

Department of PUBLIC HEALTH
GRADUATE HANDBOOK

2016-2017

College of Education, Health, and Human Sciences

The University of Tennessee, Knoxville

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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. Graduate School Introduction

In order 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.

B. Purpose of the Handbook

The Graduate Student 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 (online at <http://catalog.utk.edu/>); 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 programs that are covered in this Handbook include the Master of Public Health (MPH) degree (all concentrations, including the Dual MS-MPH and the combined Doctor of Veterinary Medicine (DVM, MPH degrees) and Law (JD, MPH), as well as 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>

C. University of Tennessee Graduate School Policies

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/>

Hilltopics Student Handbook - <http://dos.utk.edu/hilltopics/>

Graduate Student Appeals Procedure Handbook -

<http://gradschool.utk.edu/GraduateCouncil/AcadPoli/appealprocedure.pdf>

D. 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

Full faculty listing can be found in Appendix B

Staff:

Academic Health Department Coordinator Julie Grubaugh, MPH
Accounting Specialist Bonnie Cryderman
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>

E. Graduate Forum

The Graduate Forum is a Blackboard-supported venue. After students are added to the Graduate Forum by the Department, masters and doctoral students can access current information relevant to the Department of Public Health.. The Graduate Forum is a mechanism by which each student can be notified about departmental updates, news, and career opportunities. Departmental required forms, policies, and procedures are also located on the Graduate Forum.

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; for maintaining academic integrity throughout their graduate studies; and for knowing and satisfying all university regulations in a timely fashion.

4. ADMISSION REQUIREMENTS AND APPLICATION PROCEDURE

A. Admission

1. *Master of Public Health Criteria*

Applicants will be evaluated for admission based on the following criteria:

- A GPA of at least 3.0 on a 4.0 scale, as evidenced by official transcripts.
- GRE scores (most recent)
- A statement of the applicant's educational and career goals.
- Three rating forms 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 academic capacity.
- MPH Data Admissions form (the departmental application)
- Admission to the University of Tennessee Graduate School

Preferential consideration for admission to degree status shall be given to those with at least one year of professional experience in a public-policy or health-related occupation. As a restricted program, non-degree admission requires department recommendation and approval. Deadlines for completed applications are February 1st for summer term and April 1st for fall semester. All applications must be submitted electronically. The link to our "How to apply" web-page is: <http://publichealth.utk.edu/apply.html>. Examples are provided in Appendix B.

2. *Doctor of Public Health Admission Criteria*

The Doctor of Public Health (DrPH program) is the terminal degree in public health, designed for students who have already earned the MPH degree; however, exceptional students without the MPH may be admitted to the DrPH program.

Admission

- Meet requirements for admission to The University of Tennessee, Knoxville Graduate School.
- 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)¹; for international students a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS)

¹ 2015-2016 Graduate catalog also includes "4.5 on the analytic portion of the GRE". This will be removed, pending submission to the Graduate Curriculum Review Committee in the fall 2016.

- Three letters of reference completed within the past 12 months by faculty members, academic advisors, or employers or professional colleagues. At least two letters must be from persons able to assess academic capacity.
- Ability to express complex concepts and ideas as evidenced in a professional, research, or academic writing sample.
- Ability to clearly articulate a defined career pathway and how the DrPH program at The University of Tennessee, Knoxville can help achieve those career goals in a 600-word essay and, if invited, in an interview.
- Appropriate academic background and professional and volunteer experience, as evidenced on a curriculum vitae.

In addition, students will be selected for the program based on extent of public health practice experience, other prior work and volunteer experience, and demonstration of a commitment to public health. Students will be admitted on a space available basis.

Deadline for (domestic) applications to the doctoral program is March 1st of each year for consideration for admission for the following academic year.

International students should consult the Graduate School for applicable deadlines. An online application must be submitted to the Graduate Admissions Office at http://graduateadmissions.utk.edu/new_applicants.shtml

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 graduate credit in a non-degree status. All students who enroll in graduate courses, whether or not 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

Graduate students may apply for Graduate Assistantships. 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. The *Graduate Assistantship Request Form* is available at <http://publichealth.utk.edu/forms/GAapp.pdf>. The deadline for applications is April 1st of each year; however, students are encouraged to apply for an assistantship when applying for graduate school admission. Students will be notified of the graduate assistantship award in May for the following academic year. Assistantships are awarded on a yearly basis, subject to available funding.

The applicable policies governing Graduate Assistantships are located 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, excluding organized class time, depending on the specific appointment.

Students receiving a 50% Graduate Assistantship should enroll for 6-11 hours; those receiving a 25% Graduate Assistantship should enroll for 9-13 hours. Exceptions must have prior approval from the Department Head. GAs are considered full-time by enrolling in 6 hours if in a 50% appointment and 9 hours if in a 25% 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.

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 three years as a Master's student, five years as a doctoral student, or eight years in doctoral programs in which 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. Graduate Assistantships and Course Load Requirements

Students receiving a 50% Graduate Assistantship should enroll for 6-11 hours; those receiving a 25% Graduate Assistantship should enroll for 9-13 hours. Exceptions must have prior approval from the Department Head. 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.

B. College-based Scholarships

The College of Education, Health, and Human Sciences has a link for graduate students interested in applying for College-based scholarships

([http://ehhsstudentservices.utk.edu/forms/Other Financial Assistance](http://ehhsstudentservices.utk.edu/forms/Other_Financial_Assistance))

General information on financial assistance is available from the University of Tennessee Graduate School website (<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

Students with Graduate Assistantships may work a maximum of 20 hours per week within their assistantship responsibilities. While the DPH recognizes that students may have significant additional financial obligations, additional outside employment for persons receiving an assistantship is strongly discouraged.

