

Department of PUBLIC HEALTH

GRADUATE HANDBOOK

2019-2020

Issued September 2019

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

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

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.

The Department Graduate Handbook does not deviate from established Graduate School Policies (tiny.utk.edu/grad-policies) noted in the Graduate Catalog, but rather provides the specific ways in which those policies are carried out.

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/index.php>

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

Graduate Student Appeals Procedure –

<https://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.pdf>

B. Purpose of the Graduate Handbook

The Graduate Handbook serves as a detailed guide to regulations and procedures pertinent for graduate students in the Department of Public Health (DPH) at The University of Tennessee, Knoxville. All regulations are consistent with the general requirements of The Graduate School of The University of Tennessee, Knoxville found in the current Graduate Catalog. The regulations are subject to change as program revisions occur. Typically, the handbook is updated bi-annually to reflect such changes. Students will also be alerted by the director of graduate studies of any changes to this handbook. Please bring any questions to the attention of the director of graduate studies.

The degree programs covered in this handbook are the Masters of Public Health (MPH) and the Doctor of Public Health (DrPH). The specific requirements for these graduate degrees in the DPH are described in this handbook.

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

The Handbook reflects a continuing process and its contents represent long-standing policy as well as any changes that occurred this year. Recommendations for the Handbook's improvements are welcomed and they may be presented to your faculty 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:

<https://gradschool.utk.edu/forms-central/>

https://publichealth.utk.edu/current-students/forms_docs/

C. Departmental Description

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

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, Knoxville'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: https://www.apha.org/-/media/files/pdf/membergroups/ethics/ethics_brochure.ashx?la=en&hash=1E9425A9C96347E42AC0D6B0D2000AA6A8717C3C

- *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**

Interim Department Head..... Dr. Jay Whelan
 MPH Program Director Dr. Kathleen Brown
 DrPH Program Directors Drs. Samantha Ehrlich and
 Kristina W. Kintziger

A listing of all faculty can be found in Appendix B

Staff:

Accounting Specialist Chris Maguire
 Administrative Support Specialist..... Wendy Smith

Contact Information:

Address..... Room 390 HPER
 1914 Andy Holt Ave.
 Knoxville, TN 37996-2710
 Telephone number (865) 974-5041
 Fax (865) 974-6439
 Email Address dph@utk.edu
 URL <http://publichealth.utk.edu>

3. GENERAL DUTIES AND RESPONSIBILITIES OF FACULTY AND ALL GRADUATE STUDENTS

A. Faculty

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

B. Student

Students are responsible for knowing and abiding by procedures and policies described in this handbook, maintaining academic integrity throughout their graduate studies, and knowing and satisfying all university regulations in a timely fashion.

4. ADMISSION REQUIREMENTS AND APPLICATION PROCEDURE FOR THE MPH

A. Admission

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

- General requirements set forth by The University of Tennessee, Knoxville, Graduate School <http://gradschool.utk.edu/admissions/>
- 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:

<https://publichealth.utk.edu/apply/>. Examples are provided in Appendix B.

Prospective students who wish to apply for an assistantship are encouraged to apply earlier to maximize their chance to acquire an assistantship.

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. ADMISSION REQUIREMENTS AND APPLICATION PROCEDURE FOR THE DRPH

A. Admission

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

All applicants must meet the following admission requirements:

- General requirements set forth by The University of Tennessee, Knoxville, Graduate School <http://gradschool.utk.edu/admissions/>
- GPA of at least 3.2 (on a 4.0 scale) on Master’s degree coursework, shown in official transcripts. For students without a Master’s degree or coursework, a required GPA of 3.2 for the undergraduate degree
- A minimum of 40th percentile on all sections of the Graduate Record Examination (GRE); international students must meet graduate school’s requirement for a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System

(IELTS). GRE scores must be taken no more than five years before the intended semester of entry

- Three letters of reference completed within the past 12 months by faculty members, academic advisors, employers, or professional colleagues. At least two letters must be from persons able to assess applicant's academic, research capacity, job performance, or professional promise
- A personal statement to demonstrate the evolution of your interest in public health and how the DrPH program will prepare you to work in the field of public health
- Ability to clearly articulate a defined career pathway, which incorporates practice, research experience, and skills, upon interview
- Demonstrated skill in a professional, research, or academic writing sample. A writing sample of scientific writing of approximately 2,000-3,000 words should be submitted (preferably the applicant is either the sole author or first author). A published article is acceptable only if the applicant discloses the nature of his/her contribution
- A current curriculum vitae

The following admission criteria are preferred:

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

An online application must be submitted to the Graduate Admissions Office. All admission forms are available on line on the Graduate School's website.

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

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

B. Non-Degree Seeking Status

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

6. FINANCIAL SUPPORT

A. Graduate Assistantships

For specific instructions on how to apply for an assistantship, see section 6.A.6 for MPH students and section 6.A.7 for DrPH students.

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 applicable policies governing Graduate Assistantships are in the Graduate Catalog and available at

http://catalog.utk.edu/content.php?catoid=23&navoid=2827#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 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. All GAs, GTAs, and GRAs must be full-time graduate students to retain eligibility for assistance

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. Responsibilities of Graduate Assistants

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. *Responsibilities of Graduate Teaching Assistants*

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. In accordance to the Graduate School requirements, prior to serving as a GTA, doctoral students for whom English is the not their first language must pass the Oral Proficiency Interview by Computer Test (OPIc) exam. Please refer to the Graduate School website and notifications for updates on when the exam is offered and how to register.

