
<thead>
<tr>
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                                 | (3) Committee discussion  
                                 | (4) Sharing of decision with student |
| Grading of oral exam           | Possible outcomes include: Pass, conditional pass, and fail                |
9. **STANDARDS, PROBLEMS, AND APPEALS**

**A. GPA**
The University policy on cumulative grade point average (GPA) requires graduate students to maintain a GPA of at least 3.0 on all graduate courses taken for a letter grade of A-F. The DrPH program requires a GPA of at least 3.25 for doctoral degree coursework.

**B. Evaluation**
Evaluation of DrPH students is described above in the Progress Report section. In addition, guidelines for evaluation are taken from the Graduate Catalog below:

Academic Standards Graduate education requires continuous evaluation of the student. This includes not only periodic objective evaluation, such as the cumulative grade point average, performance on comprehensive examinations, and acceptance of the thesis or dissertation, but also judgments by the faculty advisor of the student’s progress and potential. Continuation in the program is determined by consideration of all these elements by the faculty advisor, the DrPH Directors, and the head of the DPH.

The academic records of all graduate students are reviewed at the end of each semester, including the summer term. DrPH students must maintain a cumulative grade point average (GPA) of at least 3.25 on all DrPH-related graduate courses taken for a letter grade of A-F. Grades of S/NC, P/NP, and I, which have no numerical equivalent, are excluded from this computation.

**C. Incompletes**
Students should consult the Graduate Catalog for a statement of the policy on the grade of “I” (incomplete). The grade of Incomplete is given only when a student has been performing satisfactorily in a course but cannot finish all requirements due to unforeseen circumstances. If the “I” grade remains unchanged for one year, the grade of “I” reverts to the grade of “F”, after which a change of grade is no longer possible or permissible.

**D. Adequate Progress and Inactive Status**
Continuous enrollment is maintained by registering for a minimum of one graduate credit hour per semester (excluding the summer); however, students who have started taking dissertation hours (course 600) must maintain a minimum of three credit hours per semester during all semesters, including the summer, in order to comply with the Continuous Enrollment requirement for Doctoral Programs.

**E. Research Projects and Studies with Human Subjects**
All research projects or studies that involve the use of human subjects must be reviewed by the University's Institutional Review Board or be certified as exempt from IRB review. All students involved in projects with human subjects should familiarize
themselves with the information available from the Office of Research on working with human subjects (http://irb.utk.edu/). No research with human subjects can be initiated until approval from IRB is acquired. Understanding the special nature of the human subjects research review system is important and required by federal regulations governing research with human subjects. To obtain copies of the regulations governing research with human subjects, graduate students should contact the Graduate Program Coordinator or the Coordinator of Compliances directly: Office of Research, 1534 White Avenue. Your faculty adviser or committee chair will guide you through this process.

The IRB requires each PI, Co-PI, and Faculty Advisor (if the PI is a student) listed on a human subjects application to provide certification of training in Human Subjects Research. The CITI Human Subjects Research online course is mandatory training for all faculty and students working on UTK IRB/Human Subjects Research protocols. See http://irb.utk.edu/training/

The departmental procedure is consistent with that of the University. All IRB applications must be submitted through iMedRIS. The appropriate human subject review forms should be completed and then routed first to the Chair of the IRB Committee in the Department of Public Health. The Departmental IRB Chair will conduct the first stage of review and either return the form for revisions to the student/investigator or forward it to the Department Head for review and signature. Once signed (electronically) by the Department Head, the form is then forwarded to the Office of Research for review and approval/denial.

F. Terms of probation
If after completion of 9 hours of graduate coursework, a student’s GPA falls 3.25, then the student will be placed on academic probation. The student will be able to continue graduate study subsequently, if each semester’s GPA is 3.25 or greater. The student’s graduate degree status will be terminated by the Dean of The Graduate School, if the student’s semester GPA falls below 3.25 in a subsequent semester.

More complete information on this policy is described in the Graduate Catalog section titled Academic Policies and Requirements for Graduate Students (http://catalog.utk.edu/content.php?catoid=4&navoid=293).

G. Academic Honesty
All students are expected to adhere to the honor code in all matters. It is given below: “An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.” (Graduate Student Handbook)

Students shall not plagiarize, and all students must understand exactly what plagiarism is, and is not. As described in the Graduate Catalog: Plagiarism is using
the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense subject to disciplinary action that may include failure in a course and/or dismissal from the university. Some examples of plagiarism are:

- Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).
- Extreme caution should be exercised by students involved in collaborative research to avoid questions of plagiarism. If in doubt, students should check with the major professor and the Dean of the Graduate School about the project. Plagiarism will be investigated when suspected and prosecuted if established.

H. Conditions Resulting in Termination from the Program

Students may be terminated from the Public Health academic programs for the following reasons:

- Plagiarism or other form of academic dishonesty
- Failure to maintain a GPA of 3.25 on required coursework
- Failure to complete the degree within the required time limits
- Behavior that threatens the health and safety of, or is abusive towards other students, staff, or faculty

C. Termination

The DrPH program requires students to maintain a GPA of at least 3.25 on all coursework taken at UTK related to the DrPH degree. Students must achieve a “C” or better on each individual required course. If after completion of 9 hours of graduate coursework, a student’s GPA falls below 3.25, then the student will be placed on academic probation. The student will be able to continue graduate study subsequently, if each semester’s GPA is 3.25 or greater. The student’s graduate degree status will be terminated by the Dean of The Graduate School, if the student’s semester GPA falls below 3.25 in a subsequent semester.

D. Termination process

The termination process will be established in accordance to the general guidance as outline in the Graduate Catalog, as copied below:
If a student is on academic probation (see 9.F. below), the degree or non-degree status will be terminated by the Dean of the Graduate School if the student’s semester GPA falls below 3.25 in a subsequent semester. When the particular circumstances are deemed to justify continuation, and upon recommendation of the appropriate academic unit and approval of the Dean of the Graduate School, a student on probation whose semester GPA is below 3.25 (DrPH) may be allowed to continue on a semester-by-semester basis.

Dismissal of a graduate student by a department or program is accomplished by written notice to the student, with a copy to the Graduate School. In those cases where the department’s requirements for continuation are more stringent than university requirements for graduate programs, the Dean of the Graduate School will evaluate the student’s record to determine whether the student is eligible to apply for a change of status and register in another area of study. Registration for courses in a department from which a student has been dismissed will not be permitted, except by written authorization from that department.

E. DrPH Academic Appeal
The purpose of this process is to provide doctoral students in the Department of Public Health an opportunity to resolve academic complaints that may interfere with, terminate, or impede progress toward academic or professional degree goals. The complaints may include adverse outcomes on qualifying exams, course grades, or other academic decisions. The associated form is found in Appendix D5.

Step 1
The student should first consult and attempt to resolve the concern with the faculty member associated with the concern and their academic advisor. If the resolution is not satisfactory, the student can appeal the resolution with DrPH committee.

Step 2
The second process must be initiated within 30 days after the student receives the initial decision by faculty member in consultation with the academic advisor. If DrPH committee faculty member(s) is/are involved in making the initial academic decision, an alternate faculty member from the Department of Public Health will be asked by director of DrPH committee to join the process.

Step 3
Provided a mutually satisfactory resolution cannot be reached at the Program level, the complaint may be brought to the Department Head. The process must be initiated within 30 days after the student receives the decision from DrPH committee. It is the responsibility of the Department Head to determine the circumstances surrounding the academic decision in consultation with faculty member(s), the academic advisor and the director of the DrPH committee.
Step 4
If all departmental appeal processes resulted in an unsatisfactory outcome and the student wishes to pursue the appeal further, the student may appeal in writing to the Dean of the College of Education, Health and Human Sciences (CEHHS), however this step can only occur when the remedies afforded at departmental level have been exhausted.

Step 5
If College level appeal process resulted in an unsatisfactory outcome, students can file a formal complaint with Graduate Council Appeals Committee following Graduate Council Appeal Procedure. The University of Tennessee Graduate Student’s Responsibility, Rights to Appeal and Graduate Council Appeal Procedure can be found at http://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.pdf.

F. University Appeals Procedure
The Graduate Council Appeal Procedure can be obtained at the Graduate School or at http://gradschool.utk.edu/GraduateCouncil/AcadPoli/appealprocedure.pdf.