D. Graduate Student Travel

As part of both the MPH and DrPH academic programs,, the faculty highly recommends students present their research at scientific meetings when possible. Discuss these opportunities with your 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. You 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. Please consult your 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>
The MPH courses include required courses that represent the five core disciplines in public health, courses to complete a concentration area, and electives. 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.

D. 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).

E. 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.

F. Advising

1. MPH Student Advising

The advising process involves responsibilities of both the advisee and the advisor.

- a. Responsibilities of the advisee are as follows:
 - i. Contact the faculty advisor to schedule an appointment prior to registration for classes for the subsequent semester.
 - ii. Consult the University registration website (<http://registrar.utk.edu/registration.shtml>). This site also has a link to the Timetable of Classes.
 - iii. Consult the University Graduate School website (<http://gradstudies.utk.edu/default.shtml>). This site provides information on procedures and deadlines for graduation. In particular, students have found the “Steps to Graduation for Graduate Students” very helpful (<http://registrar.utk.edu/graduation/graduate.shtml>).
 - iv. Notify the faculty advisor and the MPH Program Director of any change in your address or telephone number.

b. Responsibilities of the advisor are as follows:

- i. Schedule advising appointments when contacted by the advisee.
- ii. Assist the advisee in the development of a plan of study that is commensurate with the advisee's background, interests, and goals that comply with the approved curricula and policies.
- iii. Provide guidance to the advisee on selection of committee members (if Master's essay option is selected).
- iv. Assist the advisee in meeting Graduate School requirements and deadlines.
- v. Provide guidance in the development of a research project suitable for either a Master's essay (if Master's essay option is selected).
- vi. Coordinate written and oral examinations, as required by the specific programs in which the advisee is a candidate.
- vii. Provide guidance and assistance in the selection of a field internship site.

2. *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. GRADUATE PROGRAMS

The Department of Public Health offers two graduate degrees, the Master of Public Health (MPH) and the Doctor of Public Health.

A. Master of Public Health

1. Description

All MPH students complete a major in public health, which provides a solid foundation for professional employment in community-based settings. The public health model, emphasizing health promotion and health protection, uses the key strategy of prevention. Incorporated in the curriculum are the five public health specialty areas. These include biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences. In addition, Fundamentals of Program Evaluation is required as a sixth foundation course. The MPH program currently offers three concentrations: Community Health Education, Health Policy and Management, and Veterinary Public Health.

a. Accreditation by the Council on Education for Public Health

The University of Tennessee MPH program is accredited by the Council on Education for Public Health (CEPH), which is the nationally recognized accrediting body for this discipline.

Accreditation was first achieved in 1969, with the Tennessee MPH program becoming the first outside of a school of public health or medicine to receive this recognition. Since 1969, the program has been successful in securing extensions of accreditation through a self-study and review process that requires approximately two years to complete. Program accreditation offers substantial value to students, alumni, faculty and the University because of the distinction offered. This recognition of quality, consistent with that of other accredited MPH programs, indicates that the professional preparation offered at The University of Tennessee, Knoxville has met the criteria defined by the Council.

b. *Program Governance*

The MPH Academic Program Committee (MPHAPC) includes faculty and student representatives from each concentration of study. The Committee provides program governance, curricular direction and integrity, and academic policy development. Student representatives have full discussion and voting privileges with all academic matters except review of student admission applications.

2. *MPH mission, vision, goals, objectives, and values*

a. *Mission Statement*

The Graduate Public Health Program at The University of Tennessee provides quality education and leadership to promote health in human populations through interdisciplinary instruction, research and community service.

b. *MPH Vision Statement*

The MPH Program is recognized for its empowerment of students pursuing public health careers that focus on community health improvement.

c. *MPH Program Goals*

The goal statements listed below reflect major functions of the program and assist in the attainment of the mission, and movement toward the vision. The goal statements are linked to instruction, research, and service.

- **Instructional Goal:** Preparing future professionals competent in public health core content and methodological approaches.
- **Research Goal:** Engaging public health faculty and students in research projects that address health concerns, contribute to community health improvement, and add to the knowledge base.
- **Service Goal:** Promoting public health faculty and students' service in in community, government, and professional society to benefit populations at the local, state, national and global levels.

d. MPH Program Values

1. **Respect** - To engage in experiences that obligate a person to take responsibility for the public's good, to recognize human dignity, and to value the worth of individual and collective behaviors.
2. **Holistic Consideration** - To emphasize a socio-ecological systems approach for understanding and promoting optimal health and well-being of individuals, families and communities.
3. **Excellence** - To commit to highest quality in teaching-learning and in practice.
4. **Collaboration** - To advocate networking, partnering, consensus building and participatory approaches for improving population health.
5. **Diversity** - To optimize the benefits of diverse ethnic and cultural perspectives and prepare culturally competent public health professionals.
6. **Equity** - To promote equality of opportunity for individuals, families and communities.

3. Major Concentrations

Each MPH student is admitted to a specific concentration of study. The three concentrations are:

Community Health Education (<http://publichealth.utk.edu/mph/che/index.html>)

Health Policy and Management (<http://publichealth.utk.edu/mph/hpm/index.html>)

Veterinary Public Health (<http://publichealth.utk.edu/mph/vph/index.html>)

Each concentration includes required and elective coursework specific to the area selected. As a culminating event for the degree, students also complete a field internship (internship) closely related to the concentration of study. Alternatively, more experienced students, with approval by the MPH Academic Program Committee, may select the option of developing a Master's essay, typically leading to publication in the professional literature.