3. *Responsibilities of Graduate Research Assistants*

Graduate Research Assistants are funded typically by contracts or grants from specific businesses, government or other agencies, and foundations, or other extramural sources. In general, 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 an MPH student, five years as a doctoral student or eight years in doctoral programs when students enter with a baccalaureate degree only.
- e. The monitoring of student performance during an assistantship is the responsibility of the faculty supervisor.
- f. Assistantships that involve assistance in a course may involve attendance at all class meetings, a weekly coordination meeting with the supervisor, assistance in course preparation and evaluation under the direction of the faculty supervisor, or other discretionary assignments that assist the faculty member's instruction.
- g. Assistantships that involve independent teaching of a course involve: attendance at all class meetings, a semi-weekly coordination meeting with the faculty supervisor, responsibility for class preparation (lectures, activities, assignments) and course evaluation (the design of tests and exams) with the guidance and oversight of the faculty supervisor, providing for and meeting with students during regularly scheduled office hours, plus any other discretionary tasks that enable the GTA to provide excellent undergraduate instruction and to develop as a potential member of a baccalaureate faculty.
- h. In general, graduate assistantships are awarded on an annual basis.
- i. Graduate assistantships may be withdrawn for non-performance of duties at any time 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 and GRAs.

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.

6. Graduate Assistantships for MPH Students: Application Instructions

MPH applicants and students may apply for Graduate Assistantships. The **Graduate Assistantship Request Form** is available at http://publichealth.utk.edu/wp-content/uploads/sites/20/2015/10/frm_GAapp.pdf. The deadline for applications is April 1st of each year; however, students are encouraged to apply for an assistantship much earlier, ideally 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.

7. Graduate Assistantships for DrPH Students: Application Instructions

Applicants to the doctoral program may request a Graduate Assistantship upon completing their application using the Graduate Assistantship Request Form, available at http://publichealth.utk.edu/wp-content/uploads/sites/20/2015/10/frm_GAapp.pdf. Admitted doctoral students will be notified of their financial assistance with their letter of admission.

8. Teaching Requirements for DrPH Students with a Graduate Assistantship

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

a. Doctoral Student Responsibilities

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

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

b. **Faculty Mentor Responsibilities**

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

B. Scholarships and Fellowships from the College and Graduate School

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 is available from the Financial Aid Coordinator in The Graduate School, Student Services Building (<https://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-assistantships/>). 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.

Fellowships and scholarships through the Graduate School and the College of Education, Health, and Human Sciences generally are initiated through the Director of the DrPH or MPH programs (<https://gradschool.utk.edu/graduate-student-life/costs-funding/graduate-fellowships/endowed>). To be considered for these awards, all interested applicants must have their complete application submitted to the Graduate School by January 15 of the intended enrollment year.

The Director of the MPH or DrPH program and the faculty advisors of selected students will initiate the applications for college and Graduate School awards for continuing students.

C. On-Campus Employment

While the Department of Public Health recognizes that students may have significant additional financial obligations, additional outside employment for persons receiving an assistantship is strongly discouraged. With approval of the Department Chair, faculty advisor, and the Dean of the Graduate School, doctoral students can work 6 additional hours at the university outside of the assistantship, or a total of 26 hours. This process is initiated with the faculty advisor and the Department Chair, who will submit a written request and justification to the Graduate School.

D. Graduate Student Travel Support

As part of both the DrPH and MPH academic programs, the faculty highly recommends that students present their research at scientific meetings when possible. Students should discuss these opportunities with their advisor.

Graduate Student Senate Travel Awards are available to support graduate students attending professional meetings to present original research. The awards, distributed three times a year, are made on the basis of both need and merit, and allow for partial reimbursement of transportation, lodging, and conference expenses. Information about these awards is available at <https://gss.utk.edu/travel-awards/information>.

Other support for travel may be available from the professor mentoring you in the research, the college or the DPH, contingent on the availability of funds.

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/>).

For **reimbursements**, UT only accepts ORIGINAL receipts.

7. REGISTRATION AND ADVISING

A. Registration Procedures

The University of Tennessee Knoxville has an online registration system: <https://onestop.utk.edu/class-registration/>

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=23&navoid=2834>

Courses within the DPH may be offered on an every-other-year basis. Students must plan coursework carefully because of the timing of course availability.

C. Course Load

According to the Graduate Catalog (<http://catalog.utk.edu/index.php>), 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 time¹. 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. Student Advising

An initial faculty advisor will be assigned to each student upon admission. To the extent possible, this will be the faculty member requested by the student during the application and/or interview process. The initial faculty advisor will be one of the full-time faculty. Students may choose to change advisors on approval from the Department Head.

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

1. 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 (<https://onestop.utk.edu/class-registration/>). This site also has a link to the Timetable of Classes.

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

- iii. Consult the University Graduate School website (<https://gradschool.utk.edu/>). This site provides information on procedures and deadlines for graduation. In particular, students have found the “Steps to Graduation for Graduate Students” very helpful (<https://gradschool.utk.edu/graduation/steps-to-graduation/>).
- iv. Notify the faculty advisor and the MPH or Doctoral Program Director of any change in your address or telephone number.

2. 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.
- iv. Assist the advisee in meeting Graduate School requirements and deadlines.
- v. Coordinate written and oral examinations, as required by the specific programs in which the advisee is a candidate.
- vi. Provide guidance and assistance in the selection of a field internship site.

8. DEGREE REQUIREMENTS: MASTER OF PUBLIC HEALTH

The Department of Public Health offers two graduate degrees, the Master of Public Health (MPH) and the Doctor of Public Health (see section 9 for information regarding the doctoral degree).