G. Student Grievances and Complaints
Public health faculty interactions with students are based on respect, honesty, and fairness. Faculty seek to handle potential misunderstanding on a timely basis at the most direct point of concern. The recommended procedure for the student is to seek resolution with the involved faculty member, followed by consultation with the faculty advisor/major professor. Guided by the program culture of advocacy for students, Public Health faculty are responsive to student suggestions and requests, recognizing the experience, maturity, and different needs of working students. If a student should become dissatisfied with advising, instruction, or other areas related to degree pursuit, notification may be made to the DrPH program director for resolution of the issue or concern, subsequently to the department head, and then to the associate dean of the college. This protocol is described in Hilltopics (http://dos.utk.edu/hilltopics/) and shared via faculty advisors. If not resolved by the program, department or college, the student may file a formal complaint with the graduate school.

Two types of grievances may be considered by the Graduate Council (http://gradschool.utk.edu/GraduateCouncil/gcouncil.shtml). The first are concerns regarding the interpretation of and adherence to university, college and department policies and procedures as they apply to graduate education. In this case, the student files a formal complaint with the Graduate Council through the office of the associate dean of graduate studies, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the department and college levels.

The second type of grievances are concerns regarding academic performance evaluations (grades only on the basis of one or more of the following allowable grounds: (1) a clearly unfair decision (such as lack of consideration of circumstances clearly beyond the control of the student); (2) unacceptable instruction/evaluation
procedures; (3) inability of the instructor to deal with course responsibilities; or (4) an evaluative process in a setting or situation which makes performance extremely difficult. The appeal procedure through the associate dean of graduate studies is the same as that outlined above.

Students with grievances related to race, gender, religion, national origin, age, or disability may file a formal complaint with the Office of Equity and Diversity (see http://oed.utk.edu/complaints/).
APPENDIX A: PERTINENT GRADUATE STUDENT WEB PAGES

- Best Practices in Teaching
  http://gradschool.utk.edu/orientation/teaching.shtml

- Center for International Education
  http://international.utk.edu/

- Counseling Center
  www.utk.edu/counselingcenter

- Department and College
  http://publichealth.utk.edu
  http://cehhs.utk.edu/

- Funding, Fellowships, Assistantships for Graduate Students
  http://gradschool.utk.edu/

- Graduate School
  http://gradschool.utk.edu/

- Graduate Catalog
  http://gradschool.utk.edu/

- Graduate Student Appeals Procedure

- Graduate Student Senate
  http://web.utk.edu/~gss

- Graduate Admissions
  http://graduateadmissions.utk.edu/

- International House
  http://web.utk.edu/~ihouse

- Judicial Affairs
  http://web.utk.edu/~osja/

- Office of Equity and Diversity
  http://oed.utk.edu/

- Office of Multicultural Student Life/Frieson Black Cultural Center
  http://multicultural.utk.edu/
• Research Compliance/Research with Human Subjects
  http://research.utk.edu/compliance/

• SPEAK Testing Program
  http://gradschool.utk.edu/speaktest.shtml

• Thesis/Dissertation Website
  http://web.utk.edu/~thesis/

• Library Website for Graduate Students
  http://libguides.utk.edu/graduate

• OIT
  http://oit.utk.edu/

• Housing
  http://housing.utk.edu/
APPENDIX B: FACULTY AND MAJOR INTERESTS

Department of Public Health
Faculty Listing

Faculty and Major Interests
Affiliated Faculty
**Full-Time Faculty**

**Cristina S. Barroso, DrPH**  
Associate Professor  
390 HPER  
(865) 974-5350  
cbarroso@utk.edu

Cristina S. Barroso, DrPH received her doctoral and MPH degrees from the University of Texas with a concentration in Health Promotion and Behavioral Sciences. Her main area of research is child and adolescent health disparities. She is particularly interested in topics concerning childhood obesity, healthy eating, active living, and body image.

**Kathleen C. Brown, PhD, MPH**  
Associate Professor & MPH Program Director  
373 HPER  
(865) 974-1104  
kcbrown@utk.edu

Kathleen Brown, PhD holds a PhD in Community Health and a Master in Public Health from the University of Tennessee. She currently serves as the director of the MPH Program. Her practice experience brings relevancy and real-world application to her teaching. She is interested in practice-based research for issues affecting women and adolescents including teen pregnancy and substance use.

**Jiangang Chen, MD, PhD**  
Assistant Professor  
385 HPER Building  
(865) 974-8487  
jchen38@utk.edu

Dr. Chen researches potential environmental impacts on human reproduction, with a special interest in effects of endocrine disruptors (EDS) on the homeostasis of endogenous hormones. A considerable part of Dr. Chen’s research has been focused on a wide variety of synthetic compounds with intrinsic hormonal activity that may have adverse effects on human health. Exposure to EDS may change the balance of endogenous hormones, i.e. between estrogen signaling and androgen signaling; and thus, may contribute to the pathology of many hormone responsive diseases.

In addition, using animal models, Dr. Chen’s group studies the in utero exposure of EDS during pregnancy to elucidate if early exposure could change the trajectory of the fetus in later life, which could considerably increase social and medical burdens.
Samantha F. Ehrlich, MPH, PhD
Assistant Professor
390 HPER
(865) 974-4663
sehrlic1@utk.edu

Samantha F. Ehrlich, MPH, PhD received her MPH in maternal and child health and doctoral degree in epidemiology from the University of California Berkeley School of Public Health. As an MPH student, she worked in the HIV/AIDS Epidemiology Branch of the Office of AIDS at the California Department of Health Services on a study assessing HIV risk behaviors among migrant Latino day laborers and was awarded grants from the University of Michigan Population Fellows Program, the University of California Berkeley Bixby Center for Population, Health & Sustainability, and the University of California Berkeley Center for Latin American Studies to conduct independent survey research on safe sex practices among indigenous youth in Puerto Cabezas, Nicaragua.

She was concurrently employed as a research project manager at the Kaiser Permanente Northern California Division of Research while working towards her PhD, managing several randomized clinical trials of behavioral lifestyle interventions for weight management and a large pharmacoepidemiology study of diabetes medications. Her doctoral work focused on the impact of maternal prenatal glucose levels on offspring, specifically childhood obesity and cardiometabolic risk factors. She recently completed a postdoctoral fellowship in the Women’s and Children’s Health Research Section of the Kaiser Permanente Northern California Division of Research, conducting research on physical activity during pregnancy for appropriate gestational weight gain and the implementation of “exercise as a vital sign” in clinical obstetric practice.

Her research interests center around the importance of the gestational period for subsequent maternal and child health, including programming for later life chronic disease and chronic disease risk factors in women and children.

Paul C. Erwin MD, DrPH
Professor & Department Head
387 HPER Building
(865) 974-5252
perwin@utk.edu

Dr. Paul Erwin’s professor and head for the Department of Public Health. He joined the faculty at UT in 2007 to establish the Center for Public Health, which served as the springboard for establishing the Department of Public Health in 2010. Before joining the University of Tennessee, he worked with the Tennessee Department of Health for 16 years, with the last 12 years spent as the director of the East Tennessee Regional Health Office. During that time, he focused extensively on community-based health assessment and planning, engaging local county health councils, faculty, and students at the University of Tennessee. He was a member (and later chair) of the national work group
which produced MAPP (Mobilizing for Action through Planning and Partnerships), including the local tool of the National Public Health Performance Standards Program. Prior to serving with the Tennessee Department of Health, he spent two years as a fellow in international health at the Aga Khan University in Karachi, Pakistan. He is boarded in internal medicine and public health and preventive medicine and is a fellow of the American College of Preventive Medicine.

**Jennifer M. Jabson, MPH, PhD**  
Assistant Professor  
367 HPER  
(865) 974-2251  
jjabson@utk.edu

Jennifer M. Jabson, MPH, PhD received her doctoral and MPH degrees from Oregon State University with emphasis in women’s health and cancer survivorship in 2010. After completing her graduate training in public health, Jennifer completed an American Cancer Society funded post-doctoral fellowship at Boston University School of Public Health where she specialized in cancer prevention and control and cancer disparities in underserved populations. Her primary research interests include population health, chronic disease and cancer prevention, and cancer survivorship, including evaluating psychosocial and behavioral factors that influence cancer risk and survivorship among underserved minority groups.

Dr. Jabson’s scholarly activities include research that explores the role of stress and perceived discrimination in cancer survivorship among sexual minority women, health behaviors of racial/ethnic minority cancer survivors, psychosocial factors that relate to chronic disease risk and cancer survivorship among minority groups, and intervention research designed to reduce risk for chronic disease among women in mid-life. Her long range research program will build on current and future developments regarding disparities in cancer prevention and control to the point of developing and implementing multilevel interventions that eliminate cancer and health disparities among underserved groups.