Dual MS-MPH

A coordinated dual program leading to both the MS in Nutrition (Public Health Nutrition concentration) and the Master of Public Health (MPH) is available. This program allows students to complete both degrees in less time than would be required to earn both degrees independently. Students applying for the dual MS-MPH program file separate applications for the MS (through the Department of Nutrition) and for the MPH (through the DPH). Students must be admitted to both the MS Program and the MPH Program to be considered dual-degree students.

If a student is admitted and enrolled in either the MS in Nutrition (Public Health Nutrition option) or the MPH, but decides to apply for the dual program, then s/he must file a "Request for Change of Graduate Program" to the second program. The "Request for Change of Graduate Program" is available from the

Graduate School's website (<http://gradschool.utk.edu/gradforms.shtml>). It is important to indicate on the form that s/he is applying for the dual program. Once admitted to the second program, the student immediately should notify the Director of Public Health Nutrition and his/her faculty adviser or Director of MPH Program and his/her faculty advisor. This is to assure proper advising and program management.

Dual JD/MPH

Public Health Major, Health Policy and Management concentration

The College of Law and the Department of Public Health (College of Education, Health, and Human Sciences) offer a dual-degree program that reflects the interrelationship between the legal system and the protection and promotion of the public's health. In particular, the program emphasizes the role that policy, public and private, plays in creating the conditions in which people can be healthy. Students must be admitted to both the Juris Doctor Program and the MPH Program to be considered dual-degree students. For the MPH, students will complete the Health Policy and Management concentration.

Typically, the Juris Doctor (JD) degree requires a minimum of 89 semester credit hours and is completed in three years of full-time study. The Master of Public Health (MPH) degree requires 42 semester credit hours and can be completed in two to three years, depending on full-time or part-time study. The dual-degree program offers students the opportunity to pursue both degrees simultaneously and to complete all requirements in four years, rather than in the longer period required to obtain each degree independently. Students pursuing the dual degree should plan to be enrolled in course work or an internship for 1-3 summer terms in addition to taking normal course loads for four academic years.

By combining the programs, students develop specialized knowledge in public health-related legal issues while retaining the flexibility of professional training in the broad disciplines of law and public health. For example, a graduate of the dual-degree program may work as a public health professional with an acute awareness of legal and policy issues, while another may work as an attorney focusing his or her practice on health care issues. Yet others may go on to teach at schools of law or public health.

Dual DVM/MPH

Public Health Major, Veterinary Public Health concentration

The College of Veterinary Medicine and the Department of Public Health offer a dual-degree program that complements the DVM with a solid foundation in Public Health. The dual-degree graduate finds career options outside of clinical practice in the government, regulatory, and non-profit sectors. Students must be admitted to both the DVM and the MPH Program to be considered dual-degree

students. For the MPH, students will complete the Veterinary Public Health concentration.

DVM students can enroll in the program at any time during years 1-3, but progress and time to completion will be affected by when they start and how many classes are completed each semester. Students would complete a total of 192 credits for both degrees including 15 “shared” credits. Students are expected to complete MPH-specific courses during the summers after their first and second years of veterinary school.

4. Minors

The DPH provides minors in **Statistics** or in **Epidemiology**. The Statistics minor requires nine semester credit hours (information available at <http://bus.utk.edu/stat/igsp/>) and the Epidemiology minor (information available at <http://publichealth.utk.edu/gradminors.html>) requires twelve semester credit hours. (MPH coursework hours may be used to partially satisfy credit hours needed for the respective minors.)

5. Research Requirements

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> (or in Appendix B) 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.

6. Foreign Language Requirements

The DPH has no foreign language requirement. Applicants to the MPH 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).

7. Course requirements

The MPH is a non-thesis program requiring completion of 42 hours of course work, including nine weeks of field practice (see section 9.A.8). An alternative to the field internship is the completion of a Master’s essay described in section 9.A.11.a.

a. Requirements Hours Credit	
¹ Public Health Foundation.....	20
² Concentration of Study (Community Health Education, Health Policy and Management, or Veterinary Public Health).....	10
³ Electives.....	6
⁴ Internship.....	6
Total	42

¹ Public Health Core courses: Public Health 509 (2 semesters) 510, 520, 530, 537, 540, 555.

² Community Health Education: Public Health 550, 552, 536. Health Policy and Management: Public Health 521, 525, 527. Veterinary Public Health: Comparative and Experimental Medicine 506 and 611, plus 6 hours approved by advisor.

³ Listings of electives specific for each concentration are available in the MPH program office and on the Graduate Forum (Blackboard site).

⁴ Internship: Public Health 587, 588 (field practice with an affiliated health agency or completion of a Master's essay). Written guidelines stipulating eligibility criteria and expectations are available in the MPH program office and on the Graduate Forum (Blackboard site).