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

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.

C. MPH mission, vision, goals, objectives, and values

MPH 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.

MPH Vision Statement

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

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:** Prepare future professionals competent in public health core content and methodological approaches.
- **Research Goal:** Engage 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:** Promote public health faculty and students' service in in community, government, and professional society to benefit populations at the local, state, national and global levels.

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.

D. MPH Concentrations

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

Community Health Education (<https://publichealth.utk.edu/degree-programs/mph/che-2/>)

Health Policy and Management (<https://publichealth.utk.edu/degree-programs/mph/hpm/>)

Veterinary Public Health (<https://publichealth.utk.edu/degree-programs/mph/vph/>)

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.

E. Dual Degrees

1. 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 (<https://gradschool.utk.edu/forms-central/change-of-program/>). It is important to indicate on the form that you are applying for the dual program. Once admitted to the second program, the student immediately should notify the Director of Public Health Nutrition and their faculty adviser or Director of MPH Program and their faculty advisor. This is to assure proper advising and program management.

2. *Dual JD/MPH*

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.

3. *Dual DVM/MPH*

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.

F. Minors

MPH students can obtain minors in Statistics or in Epidemiology. The Statistics minor requires nine semester credit hours (information available at <http://igsp.bus.utk.edu/>), and the Epidemiology minor (information available at <https://publichealth.utk.edu/5-2/grad-minors/>) requires twelve semester credit hours. MPH coursework hours may be used to partially satisfy credit hours needed for the respective minors.

G. 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 8.J).

<i>Requirements</i>	<i>Credit Hours</i>
¹ Public Health Foundation.....	20
² Concentration of Study (Community Health Education, Health Policy and Management, or Veterinary Public Health) 7 - 13	
³ Electives.....	3 - 9
⁴ Internship.....	6
Total	42

¹ Public Health Foundation 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 525, 526, 527 and 612. Veterinary Public Health: Comparative and Experimental Medicine 506, 507 or 508 and 611, plus 9 hours approved by advisor.

³ Listings of electives specific for each concentration are available in the MPH program office and on the department website.

⁴ Internship: Public Health 587, 588 (field practice with an affiliated health agency). Written guidelines stipulating eligibility criteria and expectations are available in the MPH program office and on the department website.

Required Courses in Each MPH Concentration

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)
Fundamentals of Program Evaluation	PUBH 537 (3)	PUBH 537 (3)	PUBH 537 (3)
Epidemiology	PUBH 540 (3)	PUBH 540 (3)	PUBH 540 (3)
Environ. Health	PUBH 510 (3)	PUBH 510 (3)	PUBH 510 (3)
Health Systems, Policy and Leadership	PUBH 520 (3)	PUBH 520 (3)	PUBH 520 (3)
Assessment and Planning	PUBH 552 (3)	PUBH 552	PUBH 552 (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 555 (3)		
	PUBH 536 (3)		
	PUBH 556 (4)		
Health Policy and Management		PUBH 525 (3)	
		PUBH 526 (3)	
		PUBH 527 (4)	
		PUBH 612 (3)	
Veterinary Public Health			CEM 506 (3)
			CEM 611 (1)
			CEM 507 or CEM 508 (3)
Electives:	3 hours	3 hours	9 hours
Professional Skills Development:			
Field Practice Internship	PUBH 587 (6)	PUBH 587 (6)	PUBH 587 (6)

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

H. Core Public Health Competencies

Through their course of study, all MPH students are expected to achieve 22 competencies, listed by skill domain below:

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.

Public Health and Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning and Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams.

Systems Thinking Skills

22. Apply systems thinking tools to a public health issue.

I. 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. Apply behavioral sciences theory to the development and implementation of health promotion programs.	PUBH 550
2. Integrate strategies designed to reduce structural bias, social inequities and racism in the implementation of public health education.	PUBH 550
3. Demonstrate how fundamental social causes of health and disease produce differences in health and health inequity in specific health outcomes.	PUBH 555
4. Formulate Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) research questions for behavior change interventions.	PUBH 536
5. Explain key ethical issues and challenges to conducting research in communities.	PUBH 536
6. Prepare a high-quality program grant proposal.	PUBH 556

*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. Apply the policy-making process to improve population health.	PUBH 612
2. Apply the principles of evidence-based public health in practice and policy formulation	PUBH 526,527
3. Apply appropriate strategic planning methodologies and other decision support tools to organizational management.	PUBH 525, 527
4. Apply quality improvement and performance management concepts to organizational planning and management.	PUBH 527
5. Evaluate the macro-economic effects including ROI of existing and proposed policies and services.	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

J. 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 (PUBH 556 for CHE students and PUBH 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 number of hours, generally completed 40 hours per week for eight weeks or approximately 20 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.

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.

Guidelines for the MPH field practice and the evaluation forms are available from the DPH website <https://publichealth.utk.edu/current-students/fp/>.

As a culminating experience, students are required to provide a professional quality presentation at the conclusion of their field practice. 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.

K. Proper Use of 502: University Facilities

PUBH 502 is not often used, but serves as a non-coursework related method to maintain necessary minimum of one credit hour to use university facilities. Students using university facilities, services or faculty time, including summer semester, must be registered. Normally, students are registered for coursework or thesis/dissertation credit hours. Students who are not taking coursework and are not yet eligible to register for thesis or dissertation credit hours, must register for course PUBH 502 Use of Facilities if they wish to have borrowing privileges in the University Libraries or to use computer labs, other labs, or other university resources. Registering for PUBH 502 is only to maintain credit hours during a semester when no other credit hours, including PUBH 600, is not being taken.