**Kristina Kintziger, PhD, MPH**  
Assistant Professor  
375 HPER  
(865) 974-1108  
kkintzig@utk.edu

Kristina Kintziger, PhD, MPH, is an environmental and infectious disease epidemiologist with experience in academia and public health practice. Dr. Kintziger received her MPH degree in Epidemiology from the Rollins School of Public Health at Emory University and her PhD in Epidemiology from the Arnold School of Public Health at the University of South Carolina. Her research interests include understanding the impacts of climate and extreme weather on human health, projecting future climate-related disease burden, and
geographic variation in environmental health hazards and social determinants of health.

**Robert D. Lieberthal, PhD**  
Assistant Professor  
386 HPER  
(865) 974-1105  
rliebert@utk.edu

Robert Lieberthal, PhD is an assistant professor in the Department of Public Health, teaching within the department’s programs in public health. He received his doctoral training in health economics at the University of Pennsylvania’s Wharton School. He then spent six years as a faculty member at Thomas Jefferson University before joining the faculty at the University of Tennessee. He previously worked as an actuarial benefits consultant at Pricewaterhousecoopers LLP (PwC) in New York City.  
Dr. Lieberthal’s main research interest is the application of economic and actuarial analysis to public health issues. He is most recently the author of the book “What is health insurance (good) for? An examination of who gets it, who pays for it, and how to improve it”, published by Springer. He has received extramural grant funding including an R03 research grant and an R36 individual dissertation award from the Agency for Healthcare Research and Quality (AHRQ) in addition to a diverse set of private external funders. His research has appeared in peer-reviewed journals including Health Services Research and Health Affairs. He has presented his work at meetings of AcademyHealth, the American Risk and Insurance Association, and the Society of Actuaries. Dr. Lieberthal teaches the department’s Financial Management of Health Programs course.

**Clea McNeely, MA, DrPH**  
Associate Professor  
374 HPER Building  
(865) 974-1109  
cmcneely@utk.edu

In addition to her appointment in the DPH, Dr. McNeely is a member of the research faculty in the Center for the Study of Youth and Political Violence at the University of Tennessee. Dr. McNeely also serves as the Vice President of Programming for the Society for Research on Adolescence.

Dr. McNeely researches positive youth development across social contexts, with a particular emphasis on schools and youth programs. Her current research focuses on how youth make successful transitions to adulthood in regions of political conflict around the globe and in regions of economic and social distress within the United States. Dr. McNeely uses multiple research approaches including rigorous quasi-experimental evaluations of youth programs, longitudinal modeling, and qualitative methods. Dr. McNeely has received research funding from the William T. Grant Foundation, The National Institute of Health and Child Development (NICHD), the Centers for Disease Control and Prevention (CDC), the Robert Wood Johnson Foundation, The Jacobs Foundation, and many other foundations. She has authored or co-authored dozens of peer-

Laurie Meschke, MS, PhD
Associate Professor
384 HPER Building
(865) 974-1102
llmeschke@utk.edu

Laurie L. Meschke, MS, PhD utilizes both qualitative and quantitative methodology in addressing adolescent and perinatal health issues. Currently Meschke is moving her service learning courses toward a research agenda to address youth development, community health, and workforce development. Meschke has also worked extensively with the Hmong American community, addressing teen pregnancy prevention, mental health, and parent-adolescent communication. She also continues her work in prenatal substance use, focusing primarily on the prevention of neonatal abstinence syndrome. At the graduate level, Meschke teaches in the area of needs assessment and program development and implementation. She also teaches an undergraduate course, Adolescent Health.
Adjunct, Joint Appointment, and Part-time Faculty

Martin D. Barrie, JD, PhD
Adjunct Professor
Oak Ridge Associated Universities (ORAU)
100 ORAU Way
P.O. Box 117
MS 23
Oak Ridge, TN  37831

Martin D. Barrie, JD, PhD is an occupational/environmental epidemiologist, occupational hygienist, and lawyer with over 30 years of diverse and progressive experience. He holds a Doctorate in Community Health Sciences, with specialization in occupational and environmental epidemiology and exposure and risk assessment, a Master’s degree in the Environmental Sciences, with specialized in genetic toxicology and occupational hygiene, and a Juris Prudence degree. Dr. Barrie’s areas of interest include occupational/environmental epidemiology, pharmaco-epidemiology, exposure assessment, and occupational hygiene.

Martha Buchanan, MD
Adjunct Professor
Knox County Health Department
140 Dameron Ave.
Knoxville, TN  37917

Martha Buchanan, M.D. is the Director of the Knox County Health Department. Dr. Buchanan joined Knox County Health Department in 2004 as the assistant public health officer, was promoted to public health officer in 2006, and took on the role of Director in 2010. She graduated from Carson Newman College and East Tennessee State University James H. Quillen College of Medicine. Dr. Buchanan is board certified in family practice and is a member of the American Academy of Family Practice and the Tennessee Academy of Family Practice.

Tamara Chavez-Lindell, MPH
Adjunct Instructor
**Donna Lynne Cragle, PhD**  
Adjunct Professor  
Oak Ridge Associated Universities (ORAU)  
Oak Ridge Institute for Science and Education (ORISE)  
Center for Epidemiologic Research  
MS-45  
PO Box 117  
Oak Ridge, TN 37831

Dr. Cragle is the Vice President and Director of Occupational Health and Worker Health at ORISE. The primary focus of her research has been occupational epidemiology with particular interest in radiation and beryllium exposure. She has a doctorate in environmental epidemiology and a Master’s degree in human genetics. Cragle lectures nationally and internationally and has contributed more than 30 publications to occupational epidemiology literature.

**Jim Decker, DHA, FACHE**  
Adjunct Assistant Professor  
390 HPER  
1914 Andy Holt  
Knoxville, TN 37996  
jdecker5@utk.edu

Dr. James L. (Jim) Decker is Chief Executive Officer of MEDIC Regional Blood Center in Knoxville, TN, a position he has held since October, 2006. Before joining MEDIC, he served as Senior Vice President of the Baptist Health System of East Tennessee in Knoxville (2001-2006), President and CEO of Gateway Health System in Clarksville, TN (1989-2000), CEO of Sumner Regional Medical Center in Gallatin, TN (1984-1989), and Vice President of Fort Sanders Regional Medical Center in Knoxville, TN (1979-1984).

A Louisiana native, he holds B.S. and M.S. Degrees in Microbiology from Louisiana State University, a Master of Science in Hospital and Health Administration from the University of Alabama at Birmingham, a Master of Business Administration from the University of Tennessee, and a Doctor of Health Administration from the Medical University of South Carolina. Dr. Decker is also a Fellow in the American College of Healthcare Executives.
Kimberly Eck, MPH, PHD  
Director,  
Research Development Team  
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410 Blount Hall  
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keck@utk.edu

Eck began her career in research administration and development in 2009 as a consultant at One River Grants in Troy, New York, where she worked with healthcare organizations to obtain funding. In 2013, she transitioned to the State University of New York where she was a manager of collaborative proposal development for two years. There, she identified and shared funding opportunities with researchers, helped support large federal, state, private proposals, and coordinated the SUNY Networks of Excellence Program. In addition to her role as a research administrator, Eck is also a clinical assistant professor at the University of Albany in the School of Public Health.

Eck earned her Master of Public Health in epidemiology and behavioral science from St. Louis University and her Doctor of Philosophy in epidemiology from SUNY Albany.