Components of Master of Public Health (MPH) Professional Degree

MPH Concentrations of Study

Components of Instructional Program	Community Health Education	Health Policy/ Management	Veterinary Public Health
Public Health Foundation:			
Biostatistics	PUBH 530 (3*)	PUBH 530 (3)	PUBH 530 (3)
Foundations in Program Eval.	PUBH 537 (3)	PUBH 537 (3)	PUBH 537 (3)
Epidemiology	PUBH 540 (3)	PUBH 540 (3)	PUBH 540 (3)
Environ. Health Sciences	PUBH 510 (3)	PUBH 510 (3)	PUBH 510 (3)
Health Services Admin.	PUBH 520 (3)	PUBH 520 (3)	PUBH 520 (3)
Social and Behavioral Sciences	PUBH 555 (3)	PUBH 555 (3)	PUBH 555 (3)
Seminar in Public Health	PUBH 509 (1,1)	PUBH 509 (1,1)	PUBH 509 (1,1)
Concentration of Study:			
	PUBH 550 (3)		
Community Health Education	PUBH 552 (4)		
	PUBH 536 (3)		
		PUBH 521 (3)	
Health Policy and Management		PUBH 525 (3)	
		PUBH 527 (4)	
Veterinary Public Health			CEM 506 (2)
			CEM 611 (1)

6 credits approved
by advisor

Electives:	6 hours	6 hours	7 hours
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Professional Skills Development:			
Field Practice Internship or Master's Essay	PUBH 587, 588	PUBH 587, 588	PUBH 587, 588

NOTE: To meet program requirements, students must select courses in consultation with an assigned faculty advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

* **Semester hours in parentheses**

b. Core Public Health Competencies

Twelve key competencies that all MPH students are expected to achieve as a result of foundation and professional skill building (field practice) components of the curriculum are listed by skill domain below:

Analytic Assessment Skills

- i. Defines a health problem in a population
- ii. Makes relevant inferences about patterns of health and potential causes from quantitative and qualitative data

Policy Development/Program Planning Skills

- iii. Collects, summarizes, and interprets information relevant to an issue
- iv. Utilizes current techniques in decision analysis and health planning

Communication Skills

- v. Leads and participates in groups to address specific issues

Cultural Competency Skills

- vi. Appraises the role of cultural, economic, social and behavioral factors in determining the delivery of public health services

Community Dimensions of Practice Skills

- vii. Collaborates with community partners to promote the health of the population
- viii. Identifies community assets and available resources

Basic Public Health Sciences Skills

- ix. Identifies and applies basic research methods used in public health

Financial Planning and Management Skills

- x. Manages programs within budget constraints

Leadership and Systems Thinking Skills

- xi. Evaluates internal and external issues that may impact delivery of essential public health services
- xii. Facilitates collaboration with internal and external groups to ensure participation of key stakeholders

c. Concentration-specific Competencies

In addition to the competencies listed above, each of the three MPH concentration areas has competencies specific to the discipline. These additional competencies are listed below, along with the relevant courses:

Competencies for Community Health Education*	
Student Competency	Primary Course(s)
1. Assesses health related data about social and cultural environments, and individual and community needs for health promotion.	PUBH 552
2. Designs <i>community</i> health promotion programs, strategies, and interventions consistent with specified program objectives.	PUBH 550
3. Implements <i>community</i> health promotion programs, strategies, and interventions.	PUBH 550
4. Conducts <i>high quality</i> evaluation and research related to <i>community</i> health promotion.	PUBH 536, 537, 552
5. Serves as a resource person.	PUBH 536, 550, 552
6. Effectively communicates health issues to various audiences.	PUBH 537, 537, 550, 552

*NOTE: The selected CHE competencies were taken from “A Competency-Based Framework for Professional Development of Certified Health Education Specialists” and “Standards for Preparation of Graduate-Level Health Educators.”

Competencies for Health Policy & Management	
Student Competency	Primary Course(s)
1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.	PUBH 520, 521, 525
2. Analyze effects of political, social and economic policies on public health and health care systems.	PUBH 520, 521, 527
3. Contribute to the policy process for improving the health status of populations	PUBH 520
4. Apply the concepts of evidence-based public health in the practice setting.	PUBH 527

5. Facilitate use of Mobilizing for Action through Planning and Partnerships (MAPP) planning tool for improving community health.	PUBH 520, 527
6. Apply appropriate strategic planning methodologies and other decision support tools for competitive positioning of health organizations.	PUBH 521, 525, 527
7. Apply change management and systems thinking theories of organizational structuring to modern strategic management practice.	PUBH 521
8. Demonstrate leadership, team building, negotiation, and conflict resolution skills to build consensus, partnerships and coalitions.	PUBH 520, 521, 527
9. Identify principles for managing human resources in health care organizations.	PUBH 520, 521
10. Apply performance improvement concepts to monitor and evaluate programs for their effectiveness and quality.	PUBH 521, 527
11. Link the budgeting process to program planning and management control.	PUBH 520, 525, 527
12. Interpret financial statements, including statement of operations and balance sheet.	PUBH 525

Competencies for Veterinary Public Health	
Student Competency	Primary Course(s)
1. Assesses health risks to individuals and communities with special attention to zoonotic and emerging diseases, foodborne illness and injuries associated with animals.	PUBH 509, CEM 506, 507/508, 611
2. Communicates health risks to individuals and communities with special attention to zoonotic and emerging diseases, foodborne illness and injuries associated with animals.	PUBH 509, CEM 506, 507/508
3. Designs, implements and critically evaluates epidemiologic studies	CEM 506, 507/508, 611
4. Applies techniques of surveillance, recognition, prevention, control and management of infectious diseases, with special attention to zoonotic and emerging diseases, food borne illnesses and potential bio- or agroterrorism agents.	CEM 506, 507/508, , 611
5. Evaluate intervention programs that aim to reduce health risks associated with foodborne illness, zoonotic or emerging diseases, or hazards associated with animals.	CEM 506, 507/508, 611
6. Outline the steps needed to ensure the safety and wholesomeness of foods of animal origin.	CEM 506, 507/508, 611
7. Identifies community and governmental resources appropriate for addressing health needs	CEM 506

8. Justify the need for public policy development based on scientific data.	CEM 506
9. Develop drafts of standard operating procedures or policies needed to safeguard the community	CEM 506, 507/508

8. 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. For the doctoral degree, a minimum of two consecutive semesters of residence is required, except in programs where alternative or additional residence requirements have been approved. There are no additional residency requirements for the MPH Program.