L. Proper Use of 500 Credits: Thesis

The MPH is a non-thesis degree. Students enroll in an advanced field placement and take a comprehensive exam as their culminating experience.

M. Research Requirements

The MPH is a non-thesis degree and does not require students to participate in research outside of their formal coursework. However, MPH students are encouraged to participate in research opportunities. Interested 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 11.A.5 for the University policy on research projects and studies involving Human Subjects.

N. Foreign Language Requirements

The MPH has no requirement that students know a language other than English. 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).

O. Residency Requirements

The Graduate School sets forth the following policy regarding continuous enrollment:

All degree-seeking students are expected to make a full commitment to their graduate and/or professional study in order to ensure that they can complete all degree requirements without unnecessary delay. Graduate students are there for required to maintain an active status through continuous enrollment from the time of first enrollment until graduation. Continuous enrollment is maintained by registering for a minimum of one graduate credit hour per semester (excluding the summer).

Special Note for International Students. The minimum enrollment for international students may be different, and international students always need to check with the Center for International Education (CIE) in order to determine what minimum enrollment they need to maintain.

P. 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 <https://www.nbphe.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/>.

Q. 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.

R. Formation of Committees and Exams

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.

S. 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>.

T. Timetable for 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 or online. 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.

9. DEGREE REQUIREMENTS: DOCTOR OF PUBLIC HEALTH

The DrPH degree is the terminal degree for students in public health at the University of Tennessee, Knoxville. 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.

A. 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).

B. Course Requirements

Requirements:	Credit Hours
¹ Foundations	20
² Core DrPH	36
³ Cognate	9
Dissertation (PUBH 600)	24
Total Hours	89

¹ Foundations: [PUBH 509](#) (2 semesters), [PUBH 510](#), [PUBH 520](#), [PUBH 530](#), [PUBH 537](#), [PUBH 540](#), and [PUBH 555](#), or equivalent courses if taken outside of the University of Tennessee, approved by the Director of the DrPH.

² Core DrPH: [PUBH 536](#), [PUBH 552](#), [PUBH 609](#) (2 semesters), [PUBH 610](#), [PUBH 611](#), [PUBH 613](#), [PUBH 636](#), [PUBH 637](#), [PUBH 640](#), [PUBH 656](#), [PUBH 687](#), and [STAT 537](#) and [STAT 538](#) OR [SOWK 605](#) and [SOWK 606](#) (note, PUBH 530 may serve in lieu of STAT537 and SOWK 605 as prerequisites for STAT538 and SOWK606 if approved by the instructor), and one additional statistics course selected in consultation with faculty advisor (3 credit hours).

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

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

C. Cognate

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

D. Proper Use of 502: University Facilities

PUBH 502 is not often used, but serves as a non-coursework related method to maintain necessary minimum of one credit hour to use university facilities. Students using university facilities, services or faculty time, including summer semester, must be registered. Normally, students are registered for coursework or thesis/dissertation

credit hours. Students who are not taking coursework and are not yet eligible to register for thesis or dissertation credit hours, must register for course PUBH 502 Use of Facilities if they wish to have borrowing privileges in the University Libraries or to use computer labs, other labs, or other university resources. Registering for PUBH 502 is only to maintain credit hours during a semester when no other credit hours, including PUBH 600, is not being taken.

E. Proper Use of 600 Dissertation Hours

Although there is no set maximum number of 600-level dissertation hours, the University encourages students to complete their degrees in a timely fashion, consistent with excellent scholarship. Doctoral students must continuously enroll in 3 or more credit hours of PUBH 600 until graduation, following their initial enrollment in PUBH 600. This includes summer enrollment.

F. Applicability of Coursework Taken Outside the Department

1. *Transfer of Credits*

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

2. *Doctoral Students Who Have Already Received a Master's degree.*

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

G. 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.

H. Residence Requirements

Residence requirements are those of the Graduate School. *Doctoral programs at the University of Tennessee require intensive study over consecutive semesters, including summers. Doctoral students may satisfy the residence requirement in either of two ways:*

- *Enroll in 2 consecutive semesters of 9+ credit hours*
- *Enroll in 3 consecutive semesters of 6+ credit hours*

I. Overview of Advanced Field Practice Policies and Procedures

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

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

Full-time advanced field practice experiences are encouraged to give greater focus to the experience, but advanced field practices may be completed on a part-time basis due to competing circumstances (e.g., student needs to maintain employment, or if the site preceptor requests a part-time internship to better accommodate the student's project timeline or agency work flow). The advanced field practice involves a minimum of 150 hours, generally completed 10 hours per week for fifteen weeks (fall or spring semester) or across the 9-week summer term, under the on-site guidance of a designated site preceptor, who is a practicing public health professional with decision-making authority. Each site preceptor provides a written profile of his/her credentials, position, and agency that must be acceptable to the faculty advisor and DrPH director. To achieve a desired match between the student's interest and the site preceptor's area

of work and philosophy, the student arranges an interview with the site preceptor before the advanced field practice arrangements are finalized by the faculty advisor.

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

The advanced field practice in an approved organization setting is a learning experience shaped by defined, individualized objectives. Each objective must relate to a minimum of the five selected DrPH competencies outlined in Appendices D4 and D5. The typical experience provides for rotation among selected activities in the organization, with emphasis given to active student involvement and responsibility to complete with one or more projects. DrPH students are required to submit written summary reports for the faculty advisor on a two-week cycle. The student's bi-weekly written reports focus on progress toward the objectives and competency attainment. In addition, advanced field practice students submit a mid-point evaluation of progress toward objectives, a final evaluation of their accomplishments, an executive summary on the end-product, and complete a professional presentation on the end-product. This reporting permits faculty monitoring of activities and progress. In addition, the evaluations stimulate students to reflect more fully on the advanced field practice experience and the achievement of competencies. The reflections also allow the doctoral student to consider the AFP in perspective to their graduate studies and previous and future professional development.