Ashley P. Golden, PhD  
Adjunct Instructor  
390 HPER  
1914 Andy Holt  
Knoxville, TN  37996  
(865) 974-5041  
apedigo@tennessee.edu

Ashley P. Golden, PhD, who began her employment with Oak Ridge Associated Universities June 2012, serves as a Biostatistician. She is responsible for planning, directing, and performing methodological assessments and statistical analyses that support Occupational Exposure and Worker Health epidemiologists and other scientists in research areas that include occupational epidemiology, radiation exposure/dosimetry, medical surveillance, environmental assessments, and survey analyses. Dr. Golden has served as a statistical subject matter expert for numerous epidemiologic investigations and interdisciplinary research studies for government agencies, academic institutions, and private organizations. She has extensive experience in the execution and verification of parametric and non-parametric modeling, multivariate techniques, and categorical analyses using SAS, R, and other software packages. Dr. Golden was principally involved in the development and on-going delivery of 5-day workshops in statistics for radiation/health physics professionals and has contributed to the statistical and epidemiologic body of literature with 10 publications and numerous peer-reviewed and invited presentations.
William K. Hahn, PhD
Adjunct Professor
Room 233
Student Health Center
1800 Volunteer Blvd.
Knoxville, TN 37996

William K. Hahn, PhD, is a Licensed Psychologist and Health Service Provider who has been with the University of Tennessee since 1987. As the Student Health Center clinical psychologist, he works closely with the medical staff in treating students who experience both physiological and psychological symptoms related to stress, medical conditions, and psychological issues. Before coming to the University of Tennessee, Dr. Hahn was a distinguished undergraduate student at the University of Kansas. He earned both his Master’s degree and doctorate in Clinical Psychology from Purdue University where he was the recipient of the prestigious James D. Linden award for excellence. While at Purdue, he published a paper on brain development in infants and children, and he studied the relationship between physiological and psychological risk factors for future hypertension among teenagers and young adults. He completed an internship in the Department of Psychiatry at Indiana University School of Medicine with major rotations in inpatient psychiatry, partial hospitalization services, crisis intervention, and outpatient psychotherapy with adults and children. Throughout his career, Dr. Hahn has taught graduate and undergraduate courses in human sexuality, personality assessment and suicide prevention, and he has published numerous professional articles on topics about individual and group psychotherapy.

Greg Heath, DHSc, MPH
Adjunct Professor
Guerry Professor, Exercise Science
University of Tennessee - Chattanooga
(423) 425-4432
Gregory-Heath@utc.edu

Michael Mason, PhD
Betsey R. Bush Endowed Professor
Children and Families at Risk
College of Social Work
University of Tennessee – Knoxville
2013 Henson Hall
Knoxville, TN 37996
(865)974-9148
Mmason27@utk.edu

Michael Mason, PhD, is the Betsey R. Bush Endowed Professor in Children and Families at Risk at the University of Tennessee, Knoxville. Prior to coming to the University of Tennessee, Dr. Mason was an associate professor of Psychiatry, and director of the Commonwealth Institute on Child and Family Studies, in the School of Medicine, at
Virginia Commonwealth University. Dr. Mason completed his undergraduate degree at Pepperdine University, and his masters San Diego State University, and his doctorate from Oregon State University. He completed a National Institute on Mental Health postdoctoral research fellowship at Johns Hopkins University, school of Public Health, department of Mental Hygiene. Dr. Mason’s work seeks to understand and test the idea that substance use is a developmentally contingent social practice that is constituted within the routine social-environment of individuals’ lives. His work is funded by the National Institutes on Drug Abuse (NIDA), SAMHSA, and state foundations. Currently he is the PI on a NIDA study in which smart phones are used to collect real-time substance use, mental health, and behavioral data through Ecological Momentary Assessment procedures, limiting recall bias, and providing accurate, rich data for statistical modeling. Dr. Mason has developed of a brief substance use intervention entitled, Peer Network Counseling, that has been tested with five clinical trials with over 400 adolescents and young adults. He has published multiple studies that utilize automated text-delivered interventions as well as in-person brief interventions, testing the efficacy to address young adult and adolescent alcohol, cannabis and tobacco use.

**Soghra Jarvandi, MD**  
Assistant Professor, Academic faculty home: Department of Public Health  
University of Tennessee  
Extension - Health Specialist  
218 Morgan Hall  
2621 Morgan Circle  
Knoxville, TN  37996  
(865)-974-8197  
sjarvand@tennessee.edu

**Martha W. Keel, PhD**  
Professor, Academic faculty home: Department of Public Health  
University of Tennessee  
Extension - Housing and Environmental Health Specialist  
Housing, Environmental Health, Homeland Security, Interior Designer  
218 Morgan Hall  
2621 Morgan Circle  
Knoxville, TN  37996  
(865)-974-8197  
mkeel@tennessee.edu
**David M. Mirvis, MD**  
Adjunct Professor  
390 HPER  
1914 Andy Holt  
Knoxville, TN 37996  
dmirvis@uthsc.edu

Dr. David M. Mirvis is Professor Emeritus in the Departments of Preventive Medicine and Internal Medicine at the University of Tennessee Health Science Center in Memphis.

He received his MD degree from the Albert Einstein College of Medicine of Yeshiva University in 1970, and subsequently trained in internal medicine and cardiology at the National Institutes of Health and at the University of Tennessee. From 1987 through 1997, Dr. Mirvis served as Chief of Staff of the Memphis VA Medical Center and as an Associate Dean of the University of Tennessee College of Medicine. He was the founder and Director of the University's Center for Health Services Research.

His other academic appointments include positions as Adjunct Professor at the University of Memphis, Adjunct Professor at the Faye Boozman College of Public Health of the University of Arkansas for Medical Sciences, and Visiting Scientist at the Harvard University School of Public Health.

Dr. Mirvis's research interests include health care delivery processes and health policy as well as theoretical and clinical electrocardiology. He has served on numerous national professional committees and has been elected to prestigious professional honor societies. Dr. Mirvis has published over 150 manuscripts, two texts, and newspaper articles, and he has received grants and contracts from numerous federal, state and private agencies.

**Carole R. Myers, PhD, RN**  
Associate Professor, Joint Appointment, Department of Public Health and Nursing  
The University of Tennessee College of Nursing (faculty home)  
1200 Volunteer Blvd., 127  
Knoxville, TN 37996-4180  
(865) 974-7626  
cmyers9@utk.edu

Carole R. Myers, PhD, RN- Dr. Myers is an Associate Professor in the College of Nursing and with a joint appointment in the Department of Public Health at the University of Tennessee in Knoxville. She coordinates health policy courses for Nursing and other Master’s and doctoral students, serves as Coordinator for the interdisciplinary graduate certificate in health policy, and is a frequent speaker on health care reform. Dr. Myers conducts research that centers on policymaking and health services with an emphasis on access to care, TennCare, public health programs, and advanced practice registered nurses (APRNs).
Robert Nobles, DrPH, MPH, CIP
Adjunct Professor
Assistant Vice Chancellor for Research for Responsible Conduct of Research and Institutional Research Integrity
University of Tennessee
(865) 974-3053
nobles@utk.edu

Robert Nobles serves as the assistant vice chancellor for research at the University of Tennessee, Knoxville and has a faculty appointment in the Department of Public Health within the College of Education, Health, & Human Sciences. Nobles joined UT in 2013 with the intent of enhancing the research infrastructure to support faculty and students in their scholarly pursuit of research answers. In his current capacity, he leads efforts and oversees research compliance activities related to the responsible conduct of research, research with human subjects and animals, work with biological and radiological hazards, research conflicts of interest, export controls, and research misconduct. Nobles also serves as the co-investigator on a 5-year $4.9 million NIH award for the Program for Excellence & Equity in Research (PEER); and chairs the UT institutional compliance committee, campus safety committee, and Commission for Blacks. Before coming to UT, Nobles served as the research compliance officer and public health faculty member at both Texas A&M University and the University of Texas Health Science Center in Houston.

Prior to his career in academia, Nobles served as a public health prevention specialist for the Centers for Disease Control and Prevention (CDC) and as a program manager for the state of Florida’s Department of Public Health. Nobles completed his Doctor of Public Health at the University of Texas Health Science Center in Houston with a triple major that included health policy & management, epidemiology, and health economics; and he received his Master’s in Public Health specializing in epidemiology, and bachelor’s degree in molecular biology from Florida A&M University. Nobles is an avid educator and has taught on the collegiate level since 2001 in the areas of environmental biology, anatomy and physiology, public administration, health policy and management, health care finance, ethics, epidemiology, and responsible conduct of research.

Warren Sayre, MD, MPH
Adjunct Assistant Professor
 Consolidated Nuclear Security, LLC
Y-12
Oak Ridge, TN

Warren Sayre, MD, MPH is the Site Occupational Medical Director for Consolidated Nuclear Security, LLC. He is responsible for the supervision of onsite occupational health services as well as corporate wellness services for co-workers at the Y-12 National Security Complex.
**Affiliated Faculty**

**Department of Nutrition, College of Education, Health, and Human Sciences**

**Hollie Raynor, PhD, RD**

Professor  
341 Jessie Harris Building  
(865) 974-5445  
hraynor@utk.edu

Dr. Raynor’s research interests are in lifestyle interventions, designed to improve eating and leisure-time activity behaviors, for obesity treatment in children and adults; and examining environmental dietary factors, such as portion size, variety, and energy-density, which influence food consumption.