9. Overview of Field Practice (Internship) Policies and Procedures

Six (6) of the 42 hours required for completion of the MPH degree are earned through the completion of a field practice (internship) arranged with an affiliated health agency or organization involved in health-related programs. The internship 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, field practice allows the student to apply academic theories, concepts, and skills in an actual work setting. With very few exceptions (discussed later), MPH students complete a practice experience with a health-related organization as an extensive culminating experience. By design, two four-credit hour courses (PH 552 for CHE students and PH 527 for HPM students) have a community service learning component that offers important preparation for subsequent field practice, including participating in community needs assessments and working with diverse populations. These courses involve project completion, usually in direct consultation or partnership with community agencies. Examples of student projects are available for review.

The MPH field practice coordinator, in consultation with each student’s faculty advisor, facilitates the field internship based on individual discussions with the student regarding career interests and perceived need for new learning exposures. The field practice coordinator and advisor assist the student in recognizing that a broadening of experiences offers positive benefits for career advancement, rather than permitting the student to accept a field setting very similar to past work situations. A student may complete a field internship with his/her employing organization, if that organization is large enough to assign a field preceptor other than the work supervisor. Also, an employing organization must offer a set of field internship responsibilities that differ substantially from those associated with one’s employment, resulting in a form of cross-training.

Full-time internships are encouraged to give greater focus to the experience, but internships may be completed on a part-time basis if circumstances require the

student to maintain employment, or if the preceptor requests a part-time internship to better accommodate the intern's project timeline or agency work flow. The internship involves a minimum of 360 hours, generally completed 40 hours per week for nine weeks or approximately 20-23 hours per week for 16 weeks, under the on-site guidance of a designated field preceptor who is a practicing health professional. Each preceptor provides a written profile of his/her credentials, position, and agency which must be acceptable to the faculty advisor and MPH program. To achieve a desired match between the student's interest and the preceptor's area of work and philosophy, students arrange an interview with the preceptor, before internship arrangements are finalized by the field practice coordinator.

For internship with a new preceptor, the field practice coordinator, in consultation with the student's faculty advisor, discusses the potential field involvement and explores the academic credentials and experience of the individual proposed to serve as preceptor. Preferred qualifications for the preceptor are academic preparation in public health, holding an organizational position with supervisory responsibilities, previous experience with interns, and possessing CHES credentialing for those precepting CHE students. When the practitioner does not appear to satisfy the qualifications expected, the coordinator will request that the student be assigned co-preceptors to offer more balance to the situation or will withdraw the request for internship. At the conclusion of a internship with a new preceptor, the coordinator and faculty advisor explore with the student dynamics associated with the internship and an assessment of preceptor guidance offered. If the experience is less than positive and issues raised do not appear easily resolvable, the preceptor is not invited to serve in the role again.

Field practice in an approved organization setting is an internship shaped by defined, individualized objectives. Each objective must relate to a minimum of one selected core competency and two selected concentration competencies, which the field practice coordinator approves in consultation with the faculty advisor. The typical experience provides for rotation among selected activities in the organization, with emphasis given to active student involvement with one or more projects. Students are required to submit written summary reports for each week to the coordinator and faculty advisor on a two-week cycle. The student's weekly written reports focus on progress toward the objectives and competency attainment. In addition, field students submit a mid-point evaluation of progress toward objectives, a final evaluation of their accomplishments, a "Field Practice in Action" summary with photos, and a final field report. This reporting not only permits coordinator and faculty monitoring of activities and progress, but also stimulates students to reflect more fully on the field experience and the achievement of competencies and to frame these reflections in perspective with his/her graduate studies, prior work experiences and future career interests.

When possible, arrangements are made for the field practice coordinator to visit the field organization near the mid-point of the field experience, especially for new

internships. If visits are less needed or major travel is involved, the coordinator telephones the field preceptor for purposes of assessing student progress. Each preceptor fills out an online evaluation regarding the student intern'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 field practice coordinator and the faculty advisor review the preceptor's evaluation report, with follow-up discussion with the student. Also, each intern completes an online evaluation of the field practice experience, which is used to continually improve the process and experience for future interns.

Guidelines for the MPH field practice and the evaluation forms are available from the DPH website http://publichealth.utk.edu/current-students/fp_me/. As a culminating experience, students are required to provide a professional quality presentation at the conclusion of their field practice or Master's essay development. All public health faculty, students, and preceptors are invited to attend the presentations, which are graded by the field practice coordinator and the faculty advisor using an explicit rubric. Based on this systematic review, the presenting student receives a written statement clarifying strengths observed and areas for improvement that need continued attention.

The practice experience is rarely waived for MPH students at the University of Tennessee, Knoxville due to strong faculty commitment to preparing students for professional practice. As noted above, two four-credit hour courses (PH 552 and 527) involve an extensive community component, which supplements but does not replace the field internship (PH 587 and 588).

10. Preparation for Certification in the Field

Students completing the MPH are encouraged to achieve certification status (Certification in Public Health, or CPH). More information is available at <http://www.publichealthexam.org/>.

Students completing the CHE concentration within the MPH program are also encouraged to become certified as Certified Health Education Specialist, or CHES. More information is available at <http://www.nchec.org/>.