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

completes an online evaluation of the advanced field practice experience, which is used to continually improve the process and experience for future interns.

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

J. Formation of Doctoral Committees

Doctoral students can submit a Doctoral Committee Plan to their Faculty Advisor as early as after completing one semester of doctoral level course work, but no later than after 36 hours of completed doctoral 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 Doctoral Committee Chair must be full-time faculty in the Department of Public Health at the University of Tennessee, Knoxville. The three Doctoral Committee members must include two additional UTK DPH faculty members, full-time or adjunct, who hold the rank of assistant professor or above. Finally, the fourth committee member must be from an academic unit other than Public Health.

When appropriate, students are encouraged to seek a fifth member in the field of specialization from outside the university to serve on their dissertation committee. The outside member must be ex-officio and his or her vita or resumé must be submitted with a formal request for committee appointment. This request must be approved by the Chair of the Doctoral Committee.

How to establish the DrPH doctoral committee:

1. The student will go to the Graduate School Forms page at <https://gradschool.utk.edu/forms-central/> and select the appropriate doctoral committee form.
2. The student will first submit the completed Doctoral Committee Appointment form to the Chair of the Doctoral Committee for review and approval.
3. After approval of the Chair of the Doctoral Committee, the form will go to the Director of the Doctoral Program and the Public Health Department Head for approval and signatures.
4. After the departmental signatures of approval, the form will be submitted to the Graduate School for processing.

Following candidacy, the student is expected to maintain close consultation with the major professor and other members of the dissertation committee regarding progress in the doctoral program.

K. Progress Reports and Comprehensive Examinations

1. 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.

The current SACS assessment rubrics and annual Student Progress Form are found in Appendix D7. For each learner outcome, students will be assessed by applying university-approved rubrics with increasing levels of attainment expected each year. Students will submit a complete and up-to-date curriculum vitae and Student Progress Form by December 15 annually. All faculty, including the student's Faculty Advisor/Major Professor, will meet annually in January to discuss student progress and provide feedback. The student's Faculty Advisor/Major Professor will then compile this feedback into a formal summary of findings letter and review findings with the student. This summary will include plans for future development or improvement as needed. This document should be placed in the student's file. If the faculty determines that the student is not meeting program expectations, the student will be referred for further assessment by the full doctoral committee.

2. Comprehensive Examination

The comprehensive exam is a two-part examination. See section on the [DrPH Comprehensive Exam](#).

Part A. All doctoral students must take Part A of the comprehensive exam within one semester of completing all required hours of core doctoral coursework, have maintained a 3.0 overall GPA and a 3.25 Public Health GPA, and the academic advisor must believe that the student is prepared and able to pass the exam.

The exam will be offered once each semester and have a similar format each offering, as follows: Students will be given a choice of several datasets and topics. They must analyze the dataset and write a mini-manuscript with a specific word limit. The datasets and topics will be rotated or updated every few years by the Doctoral Committee. The exam will be a take-home exam, and students will have ten business days to complete it.

Part B. The second part, Part B, of the comprehensive examination includes the written and oral components of the dissertation proposal. See section on

[Dissertation Proposal](#) for more information. After successfully completing both parts of the Comprehensive Exam, the student will be admitted to candidacy.

L. Dissertation Proposal

After approval of the formulation of the Doctoral Dissertation Committee and after successful completion of the doctoral comprehensive examination Part A, the student will develop the dissertation proposal (Part B).

Note: Prior to Part B of the comprehensive exam process, the student must declare which dissertation format will be used. This decision should be made in consultation with the student's Dissertation Committee Chair.

The dissertation proposal (Part B) will consist of an NIH-type grant proposal for the student's dissertation research (i.e., written) and an oral defense of the proposal.

At the end of the oral comprehensive examination, the committee may be satisfied with the proposal and responses to their 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 comprehensive examination. It is strongly recommended that the second oral exam occur no more than three months after the initial exam.

The student must successfully complete Part B of the comprehensive exam/dissertation proposal before the full Dissertation Committee *prior to conducting subsequent dissertation work*. During the oral presentation, 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.

M. Admission to Candidacy

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

A student may be admitted to candidacy for the doctoral degree after maintaining at least a B average in all graduate coursework, maintaining a 3.25 for courses in Public Health, and passing the comprehensive examination (Parts A and B). 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 implies 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, which is found on the UTK Graduate School website. This document requires a list of all courses to

be used for the degree, including courses taken at the University of Tennessee, Knoxville or at another institution prior to admission to the doctoral program, and is signed by the doctoral committee. Coursework should be listed in the order of completion, from your first to last semester of coursework. This will assist the analysis by the UTK Graduate School. Admission to candidacy must be applied for and approved by the Graduate School at least one full semester prior to the date the degree is to be conferred.

You must meet the residence requirements to apply (see [Residence Requirements section](#)). To maintain your candidacy, you must stay continuously enrolled in a minimum of three PUBH 600 Dissertation credit hours. This includes summer.

N. Dissertation and Format

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

- 1) The (traditional) five-chapter format must fulfill the practice product requirement.
 - I. Introduction, background, problem statement
 - II. Literature review
 - III. Methods
 - IV. Results
 - V. Discussion, including limitations and conclusion

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

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

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>.