**Marsha Spence, MS-MPH, PhD**

Associate Professor of Practice & Director of Public Health Nutrition  
1215 W. Cumberland Ave.  
229 Jessie Harris Building  
Knoxville, TN 37996-1920  
865-974-6265  
mspence@utk.edu

Dr. Spence’s research interests are in school and community-based interventions to prevent childhood overweight/obesity and promote healthy environments; and youth leadership and advocacy development to improve school and community health environments.

**College of Veterinary Medicine**

**Chika Okafor, DVM, MS, PhD, DACVPM**

Assistant Professor  
Biomedical and Diagnostic  
A205 Veterinary Teaching Hospital  
2407 River Drive  
(865) 974-5611  
okaforch@utk.edu

Dr. Okafor’s primary research focuses on infectious and zoonotic disease epidemiology of food and companion animals. He teaches several graduate courses including Food Hygiene and Zoonoses, Descriptive and Applied Epidemiology, Epidemiology and
Evidence Based Medicine, and Pre-Harvest Food Safety. He also mentors students in Food Safety, Epidemiology and Public Health.

**Agricola Odoi, BVM, M.Sc., PhD**
Assistant Professor  
University of Tennessee College of Veterinary Medicine  
Department of Comparative Medicine  
A205 Veterinary Teaching Hospital  
(865) 974-5568  
aodoi@utk.edu

Dr. Odoi is an Assistant Professor in the Department of Comparative Medicine, College of Veterinary Medicine. His research interests include applications of GIS and spatial epidemiology in health research and practice, zoonotic infections of public health significance, and determinants of population health.

**Marcy J. Souza, DVM, MPH, DABVP (Avian)**
Associate Professor  
University of Tennessee College of Veterinary Medicine  
A205 Veterinary Teaching Hospital  
(865) 974-5505  
msouza@utk.edu

Dr. Souza’s primary teaching interests include infectious and zoonotic diseases of wildlife and exotic animals. She teaches the graduate course, Wildlife Diseases, and also teaches in various veterinary courses including Infectious Diseases, Zoonoses & Food Hygiene, and Multi-species Medicine.

After completing a residency in avian & zoological medicine, Dr. Souza became board certified in avian medicine and veterinary preventive medicine. Most of her research has focused on infectious diseases of wildlife species, including Baylisascaris procyonis in raccoons and Salmonella in hellbenders. She also is interested in using wildlife as sentinels for human health.

**College of Law**

**Brian Krumm, JD, MPA**
Associate Professor  
76 Law Complex: George C Taylor Wing  
1505 Cumberland Avenue  
(865) 975- 4141  
bkrumm@utk.edu
Brian Krumm received his BA from the State University of New York at Oswego, his MPA from the Maxwell School at Syracuse University and his JD from the University of Tennessee College of Law. His areas of expertise include commercial Law, Companies Law, Contract Law, and Corporate Governance.
APPENDIX C: COURSE LISTING

PUBH 401 – Global Public Health (3)
Discussion of the social, economic, political, environmental, and cultural determinants of health including measurements of health and burden of disease. This course can be taken for Graduate credit, with additional assignments.
(RE) Prerequisite(s): 201.

PUBH 500 - Thesis (1 -15)
Grading Restriction: P/NP only. Repeatability: May be repeated. Credit Level Restriction: Graduate credit only. Registration Restriction(s): Minimum student level – graduate.

PUBH 502 - Registration for Use of Facilities (1-15)
Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. Grading Restriction: Satisfactory/No Credit grading only. Repeatability: May be repeated. Credit Restriction: May not be used toward degree requirements. Credit Level Restriction: Graduate credit only. Registration Restriction(s): Minimum student level – graduate.

PUBH 509 - Graduate Seminar in Public Health (1)
In-depth discussion of timely topics reflecting scope of public health as discipline and its interrelation with many other academic and professional disciplines. Speakers both internal and external. Cross-listed: (Same as Kinesiology 509; Nursing 509; Nutrition 509; Social Work 509.) Grading Restriction: Satisfactory/No Credit grading only. Repeatability: May be repeated. Maximum 4 hours.

PUBH 510 - Environmental Health Sciences (3)
Health risks and complexities of macro and micro environments impacting population health as well as individual’s health and response to a diverse and dynamic world. Principles of environmental health and potential exposures. Survey of contemporary environmental issues and their implications for healthful living.
Comment(s): Admission to MPH or public health nutrition (MS) programs or consent of instructor required.

PUBH 520 - Public Health Policy and Administration (3)
Administrative considerations of community-based health care programs and public health practice. Health policy formulation, political environment and governmental involvement in health, legal responsibilities, and managerial concepts/techniques/process.

PUBH 521 – Organizational Dynamics in Health Care (3)
The development of organizational theory and its effects on organizational dynamics in health care organizations in the private and public sectors. Case and problem-solving discussions, projects that demonstrate the needed skill sets.
PUBH 525 - Financial Management of Health Programs (3)
Financial management concepts and practices applied to health services programs. Fundamentals of budgeting, costing, financing, rate setting, financial reporting and control. Opportunities to apply techniques. (RE) Prerequisite(s): 520 or consent of instructor.

PUBH 527 - Theories and Techniques in Health Planning (4)
Overview of health planning concepts and methodologies; systems-oriented planning process. Major elements of planning: formulation and conceptualization of problem, plan design, evaluation and implementation. Health problems of institutions, communities and selected population groups, appropriate diagnoses, and programs for addressing needs.

PUBH 530 - Biostatistics (3)
Application of descriptive and inferential statistical methods to health-related problems and programs. Microcomputer applications, use and interpretation of vital statistics and introductory research methodology preparatory for first course in epidemiology. Recommended Background: Introductory statistics course. Comment(s): Admission to MPH or public health nutrition (MS) programs or consent of instructor.

PUBH 536 - Research Methods in Health (3)
Research design, sampling, basic quantitative and qualitative research techniques. Development of research skills, data collection instruments, and problem identification for research topic. Requires at least 15 hours of community service learning. (RE) Prerequisite(s): 530, an equivalent, or consent of the instructor.

PUBH 537 - Fundamentals of Program Evaluation (3)
Familiarizes students in different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outcomes, impact assessment, and cost analysis. The course covers experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. (RE) Prerequisite(s): 530 or Statistics 531; and 540.

PUBH 540 - Principles of Epidemiology (3)
Distribution and determinants of health-related outcomes in specified populations, with application to control of health problems. Historical origins of discipline, hypothesis formulation, research design, data and error sources, measures of frequency and association, etiologic reasoning, disease screening, and injury control.

PUBH 541 – Student Outbreak Rapid Response Training (1)
Disease outbreak investigation, prevention, and control. Basic instruction on the steps involved in investigating a real disease outbreak, working in partnership with the Tennessee Department of Health, the Knox County Health Department, and the East Tennessee Regional Health Office. Following the initial session, students will be available throughout the semester to assist these public health offices in response to a call for expanded capacity to investigate and address a real disease outbreak. Requires at least four hours of community service learning. Grading Restriction: Satisfactory/No Credit grading only. Repeatability: May be repeated. Maximum 2 hours. Registration Permission: Students must be in a graduate degree
program sponsored by the Department of Public Health, or the Department of Food Science and Technology/UTIA. Students in other graduate degree programs or the Graduate Certificate in Food Safety may be enrolled by consent of instructor.

**PUBH 550 – Theory, Program Development, and Implementation (3)**
Theoretical foundations for community health education; opportunities to develop skills in program development and implementation associated with community health education.

**PUBH 552 - Community Health Assessment (4)**
Critical Analysis of Community Health Assessment (CHA), development and implementation of CHA, written and oral presentation of CHA, development of written dissemination tool for the statewide community audience of TN. Requires 25 or more hours of community service learning.

**PUBH 555 - Health and Society (3)**

**PUBH 580 - Special Topics (1-3)**
Repeatability: May be repeated if topic differs. Maximum 6 hours. Credit Level Restriction: Graduate credit only. Registration Restriction(s): Minimum student level – graduate. Registration Permission: Consent of instructor.

**PUBH 587, 588, 589 - Internship (3, 3, 3)**
Internship (Health Policy and Management) in either approved organizational or research setting under supervision of designated preceptor. Prereq: MPH major, one semester advance notice and consent of major advisor. 589 credit available only for approved extended internships. S/NC only.