11. Applicability of Coursework Taken Outside the Department or Program

Courses to be transferred for the MPH Master's degree must have been completed with a grade of B or better within a six-year period prior to receipt of the MPH Master's degree. Transfer courses to meet elective requirements must be reasonably related to the MPH concentration of study. Only courses from other accredited MPH programs or schools may be transferred to meet specified MPH course requirements. One-half of the total hours required must be taken at The University of Tennessee, Knoxville. Ordinarily, coursework from foreign institutions is not transferred because these institutions have not been accredited.

12. Formation of Committees and Exams

a. Master's Essay Committee

A Master's essay option, available under the Professional Skills Development component of the MPH degree, is an alternative to field practice. This option is contingent on the consent of the faculty advisor, formal approval by the MPHAPC, and identification of a relevant community health topic. Few students have selected this research-oriented option, preferring to apply their knowledge and skills in an organizational setting. Those who are approved for the essay option typically are students who have extensive prior work experience or those pursuing academic careers who plan to seek admission to a doctoral program. Further guidelines for the Master's Essay are available at:
<http://publichealth.utk.edu/forms/PH-11b-StudentRequestME.pdf>

b. Comprehensive Exam

The written comprehensive examination provides a second culminating experience (in addition to the oral presentation following the internship) that is required of all MPH students. The exam is offered during a five-hour period three times each year. To secure a faculty recommendation of "pass" on the exam, students must successfully respond to two application problems or case studies with essays that reflect an integration of knowledge and inquiry skills acquired through coursework. In addition, they must complete satisfactorily a multiple choice examination covering application of core public health concepts and required coursework in the concentration of study. The university permits students one opportunity to retake the exam in the following semester.

c. Admission to Candidacy

Admission to candidacy indicates agreement that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. This action usually connotes that all prerequisites to admission have been completed and a program of study has been approved.

The admission to candidacy for the Master's degree is made as soon as possible after the student has completed any prerequisite courses and 9 hours of graduate course work with a 3.0 average or higher in all graduate work. The Admission to Candidacy form must be signed by the student's committee and all courses to be used for the degree must be listed, including transfer course work. The student must submit this form to the Graduate School (111 Student Services Building) no later than the last day of classes of the semester preceding the semester in which he/she plans to graduate. This form is available at
<http://gradschool.utk.edu/gradforms.shtml>.

13. Degree Completion

The MPH curriculum consists of 42 semester credit hours and is a non-thesis professional preparation degree program. The MPH degree can be completed in four academic semesters on a full-time basis, if few prerequisite courses are

required. To meet the educational needs of working students, the MPH degree can be earned on a part-time basis with several classes offered during late afternoons and evenings. Based on the experience of other part-time students, enrolling in at least six hours per semester, the degree program typically can be completed in approximately three years. The time limit to complete the MPH degree is six years.

B. Doctor of Public Health

1. Description

The DrPH degree in the DPH 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.

2. Concentration

The DrPH provides a concentration in Community Health Education.²

3. Dissertation and research requirements

The dissertation represents the culmination of an original major research project completed by the student. The full dissertation will follow one of two formats: 1) a traditional 5-chapter format, and 2) a manuscript format. The selection of dissertation format will be a joint decision between the student and her/his major professor.

The 5-chapter format requires the following: introduction, with background and problem statement; review of the literature; methods; results; and discussion (including limitations and conclusion).

The manuscript format requires three journal-length manuscripts of publishable quality in refereed journals. One of the three manuscripts may be a literature review; however, it must also be of publishable quality. These manuscripts should be accompanied by additional sections and/or appendices that provide detail normally included in the traditional monograph (i.e., 5-chapter) format but usually excluded from articles (e.g., a more detailed literature review, questionnaires, and details of data collection).

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>.

² 2015-2016 Graduate catalog also includes a concentration in Epidemiology. This is currently not available and will be removed, pending submission to the Graduate Curriculum Review Committee in the fall 2016.

The dissertation must be accompanied by an approval sheet (<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> and the requisite graduate forms otherwise available at <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.

4. 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).

5. Course Requirements

Requirements:	Hours Credit
¹ Research and Foundations	20
² Core DrPH	33
³ Concentration	10
⁴ Electives	3
Dissertation (PUBH 600)	24
Total Hours	90

¹ [PUBH 509](#) (2 semesters) [PUBH 510](#) , [PUBH 520](#) , [PUBH 530](#) , [PUBH 540](#) , [PUBH 555](#) , and [PUBH 537](#) or equivalent courses if taken outside of the University of Tennessee, approved by the Department Head. STAT 537 or SOWK 605 can substitute for PUBH 530 (pending approval of the Curriculum Review Committee for 2016-2017).

² [PUBH 550](#), [PUBH 536](#), [PUBH 552](#), [PUBH 636](#), [PUBH 609](#) (2 semesters), [PUBH 610](#), [PUBH 611](#), [PUBH 613](#) , [PUBH 687](#) (a total of 9 hours), and [STAT 537](#) and [STAT 538](#) OR [SOWK 605](#) and [SOWK 606](#) .

³ Community Health Education: [PUBH 527](#), [PUBH 656](#) , [PUBH 637](#)

⁴ Courses must be approved by major professor.

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.

6. 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.

For the doctoral degree, a minimum of two consecutive semesters of residence is required. 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.

7. 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; those who are not in an assistantship may request to have teaching responsibilities. Doctoral students will work closely with a faculty mentor to develop and provide 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.

8. Preparation for Licensing/Certification in the Field

There is no specific licensure associated with the DrPH program.

9. Applicability of Coursework taken outside the department

a. 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 doctoral committee. 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.

b. 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 37 hours.