The dissertation must be accompanied by an approval sheet (<https://gradschool.utk.edu/documents/2016/02/thesisdissertation-approval.pdf>), 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 on the UTK Graduate School website. 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 directory on the DPH website and speak with individual faculty to explore potential mutual research interests and opportunities.

Please see the section on University policy on [Research Projects and Studies with Human Subjects](#).

O. Dissertation Defense

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

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

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

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

Once your dissertation is finalized, you are required to submit the final version to TRACE in PDF format by the deadline for your term. If you intend to publish your dissertation work, the DPH encourages you to request an embargo or delay on the publication of your dissertation on TRACE (see <https://gradschool.utk.edu/thesesdissertations/publication-policies/>). Some journals will not accept manuscripts for review if they have already been published on the TRACE system. The manuscript can be considered as self-plagiarizing. You must also deliver a copy of your approval form to the Graduate School.

P. Graduation

Submit your Graduation Application online at MyUTK and complete the [Survey of Earned Doctorates](#) to graduate.

Q. Time Limits

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

R. Preparation for Licensing/Certification in the Field

There is no specific licensure associated with the DrPH program.

S. Doctoral Completion Process Checklist

The following checklist can be used to help verify that all requirements are met.

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

- Survey of Earned Doctorates (see requirements here: <http://gradschool.utk.edu/thesesdissertations/submission/survey-of-earned-doctorates/>)

10. EXAMINATIONS

A. MPH 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.

B. DrPH Comprehensive Exam Part A

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

CEPH Core Competencies by Area

Competencies currently addressed by coursework are in *italics*

Competency Area	Core Competency	Associated Core Courses
<i>Data and Analysis</i>	<i>1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels</i>	530, 536, 552
	<i>2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue</i>	530, 536, 552
	<i>3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health</i>	552, 613
<i>Leadership, Management, and Governance</i>	4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners	
	5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies	536, 552
	6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems	613, 656
	7. Create a strategic plan	

Competency Area	Core Competency	Associated Core Courses
	8. Facilitate shared decision making through negotiation and consensus-building methods	536, 552, 611
	9. Create organizational change strategies	
	10. Propose strategies to promote inclusion and equity within public health programs, policies and systems	
	11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency	552, 611
	12. Propose human, fiscal and other resources to achieve a strategic goal	
	13. Cultivate new resources and revenue streams to achieve a strategic goal	
<i>Policy and Programs</i>	14. Design a system-level intervention to address a public health issue	656
	15. Integrate knowledge of cultural values and practices in the design of public health policies and programs	
	16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis	613
	17. Propose inter-professional team approaches to improving public health	
<i>Education and Workforce Development</i>	18. Assess an audience's knowledge and learning needs	
	19. Deliver training or educational experiences that promote learning in academic, organizational or community settings	530, 536, 552, 656
	20. Use best practice modalities in pedagogical practices	552, 656

1. Eligibility

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

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

2. Comprehensive Exam Part A Question Development

All UTK Public Health faculty will have input into the topics and datasets made available for this part of the Comprehensive Exam. The topics (and related datasets) will be designed to provide an opportunity for students to incorporate their coursework training in their exam. Students will be expected to analyze a dataset and write a mini-

manuscript (including methods, results, and discussion sections). The Doctoral Committee will rotate or update topics and datasets every 3 to 5 years.

3. Examination Process

Part A of the comprehensive exam is offered once each semester. Testing dates may be adjusted as necessary for holidays or professional events (e.g., APHA). The exam will be a take-home exam, with students having 10 business days to complete all work. All responses will be reviewed via anti-plagiarism software.

The student's academic advisor and the Chair of the Doctoral Committee or a delegated representative will grade the comprehensive exam. The exam will be graded Pass/Fail, with written feedback given to the student to help them advance their skills. If one of the graders recommends a Pass and the other a Fail, another member of the Doctoral Committee will grade the exam. If the student does not pass the written exam on their first attempt, they will have the option to re-write the exam and participate in an oral defense of their exam as a second attempt. If the student does not pass the exam after two attempts, they must exit the program.

C. DrPH Comprehensive Exam Part B

The purpose of Part B of the comprehensive exam is to assure that the student has sufficient knowledge and skills to proceed with the culminating and that he or she has developed an appropriate plan for the dissertation.

1. Eligibility

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

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

2. Examination Process

Regardless of selected dissertation style, all students will develop an NIH-like grant proposal related to their dissertation research and successfully complete an oral defense of the proposal.

The comprehensive exam will proceed in three steps:

1. The student convenes a meeting with all dissertation committee members to agree on the research questions and general analytic approach for the dissertation.
2. After this meeting, the student will have 30 days to write the exam (NIH-type proposal) and submit to the committee members.
3. The student presents their proposal at an oral comprehensive exam. During the exam, the student may be asked questions on any their dissertation proposal.

The student will provide the Dissertation Committee members with the final draft of the proposal no less than two weeks prior to the oral defense. The oral defense process will include the student's presentation of their work, a question and answer session, a period of deliberation by the Dissertation Committee, and a sharing of the pass/fail decision with the DrPH student. The DrPH student can enroll in PUBH 600-level credit hours while working on Part B.

The oral exam will include: (1) student presentation of the chapter(s); (2) committee questions regarding the dissertation chapters and foundations influencing the chapters; (3) committee discussion without DrPH student; and (4) committee sharing the outcome with DrPH student. The chair of the dissertation committee is responsible for taking notes and writing up the report associated with the defense. The possible outcomes are pass, fail, or pass conditionally. At the end of the oral defense, 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 comprehensive examination. It is strongly recommended that the second oral exam occur no more than three months after the initial attempt.