**PUBH 593 - Directed Independent Study (1-3)**
Grading Restriction: Satisfactory/No Credit or letter grade. Repeatability: May be repeated. Maximum 6 hours. Registration Permission: Consent of instructor.

**PUBH 600 - Doctoral Research and Dissertation (3-15)**
Grading Restriction: P/NP grading only. Repeatability: May be repeated. Registration Restriction(s): Minimum student level – graduate.

**PUBH 609 - Public Health Doctoral Seminar (1)**
Will further prepare the public health doctoral student for the dissertation process, including proper framing of a research question, conducting the literature review, and specification of methods. Students will lead discussions and presentations on methods being used in their dissertations and early results. Will also include an exploration of current health behavior and
health education-related research being conducted across the University. Repeatability: May be repeated. Maximum 4 hours. (RE) Prerequisite(s): 509 and 510 and 520 and 540 and 555 and 536 and 537 and 530 or 531. Registration Restriction(s): Minimum student level – graduate.

**PUBH 610 – Scientific Writing for the Health Sciences (1)**
A one-hour graduate seminar focusing on the craft of writing for scientific publications. Students will gain experience in various writing styles, will learn techniques specific to scientific writing, will understand the importance of accurate referencing, and will gain experience in composing cover letters and how to respond to reviewers. Students will learn by writing and critiquing each other. A required course in the DrPH curriculum. Registration Restriction(s): Minimum student level – graduate.

**PUBH 611 – Leadership in Public Health (1)**
Leadership theory applied to public health practice, with a particular focus on the distinction – and overlap – between leadership and management. Identification of personal leadership skills and gaps in ability to apply leadership theory to practice through personal leadership assessments, mentoring from local leaders in practice, and skill-building exercises. Additional emphasis on leadership for planning process and organizational change. A required course in the DrPH curriculum. Registration Restriction(s): Minimum student level – graduate.

**PUBH 612 – Health and Nursing Policy/Planning (3)**
Cross-listed as Nursing 612. Examination of policies affecting health and health care; policymaking process; interactions between health professionals, consumer groups, various forms of media, and government in policy development.

**PUBH 613 – Public Health Ethics and Law (1)**
An introduction and overview of critical issues relating to law, ethics, and public health. Examines the legal foundations of the American public health system and resulting ethical dilemmas that must be reconciled when the interests of the larger community are at odds with those of individuals. Will explore ways in which government actions on behalf of the public’s health may conflict with the Constitutional rights of individuals and businesses. Includes recognition of the scope and limitations of authority of health organizations, regulation of professions and tort litigation for the public’s health. A required course in the DrPH curriculum. Registration Restriction(s): Minimum student level – graduate.

**PUBH 614 – Nursing Preceptorship in Health Policy (1-3)**
Cross-listed as Nursing 614. Individually-designed practicum, field, or internship experiences in variety of administrative, educational, research, or clinical practice settings.

**PUBH 634 - Physical Activity and Positive Health (1)**
Cross-listed as Kinesiology 635. Review of clinical, epidemiological, and experimental evidence concerning relationship and effects of exercise on health-related components of fitness.
PUBH 636 - Advanced Research Methods (3)
Application of multivariate statistics to research questions in health behavior; analysis of public health data. (RE) Prerequisite(s): 536 and Statistics 531 and, Statistics 532 or Statistics 537, and Statistics 538. Registration Restriction(s): Minimum student level – graduate.

PUBH 637 - Applications in Program Evaluation (3)
Integrating program planning and evaluation; working with community stakeholders; qualitative evaluation methods; study designs and data analysis strategies for experimental and quasi-experimental evaluations; preparing an evaluation proposal and budget. (RE) Prerequisite(s): 537 and Statistics 531 and, Statistics 532 or Statistics 537, and Statistics 538. Registration Restriction(s): Minimum student level – graduate.

PUBH 640 – Advanced Epidemiologic Methods (3)
A detailed examination of the epidemiologic methods used in cohort, case-control, and experimental studies. Particular emphasis in critiquing and understanding epidemiologic methods in the professional literature. Application of higher-level methods that can be utilized in the public health practice setting. Analytic methods will include multiple logistic regression and survival analysis. (RE) Prerequisite(s): 540 or consent of instructor. Registration Restriction(s): Minimum student level – graduate.

PUBH 656 - Comparative Theories in Health Behavior (3)
Theoretical models of health behavior; analysis, synthesis, and discussion of historical, contemporary and cross-cultural relevance of models; application of theory to research, prevention and intervention in public health; critical reading and evaluation of theory-based research on health behavior. (RE) Prerequisite(s): 555. Registration Restriction(s): Minimum student level – graduate.

PUBH 680 - Special Topics (3)
Repeatability: May be repeated if topic differs. Maximum 6 hours. Registration Restriction(s): Minimum student level – graduate. Registration Permission: Consent of instructor.

PUBH 687 – Practice Engagement/ Field Internship (1-6)
Internship in a public health practice setting, approved by the DrPH Program Director. Required for two semesters of the DrPH program. Repeatability: May be repeated once. Maximum 9 hours. Registration Restriction(s): Minimum student level – graduate.

PUBH 693 - Independent Study (1-3)
Individual study of selected issues. Repeatability: May be repeated. Maximum 6 hours. Registration Restriction(s): Minimum student level – graduate. Registration Permission: Consent of instructor.
APPENDIX D: FORMS

Appendix D1: Cognate Approval Request Form
**DrPH Cognate Approval Request Form**

During the second year of DrPH coursework, the DrPH students should complete sections A and B. Following approval of the faculty advisor, the form should be submitted to the DrPH Director for review. Ideally the proposed cognate should be approved by the faculty advisor and Director of DrPH prior to initiating coursework.

<table>
<thead>
<tr>
<th><strong>DrPH Candidate Information</strong></th>
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<tbody>
<tr>
<td>Student name:</td>
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<td>Student email:</td>
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<tr>
<th><strong>Proposed Cognate Information</strong></th>
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<tr>
<td>Name of Cognate:</td>
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<table>
<thead>
<tr>
<th>1) Course number and name:</th>
<th>1) Date of completion (expected):</th>
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<td>2) Course number and name:</td>
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<tr>
<td>3) Course number and name:</td>
<td>3) Date of completion (expected):</td>
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<tr>
<th><strong>Approval Status</strong></th>
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<tr>
<th>Faculty Advisor Signature</th>
<th>DrPH Director Signature</th>
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<td>Date</td>
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**COMMENTS**
Appendix D2: Cognate Examples
## Cognate Examples

<table>
<thead>
<tr>
<th>Health Literacy</th>
<th>Quantitative Methods</th>
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<tbody>
<tr>
<td>• NURS 625 Healthcare Economics</td>
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<td>• REED 603 Advanced studies and theoretical models of reading</td>
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<td>• PUBH 612 Health and health care policy</td>
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<thead>
<tr>
<th>Qualitative Methods</th>
<th>Health Policy</th>
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Appendix D3: Advanced Field Practice Approval Request Form
**DrPH Advanced Field Practice (AFP) Approval Request Form**
Candidate shall complete Sections A, B, and C and attach site preceptor resume/CV and organization info (if available)
Return form and attachments to Wendy Smith
Deadlines for submission: fall – May 1, spring – October 1, summer – March 1