10. *Field Internship*

The Field Internship (total of nine credit hours) will serve as an internship for the DrPH candidate. DrPH programs should ensure that graduates have practical experiences collaborating with senior public health practitioners and practice-oriented researchers, through practica, internships or other means in a variety of practice and/or academic settings, allowing opportunities to observe, to engage in policy analysis and development, and to develop leadership and research competencies. The practice experience should enable students to master advanced professional-level competencies including: integration of inter-disciplinary knowledge and analytical skills; deployment of advanced program management, policy analysis and development, evaluation, translational and implementation research, and professional communication skills; and the execution of substantive responsibilities that result in significant contributions to the practice site. The internship may be completed in one or over two semesters, and requires a total of 540 contact hours.

11. *Formation of Dissertation Committees and Exams*

a. Doctoral Dissertation Committee

Doctoral students must submit a Doctoral Committee Plan to their Faculty Advisor as early as after one completed 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 a resume 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 in writing that response to serve on their committee, 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 with regard to progress in the doctoral program. This includes but is not exclusive to the comprehensive exam and dissertation processes.

b. *Progress Reports and Comprehensive Examinations*

i. 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 full SACS assessment, with rubrics, is posted on the DPH website at <http://publichealth.utk.edu/current-students/>. 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. 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.

ii. Comprehensive Examination

The comprehensive examination is normally taken at the end of the second year, the equivalent of the second year for part-time students, or approximately when the student has completed coursework. The comprehensive examination will be a written, “take-home” examination, which the students have two weeks to complete. The exam consists of two to three questions that require the student to apply knowledge, theories, and methods from their coursework and additional readings. The questions ideally will be focused on the topic and methods that the student will focus on for his or her dissertation. The members of the student’s Doctoral Dissertation Committee will read the exam and, as a collective, assign one of three scores to each of the responses: not acceptable, acceptable, or exemplary. A student who does not achieve an acceptable score on one or more of the comprehensive examination questions has one additional opportunity to respond to the problematic question(s). The response to the second attempt must be submitted within 6 months of the initial attempt.

c. Dissertation Proposal and Oral Qualifying Examination

After approval of the formulation of the Doctoral Dissertation Committee and after successful completion of the comprehensive examination, 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.

d. Admission to Candidacy

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, 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. 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.

e. Dissertation Format

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, limitations, conclusion

2) The three-manuscript format.

One manuscript can be a literature review (if it is a systematic review), 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 this would be ready for submission.

Prior to the Dissertation Proposal and Oral Qualifying Examination 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 major professor to assist the student in making a decision together.

f. 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.

12. Time Limits

Comprehensive examinations must be taken within four years from initial enrollment, and all 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.

C. Health Policy Certification Program

1. Description

The College of Nursing, Law, and the Department of Public Health offer an interdisciplinary graduate certificate in health policy for graduate students from all disciplines with an interest in issues related to health and health care. The aim of the program is to prepare leaders, practitioners, researchers, and educators from nursing, public health, and other disciplines to be active in all aspects of policymaking. Course experiences will foster the examination and application of current policy research and the development of skills related to policy analysis, research, program evaluation, and advocacy.

2. Enrollment Requirements

Certificate candidates must currently be admitted to a graduate program at The University of Tennessee, Knoxville or hold a terminal degree and be a graduate student in good standing and comply with all other applicable academic policies. Total hours may vary based on the student's academic record, experiences, and objectives. Each student will be assigned a departmental advisor while enrolled in the certificate program.

3. Course Requirements

Completion of the Health Policy Certificate requires the completion of a minimum of four courses chosen from the list below:

- Nursing 612: Health and Policy/Planning-3 hours
- Public Health 520: Public Health Policy and Administration-3 hours
- Preceptorship in Health Policy (e.g., Nursing 614- Preceptorship in Health Policy;
- Public Health 589-Internship; (or similar approved course)-3 hours minimum; students must complete a preceptorship arranged with a faculty member, health agency, or other organization involved in health policy programs. Under the supervision of a faculty member and in collaboration with a preceptor, the student will design and implement a specific project. The student is responsible for defining objectives, outlining deliverables, and selecting an evaluation method for the preceptorship experience. In addition, the student must submit Progress Reports on a bi-weekly basis to

the faculty advisor and will complete a Final Report or reflective paper in order to receive credit for the preceptorship.

- Elective(s)-3 hours minimum; selected in consultation with departmental advisor

D. Graduate Certificate in Food Safety

1. Description

The Department of Public Health (College of Education, Health, and Human Sciences, UTK) and the Department of Food Science and Technology (College of Agricultural Sciences and Natural Resources, UTIA) jointly offer a Graduate Certificate in Food Safety to prepare public health and food industry leaders, researchers, educators, and practitioners to understand and apply knowledge and skills to enhance food safety and prevent food-related disease. The Center for Agriculture and Food Security and Preparedness and the Department of Biomedical and Diagnostic Sciences, College of Veterinary Medicine are partners supporting this certificate. The certificate offering is coordinated through the Tennessee Integrated Food Safety Center of Excellence and will be administratively housed in the Department of Public Health. The certificate program is designed to build upon and expand concepts from core courses of the curriculum of each discipline's Master's degree programs and the previous experiences and interests of students. The 12 graduate hours required for the certificate may also count as graduate degree hours. The certificate is also designed for the current workforce in public health or food industry-related employment to acquire additional training and expertise relevant to their job functions.

2. Enrollment Requirements

Certificate candidates must currently be admitted to a degree-granting graduate program at the University of Tennessee, Knoxville or hold an undergraduate degree and be admitted to the certificate program by submitting an online application for the Food Safety certificate through the Graduate Admissions Office. Course experiences will foster the examination and application of current policy research and the development of skills related to policy analysis, research, program evaluation, and advocacy.