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

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

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

Summary of Part B of Comprehensive Exam Process

<i>Process</i>	<i>Description</i>
Finalize dissertation committee	Complete form and submit to graduate school
Selection of dissertation style	Traditional 5-chapter style or 3-manuscript style
Write proposal(s)	NIH-type grant
Scheduling	Schedule the proposal development period and the defense date with the dissertation committee (2 hour block of time) and reserve room
Distribution	Distribute completed proposal to dissertation committee 2 weeks prior to date of oral defense
Oral defense	(1) Presentation of proposal (2) Committee questions (3) Committee discussion (4) Sharing of decision with student
Grading of oral exam	Possible outcomes include: Pass, conditional pass, and fail
Follow-up	Pass: Committee signs off on the candidacy paperwork and student submits this to the graduate school Conditional Pass: The committee outlines the conditions and the subsequent review process once the conditions are met. Fail: Student is dismissed from the DrPH program Dissertation advisor files report of defense in the student's file within one week of the defense.

11. STANDING AND APPEALS

A. Requirements to Remain in Good Standing

1. GPA

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

2. Evaluation

Evaluation of MPH students occurs as described in Sections 8.R, 8.S, and 10.A. Evaluation of DrPH students occurs through the annual assessments and the comprehensive exams, as described in Sections 9.K and 10.B and 10.C. In addition, guidelines for evaluation are taken from the Graduate Catalog below:

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

MPH students must maintain a cumulative grade point average (GPA) of 3.0 or higher. DrPH students must maintain a GPA of at least 3.25 on all DrPH-related graduate courses taken for a letter grade of A-F and at least 3.25 on all doctoral-related courses with a PUBH prefix. Grades of S/NC, P/NP, and I, which have no numerical equivalent, are excluded from this computation.

3. *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, DrPH 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.

4. *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

5. *Research 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 and Engagement 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 advisor 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.

6. *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, both 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.

B. Consequences of Not Meeting Expectations

1. Probation for MPH Students

If after completion of 9 hours of graduate coursework, a student's GPA falls 3.0 or the GPA related to doctoral courses with a PUBH prefix 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 (both overall and for PUBH prefix courses) 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 overall GPA falls below 3.0 in a subsequent semester. The student will be dismissed from the Public Health doctoral program if the GPA for PUBH prefix courses falls below 3.0 in a subsequent semester.

2. Probation for DrPH Students

If after completion of 9 hours of graduate coursework, a student's GPA falls 3.25 or the GPA related to doctoral courses with a PUBH prefix falls below 3.25, then the student will be placed on academic probation. The student will be able to continue graduate study subsequently, if each semester's GPA (both overall and for PUBH prefix courses) is 3.25 or greater. The student's graduate degree status will be terminated by the Dean of The Graduate School, if the student's semester overall GPA falls below 3.25 in a subsequent semester. The student will be dismissed from the Public Health doctoral program if the GPA for PUBH prefix courses falls below 3.25 in a subsequent semester.

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

3. 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
- MPH students fail to maintain a GPA of 3.0. The student's graduate degree status will be terminated by the Dean of The Graduate School if, in the

semester following being put on probation, the student's semester GPA falls below 3.00.

- Doctoral students fail to maintain a GPA of at least 3.25 on all coursework taken at UTK related to the DrPH degree and 3.25 for all PUBH prefix courses associated with the doctoral degree. Students must achieve a "C" or better on each individual required course. If after completion of 9 hours of graduate coursework, a student's overall GPA falls below 3.25 or the GPA associated with the PUBH prefixed courses falls below 3.25, then the student will be placed on academic probation. The student's graduate degree status will be terminated by the Dean of The Graduate School, if the student's semester GPA falls below 3.25 in a subsequent semester or the GPA related to PUBH courses falls below 3.25.
- 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
- Failure to pass expected progress as delineated in this Handbook
- Failure to pass the comprehensive exams as delineated in the Handbook
- Doctoral students: Failure to pass the final dissertation defense
- Judgments by the faculty advisor of the student's progress and potential.

4. 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 Section 11.F. above) or under circumstances as described under Section 11. H, the degree or non-degree status will be terminated by the Dean of the Graduate School unless 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 otherwise.

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.

C. Academic Appeals Procedures

1. Department Appeals Process

The purpose of this process is to provide graduate students in the Department of Public Health an opportunity to resolve academic complaints that may interfere

with, terminate, or impede progress toward academic or professional degree goals. The complaints may include adverse outcomes on qualifying exams, course grades, or other academic decisions. The associated form is found in [Appendix D6](#).

Step 1

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

Step 2

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

Step 3

Provided a mutually satisfactory resolution cannot be reached at the Program level, the complaint may be brought to the Department Head. The process must be initiated within 30 days after the student receives the decision from MPH or DrPH committee. It is the responsibility of the Department Head to determine the circumstances surrounding the academic decision in consultation with faculty member(s), the academic advisor and the director of the MPH or DrPH committee.

Step 4

If all departmental appeal processes resulted in an unsatisfactory outcome and the student wishes to pursue the appeal further, the student may appeal in writing to the Dean of the College of Education, Health and Human Sciences (CEHHS), however this step can only occur when the remedies afforded at departmental level have been exhausted.