<table>
<thead>
<tr>
<th>A. DrPH Candidate Information</th>
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<tbody>
<tr>
<td>Student Name:</td>
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<td>Faculty Advisor:</td>
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<tr>
<td>Student Email:</td>
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<tr>
<td>Proposed AFP Start Date:</td>
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<thead>
<tr>
<th>Courses Completed by AFP Start Date</th>
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<tbody>
<tr>
<td>Course Name</td>
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<tr>
<th>B. AFP Project Information</th>
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<tbody>
<tr>
<td>Compete and attach DrPH a competency matrix for each project</td>
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<tr>
<td>Proposed AFP project:</td>
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<tr>
<td>What contributions does this project make to the field of public health?</td>
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<td>How is the project meaningful to site preceptor’s organization?</td>
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<td>How many contact hours are expected?</td>
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<tr>
<th>C. Site Preceptor Information</th>
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<tbody>
<tr>
<td>Site Preceptor Name:</td>
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<td>Title:</td>
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<tr>
<td>Education:</td>
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<tr>
<td>Years of Experience:</td>
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<tr>
<td>Organization:</td>
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<tr>
<td>Year Organization Established:</td>
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<tr>
<td>Phone Number:</td>
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<tr>
<td>Email:</td>
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<tr>
<td>Concise description of site preceptor’s responsibilities within organization:</td>
</tr>
<tr>
<td>Does site preceptor have authority to make decisions on behalf of organization?</td>
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<tr>
<td>□ Yes □ No</td>
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<th>D. □ Recommended □ Not Recommended</th>
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<tr>
<td>Faculty Advisor:</td>
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<table>
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<tr>
<th>E. □ Approved □ Denied</th>
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<tr>
<td>DrPH Director:</td>
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2 These dates are optimal, but exceptions may be made on a case by case basis by DrPH Director
<table>
<thead>
<tr>
<th>I. Competency</th>
<th>II. Learning Objective(s)</th>
<th>III. Means for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply qualitative and quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at the multiple (individual, group, organization, community and population) levels</td>
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<td>Influence behavior and policies by communicating public health science to diverse stakeholders, including individuals at all levels of health literacy</td>
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<td>Assess one’s own strengths and weaknesses in leadership capacities including cultural proficiency</td>
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<td>Integrate knowledge of cultural values and practices in the design or implementation of public health programs</td>
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<td>Use best practice modalities in pedagogical practices</td>
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Appendix D4: Journal Template for the Advanced Field Practice
DrPH Advanced Field Practice
Bi-Weekly Journal Entries

Instructions: Students maintain bi-weekly journal entries in a single Word document. Name the file: “bi-weekly journal_student name.” Every other calendar week should appear on a new page with header information completed. If the table, section II, is not applicable for a particular week, delete it. Also, remove or add rows to the table as needed. Email an updated journal entry every two weeks (prefer by Monday afternoon) to your faculty advisor and site preceptor (if he/she desires). In the email subject line, indicate which week numbers you are reporting (i.e. - Joe Smith’s reports for weeks 3-4).

Name: Week #: 2

Site: Inclusive dates:

Cumulative hours to date: XX out of XX

Primary individuals consulted (name and job title):

I. Progress toward competencies. Only include competencies that you contributed to in the last two weeks.

<table>
<thead>
<tr>
<th>Area &amp; Competency</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data &amp; Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at the multiple (individual, group, organization, community and population) levels</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership, Management, &amp; Governance</strong></td>
<td></td>
</tr>
<tr>
<td>Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership, Management, &amp; Governance</strong></td>
<td></td>
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<tr>
<td>Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency</td>
<td></td>
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<tr>
<td><strong>Policy &amp; Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Integrate knowledge of cultural values and practices in the design of public health policies and programs</td>
<td></td>
</tr>
<tr>
<td><strong>Education &amp; Workforce Development</strong></td>
<td></td>
</tr>
<tr>
<td>Use best practice modalities in pedagogical practices</td>
<td></td>
</tr>
</tbody>
</table>
II. Review and analyze timeline and progress.

III. Review and analyze budget (if applicable) and its impact on progress.

IV. Concerns and plans to address items I and II above

V. Most valuable piece of learning or skill application and development in the last two weeks.

VI. Reflective journal entry regarding professional development, in particular the competencies, in the last two weeks. A few questions to address are provided to assist you in writing your journal entry.

• Describe a recent event (challenge or success). Using insights and learning from your past, describe why was this event significant? Where are you now – what is your current assessment of the event (e.g., relation to AFP project, competency or professional development)?
• What theory or best practice was reflected in this event?
• How might this event be further improved upon to enhance the promotion of public health (e.g., data collection, data interpretation, program development, leadership, management, cultural competency, pedagogical practices) or to increase reciprocal benefits for all parties involved (e.g., training, self-reflection including cultural humility, peer feedback)? Give specific examples.
• What competencies do you need to strengthen for you to contribute more or provide other solutions to the event?
• What are the implications of this event for your professional development?
• How will you use this event in your future professional dealings to impact professional growth?

VII. Brief summary of activities unrelated to competencies:
DrPH AFP Bi-Weekly Journal Entry

Name: Week #:

Site: Inclusive dates:

Cumulative hours to date: XX out of XX

Primary individuals consulted (name and job title):

I. Progress toward competencies. Only include competencies that you contributed to in the last two weeks.

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II. Review and analyze timeline and progress.

III. Review and analyze budget (if applicable) and its impact on progress.
IV. Concerns and plans to address items I and II above.

V. Most valuable piece of learning or skill application and development in the last two weeks.

VI. Reflective journal entry regarding professional development, in particular the competencies, in the last two weeks. A few questions to address are provided to assist you in writing your journal entry.

VII. Brief summary of activities unrelated to competencies:
Appendix D5: Summary of Responsibilities Related to Advanced Field Practice
## Summary of Responsibilities for Advanced Field Practice

<table>
<thead>
<tr>
<th>Student</th>
<th>Site Preceptor</th>
<th>Faculty Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Advanced Field Practice Begins</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Identify an area of interest</td>
<td>▪ Provide structure and support for student’s success (e.g., space, equipment, notify staff or partners)</td>
<td>▪ Meet with student to discuss student’s ideas about AFP</td>
</tr>
<tr>
<td>▪ Communicate with faculty advisor to discuss ideas about advanced field practice (AFP)</td>
<td>▪ Negotiate communication methods</td>
<td>▪ Provide information about AFP to site preceptor</td>
</tr>
<tr>
<td>▪ Complete AFP application and send to DrPH Director (deadlines: Fall – May 1; Spring – Oct. 1; Summer – March 1)</td>
<td>▪ Plan for direct contact and supervision (preferably no less than 1 hour per week)</td>
<td>▪ Provide clear description of the expectations for the AFP to all stakeholders</td>
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<tr>
<td>▪ Outline and finalize AFP proposal</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Site Preceptor</th>
<th>Faculty Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During Advanced Field Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Coordinate meeting with between student, site preceptor, and faculty advisor at beginning of AFP</td>
<td>▪ Meet with student and faculty advisor at beginning of the AFP</td>
<td>▪ Meet with student and site preceptor at the beginning of the semester to review AFP proposal, goals, and expectations; answer questions</td>
</tr>
<tr>
<td>▪ Maintain professional conduct at all times</td>
<td>▪ Familiarize student with structure, function, and resources of the site, as well as its relationship with other agencies</td>
<td>▪ Meet with student as needed</td>
</tr>
<tr>
<td>▪ Complete 150 hours of supervised AFP at approved site</td>
<td>▪ Define student’s roles and responsibilities and inform other agency staff of these</td>
<td>▪ Read and review bi-weekly journal entries</td>
</tr>
<tr>
<td>▪ Maintain and analyze timeline, outline, and budget (if applicable) of AFP project</td>
<td>▪ Provide student with opportunities to participate in staff meetings, in-service training, etc.</td>
<td>▪ Provide feedback to student, site preceptors, about progress of AFP</td>
</tr>
<tr>
<td>▪ Meet weekly for no less than 1 hour with site preceptor</td>
<td>▪ Meet with student no less than 1 hour per week on a regularly scheduled basis; “uninterrupted” time to review/discuss goals, activities, student’s assignments, tasks, assessments, etc.</td>
<td>▪ Mentor student: provide feedback on issues and challenges encountered in the field</td>
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<tr>
<td>▪ Meet with faculty advisor as needed</td>
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</tbody>
</table>
work within the framework of the site
- Submit bi-weekly journal entries to faculty advisor
- Produce and submit assignments, tasks, assessments, etc. to site preceptor by due date: these products should demonstrate development or refinement of the competencies during the AFP (e.g., grant application, research analysis, policy analysis, policy brief, program plans, evaluation designs, curriculum development, article for publication, etc.)
- Complete mid-point evaluation of the AFP and site preceptor at about 70 hours

<table>
<thead>
<tr>
<th>Student</th>
<th>Site Preceptor</th>
<th>Faculty Advisor</th>
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</thead>
<tbody>
<tr>
<td>At Completion of Advanced Field Practice</td>
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<tr>
<td>- Complete comprehensive report documenting the experience, and focusing on the learning objectives and leadership aspects of the experience</td>
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<tr>
<td>- Submit executive summary to site preceptor</td>
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<tr>
<td>- Professional presentation</td>
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<tr>
<td>- Complete final evaluation of the AFP and site preceptor</td>
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<tr>
<td>- Attend professional presentation</td>
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<tr>
<td>- Provide feedback to student</td>
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<tr>
<td>- Complete final evaluation of the student: discuss assessment with student and faculty advisor</td>
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<tr>
<td>- Attend professional presentation in person or remotely</td>
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<tr>
<td>- Review evaluations</td>
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<tr>
<td>- Track progress and provide assistance to maintain established partnerships</td>
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<tr>
<td>- Maintain all evaluation data in strict professional confidentiality, and use for individual advising or program</td>
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</tr>
<tr>
<td>- Maintain written evaluations in the student’s advising file in the DPH locked file cabinet</td>
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</table>
Appendix D6: Appeal Form
Department of Public Health Graduate Appeal Form
Step 2
Instructions: Please read The University of Tennessee Graduate Council Appeal Procedure (http://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.pdf, effective Fall 2009) regarding graduate student rights, responsibilities and right of appeal, before completing this form. Be sure to file the appeal within 30 days after the initial academic decision on student has been issued. If the action being appealed occurred within your graduate program, you must complete the informal or formal appeal process at program level through DrPH committee before requesting department head consideration.