3. Course Requirements

Required Courses (9 hours):

- FDST 421; (3 hours)
- Web-based course (CEM 508; 2 hours) OR web-based course (CEM 507, 2 hours)
- PUBH 540; (3 hours)
- PUBH 541, (1 hour) (PUBH 541 is cross-listed with FDST 541 and CEM 541)

Electives (3 hours):

Students will choose from a list of approved electives, which will be maintained by the Department of Public Health.

8. EXAMINATIONS

A. Written Comprehensive Examination

1. Master of Public Health

See 12.b. under the MPH program

2. DrPH

See 12.b.ii under the DrPH program

B. 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.

C. Termination

The MPH and DrPH programs both require students to maintain a GPA of at least 3.0 on all required courses. 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 3.0, 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 3.0 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 3.0 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 3.0 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 3.0 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.

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.

B. Evaluation

Evaluation of MPH students will be on an on-going basis with the student's faculty advisor. Evaluation of DrPH students is described above in sections 12.b.i and ii. 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 a program is determined by consideration of all these elements by the faculty advisor, the MPH/DrPH Director, 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. Graduate students must maintain a cumulative grade point average (GPA) of at least 3.0 on all 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 below 3.0, 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 3.0 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 3.0 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 3.0 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

I. Department Appeals Process

All appeals – whether in relation to grades, progress towards completion of degree, or termination – begin with the student's instructor, or, if not pertaining to a specific course, with the student's advisor or committee chair/major professor. For issues that are not resolved students may appeal to the Department Head. If the issue is not resolved with the Department Head, then the student follows the appeals process as further described in the next section.

J. 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>.

K. 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 area related to degree pursuit, notification may be made to the MPH or 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/>).

10. 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
<http://gradschool.utk.edu/GradAppealHbook.pdf>
- 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/>

11. APPENDIX B

Department of Public Health Faculty Listing

A. Faculty and Major Interests

B. Affiliated Faculty

A. Faculty and Major Interests

1. 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 is Professor and Department Head. He joined the University of Tennessee in 2007 to first establish the Center for Public Health, which became a stepping stone to establishing the Department of Public Health in 2010.

Dr. Erwin's research interests are in the field of public health services and systems research, focusing on local and state health departments, population health outcomes, evidence-based public health, and health disparities, particularly in rural areas. Dr. Erwin is the lead investigator for the Public Health-Practice Based Research Network in East Tennessee, involving public health practice partners at the Knox County Health Department and the East

Tennessee Regional Health Office, which has been funded by the Robert Wood Johnson Foundation. He has been one of the leaders in establishing formal Academic Health Department collaboratives with public health practice partners. Dr. Erwin currently serves as an Associate Editor for the *American Journal of Public Health*, is a Senior Associate Editor of *Frontiers in Public Health Services and Systems Research*, and is on the editorial boards of the *Journal of Public Health Management and Practice* and *MEDICC Review (Medical Education Cooperation with Cuba)*.

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.

Clea McNeely, MA, DrPH

Associate Professor

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(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-review articles and the book *The Teen Years Explained: A Guide to Healthy Adolescent Development* (published by Johns Hopkins University) and available for free at http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Interactive%20Guide.pdf.

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 health issues. Her most current research has been conducted in the Hmong American community. Topics of interest have included adolescent pregnancy prevention, mental health, and parent-adolescent communication. Dr. Meschke also continues her work in substance use, including prenatal substance use and its consequences. She teaches in the area of needs assessment and theory in Public Health.

2. 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.

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.

Ashley P. Golden, PhD

Adjunct Instructor

390 HPER

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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

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Soghra Jarvandi, MD

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Martha W. Keel, PhD

Professor, Academic faculty home: Department of Public Health
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David M. Mirvis, MD

Adjunct Professor
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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 electro cardiology. 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
The University of Tennessee College of Nursing (faculty home)

1200 Volunteer Blvd., 127

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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

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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.

Paul Terry, PhD, MPH

Adjunct Associate Professor
375 HPER Building
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Dr. Terry is an epidemiologist with a primary focus on chronic disease etiology, including cancer, cardiovascular disease, inflammatory bowel disease, and other chronic conditions. Among other factors, he has studied disease risk in relation to diet and nutrition, tobacco use, physical activity and obesity, occupation, factors related to circulating hormone levels, and gene-environment interaction. Dr. Terry teaches Advanced Research Methods and Advanced Epidemiology.

Regina R. Washington, DrPH

Adjunct Assistant Professor
Assistant Professor of Pharmacy Practice
South College
400 Goody's Lane
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Regina R. Washington, DrPH has been the principal investigator of projects federally funded and funded by foundation grants focusing on colorectal cancer screening practices among rural physicians, access to care and services, building healthy communities, health behavior data collection, and community-based health promotion. Among her scientific interests has been the assessment of viable strategies for reducing cancer health disparities and chronic disease prevention and health promotion, more specifically focused on colorectal cancer prevention. She received the first Faculty Service Award at South College School of Pharmacy. Currently, she serves as the Chair of the Knox County Health Department Health Equity Action Team.

B. 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

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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
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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
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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.

12. APPENDIX C

Department of Public Health

Course Listing

Course Listings

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)

Understanding of social and behavioral factors which influence health status and care in America. Application to behavior in health-related organization. Social and psychological aspects of disease, sociological aspects of health care delivery systems, political economy of health and illness, impact of social movements on health, and social consequences of health legislation.

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.