To be completed by student with an appeal.

Name of student: ___________________ Student ID number __________________

Mailing address: _______________________________________________________

Phone number: ____________ Academic Advisor: ____________________________

The decision being appealed was rendered by: ______________________________

The date you received the decision: __________________

The names of the individuals whose actions you are appealing:

________________________________________________________________________

Please provide a short description of the decision you are appealing under the Graduate Appeal Procedure:

continued on next page
Please state the grounds upon which the appeal is based.

Please provide the outcome of step one of the appeals process (meeting with faculty involved and academic advisor) and the persons involved in this decision.

Please state the relief you are requesting:

Please submit any additional background information that will be beneficial in resolving your appeal

Student Signature: ____________________________ Date: __________________________

To be completed by the chair of the appeals process.

What was the decision about the appeal? ____________________________

Appeal was reviewed by:

______________________________________________________________

Date of Graduate Program level appeal: __________________________

Date that appeal decision shared with student: __________________________
Doctoral Student Assessment Rubric

Objective 1: Students will demonstrate clarity of scientific writing skills

- Emerging - student receives B+ or better on all course related papers
- Intentional – student has abstract accepted to national conference
- Professional – student submits first authored manuscript for review
- Mastered – student has first authored manuscript accepted

Objective 2: Students will demonstrate clarity of verbal expression and the ability to respond to scientific questions in a clear and accurate manner

- Emerging - student expresses point of view clearly and professionally in brown bag and other times of observation
- Intentional – student is able to respond to public questions about their research efforts within the department
- Professional – student successfully presents at a national conference as first author (80% or better on the presentation rubric)
- Mastered – student presents at a national conference as first author and is able to accurately respond to questions of the audience (90% or better on the presentation rubric)

Objective 3: Students will demonstrate mastery of complex scientific and technical issues relevant to the student’s area of research

- Emerging - student receives B+ or better on all course related papers
- Intentional – student has abstract accepted to national conference
- Professional – student submits first authored manuscript for review
- Mastered – student has first authored manuscript accepted

Objective 4: Students will demonstrate mastery of complex scientific and technical skills relevant to the student’s broader foundation in health behavior and health education

- Emerging - student receives B+ or better on all course related papers
- Intentional – student has abstract accepted to national conference
- Professional – student submits first authored manuscript for review (80% or better on scientific writing rubric)
- Mastered – student has first authored manuscript accepted
Doctoral Student Presentation Rubric

**Organization (10 points)**
Did the sequence of the presentation sections flow and promote understanding?
Did the presentation end in a timely fashion?
Was the presenter rushed or having difficulty filling his or her time?

**Clarity of visual aid (10 points)**
Did the visual aid help clarify or support the presentation?
Was the intention or meaning of the visual aid clear?
Was the visual aid legible?

**Knowledge of material (10 points)**
Did the presenter use the research terminology correctly?
Do you consider the presenter an expert regarding the material?
Did the presenter rely heavily on the slides (mostly reading)?
Did the presenter convey a sense of expertise when answering the question?

**Logic of research explanation (10 points)**
Did the study make sense to you?
Did the presenter avoid unnecessary jargon?
Were you convinced that the research topic was important?
Did the research design address the questions or hypotheses of interest?
Did the background research justify the action proposed by the presenter?
Was the study grounded in theory?
Did the presenter appreciate and identify the limitations of the study?

**Presentation skills (10 points)**
Could you understand the presenter (tone and clarity of voice)?
How confident was the presenter?
Did the presenter make eye contact with the audience members?
Was the presentation interesting to the audience?
Did the presenter use vocal variety (not monotone)?
Did the presenter sound conversational?
Were vocal fillers (e.g., um, uh, like) under control?
Did the presenter avoid reading?
Doctoral Student Scientific Writing Rubric

Problem Statement and Purpose (10 points)
Problem statement and/or purpose of study is clearly and succinctly articulated
Problem statement identifies a testable relation between two or more variables (quantitative)
Problem statement identifies the importance of further understanding a phenomenon (qualitative).
The significance of the problem is convincing.

Literature review and theoretical framework (10 points)
The variables or phenomenon of interest are/is conceptually defined.
The importance of examining the variables or phenomenon of interest is compelling.
The relation between the variables is supported by the included literature (quantitative only)
Gaps or conflicts in knowledge of the problem are identified.
References cited by the author are mostly primary sources.
Length of the paper is effective not simply filling pages.
Literature well integrated and flowed thoughtfully.

Hypotheses or research question (10 points)
Hypotheses or research questions are stated.
Variables or phenomenon of interest are clearly identified in the hypotheses or questions (e.g., consistency of language and direction of relation as applicable)
Are the hypotheses or research questions testable (quantitative) or explorable (qualitative)?

Sample (10 points)
Sample criteria and selection process presented clearly
Sampling method is identified and described.
Sample reflects the population associated with the problem or purpose statement.
Sample size is appropriate.

Research Design (10 points)
Type of research design identified.
Design is applicable and flows from the research problem theoretical framework, literature review, and/or hypotheses.
Data collection method articulated and accurately described.
Procedures consistent across all participants as suitable for the research design.
Rights of participants clearly protected.

Methodology and Results (focus as applicable, 10 points)
Rational for particular quantitative instrument or method
Clear qualitative methodology
Describe persons responsible for data collection and their training.
Clear and appropriate plan of analysis
Findings presented in a clear and accurate manner
Tables and Figures supplement the text

Conclusions (10 points)
Provides accurate summary of the results
Accurately discusses findings in relation to previous research and hypothesized outcomes
Compelling arguments provided if findings differed from previous research
Implications of the findings discussed in relation to future research and/or application
Limitations of the research clearly articulated
Doctoral Student Teaching Observation

Session Organization (10 points)
The material was clearly organized.
The instructor provides goals or purpose of the session.
The instructor has well-organized learning activities that reinforce active engaged learning.
The instructor explains transitions between class or lecture segments.

Instruction Style (10 points)
The instructor is well-prepared for the session.
The instructor varies the pace of activities.
The instructor encourages and responds to questions from the students.
The instructor appropriately facilitates classroom discussion.
The instructor provides appropriate directions for the instructional strategies and/or assignments.
The instructor’s voice has good clarity, pace, volume, tone and pitch.
The instructor employs good eye contact with all students.
The instructor shows respect for all students.
The instructor addresses students directly and in a constructive manner.
The instructor recognizes students’ confusion.
The instructor provides appropriate guidance, feedback and positive reinforcement.
The instructor encourages creative thought.

Student Engagement (10 points)
Students appear to be actively engaged in the class.
Students frequently ask questions in class to clarify learning.
Students stay on task.

Session Content (10 points)
The content is appropriate, accurate, and current.
Examples are used effectively.
Strategies are employed to keep the students engaged in the learning process.
Doctoral Student General Writing Rubric

Organization (10 points)
Did the sequence of the paper sections flow and promote understanding?
Was the length of the paper effective or simply filling pages?
Was the literature well integrated and flowed thoughtfully?

Supporting items (10 points)
Did the tables and figures help clarify or support the paper content?
Was the writing style (e.g., APA or AMA) executed accurately or did errors distract from the content?

Knowledge of material (10 points)
Did the author use the research terminology correctly?
Do you consider the author an expert regarding the material?
Did the presenter convey a sense of expertise in relation to the conclusion drawn from the study?

Logic of paper (10 points)
Did the study make sense to you?
Were you convinced that the research topic was important?
Did the research design address the questions or hypotheses of interest?
Did the background research justify the action proposed by the author?
Was the study grounded in theory?
Did the author appreciate and identify the limitations of the study?