Step 5

If College level appeal process resulted in an unsatisfactory outcome, students can file a formal complaint with Graduate Council Appeals Committee following Graduate Council Appeal Procedure (see Section 9. L. below)

2. University Appeals Procedure

The University of Tennessee Graduate Student's Responsibility, Rights to Appeal and Graduate Council Appeal Procedure can be obtained at the Graduate School or at <https://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.pdf>.

D. Student Grievances and Complaints

Public health faculty interactions with students are based on respect, honesty, and fairness. Faculty seek to handle potential misunderstanding on a timely basis at the most direct point of concern. The recommended procedure for the student is to seek resolution with the involved faculty member, followed by consultation with the faculty advisor/major professor. Guided by the program culture of advocacy for students, Public Health faculty are responsive to student suggestions and requests, recognizing the experience, maturity, and different needs of working students. If a student should become dissatisfied with advising, instruction, or other areas related to degree pursuit, notification may be made to the 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. The University of Tennessee Graduate Student's Responsibility, Rights to Appeal and Graduate Council Appeal Procedure can be obtained at the Graduate School or at <http://gradschool.utk.edu/GraduateCouncil/AcadPoli/appealprocedure.pdf> and shared via faculty advisors. If not resolved by the program, department or college, the student may file a formal complaint with the graduate school.

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

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

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

APPENDIX A: PERTINENT GRADUATE STUDENT WEB PAGES

- Best Practices in Teaching
<https://gradschool.utk.edu/training-and-mentorship/bpit/>
- Center for International Education
<https://cie.utk.edu/>
- Counseling Center
<https://counselingcenter.utk.edu/>
- Department and College
<http://publichealth.utk.edu>
<http://cehhs.utk.edu/>
- Funding, Fellowships, Assistantships for Graduate Students
<https://gradschool.utk.edu/graduate-student-life/costs-funding/>
- Graduate School
<http://gradschool.utk.edu/>
- Graduate Catalog
<http://catalog.utk.edu/index.php>
- Graduate Student Appeals Procedure
<https://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.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
<https://gradschool.utk.edu/graduate-student-life/ita-testing-program/>
- Thesis/Dissertation Website
<http://web.utk.edu/~thesis/>
- Library Website for Graduate Students
<http://libguides.utk.edu/graduate>
- OIT
<http://oit.utk.edu/>
- Housing
<http://housing.utk.edu/>

APPENDIX B: FACULTY AND MAJOR INTERESTS

Full-Time Faculty

Jay Whelan, PhD, MPH

Professor and Department Head of Nutrition and Interim Department Head of Public Health.

383 HPER

jwhelan@utk.edu

Dr. Whelan received his MPH in Public Health with a concentration in Nutrition from UNC, Chapel Hill and his PhD in Nutritional Sciences from Penn State. His research focuses on cellular and biomolecular effects of dietary bioactives from plants and fats as they relate to a variety of cancers. Dr. Whelan is particularly interested in the effects of herbal extracts and omega-3 fats from fish and fish oils on the growth and development of tumors as they progress from benign forms to metastatic cancers.

Cristina S. Barroso, DrPH, MPH

Associate Professor

390 HPER

(865) 974-5350

cbarroso@utk.edu

Dr. Barroso 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

Dr. Brown holds an MPH and PhD in Community 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

Associate Professor
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jchen38@utk.edu

Dr. Chen received his MD from Beijing Medical University and his PhD in Comparative Pathology from the University of California, Davis. He studies 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 focused on a wide variety of synthetic compounds with intrinsic hormonal activity that may have adverse effects on human health. 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. Dr. Chen's research interest also include developing new tools to detect environmental contaminants and emerging pathogens of public health importance.

Samantha F. Ehrlich, PhD, MPH

Assistant Professor
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Dr. Ehrlich received her MPH in maternal and child health and PhD in epidemiology from the University of California, Berkeley School of Public Health. Dr. Ehrlich is a reproductive and perinatal epidemiologist whose research focuses on pregnancy exposures, behaviors, and outcomes related to obesity and diabetes in women and children. In addition to her appointment in the Department of Public Health, she is a member of the faculty of Intercollegiate Graduate Statistics Program at the Haslam College of Business and adjunct investigator at the Kaiser Permanente Northern California Division of Research.

Julie Grubaugh, MPH

Lecturer
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Mrs. Grubaugh holds an MPH in Community Health Education from the University of Tennessee. She currently serves as an undergraduate public health lecturer and coordinates the MPH Field Placements. Her practice experience at a local health department facilitates real-world application to her teaching. She is interested in engaging and connecting students with public health employers and career opportunities.

Jennifer M. Jabson, PhD, MPH

Associate Professor
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(865) 974-2251
jjabson@utk.edu

Dr. Jabson received her MPH and PhD degrees from Oregon State University with emphasis in women's health, LGBTQ+ health, and cancer survivorship in 2010. Her primary research interests include population health, chronic disease and cancer prevention, and cancer survivorship, including evaluating psychosocial and behavioral factors that influence disparities in cancer risk and survivorship among underserved minority groups. Dr. Jabson has contributed to the scientific field of LGBT health and health disparities with her research projects concerning: behavioral interventions with lesbian, bisexual men and women, and gay men; physician and nurse attitudes about LGBT patients; health, behavioral risks, and psychosocial experiences of LGBT cancer survivors; biological indicators of stress as mediators of health outcomes among LGBT people, and; elevated behavioral health disparities among LGBT people in rural regions.

Kristina Kintziger, PhD, MPH

Assistant Professor
375 HPER
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Dr. Kintziger received her MPH in Epidemiology from the Rollins School of Public Health at Emory University and her PhD in Epidemiology from the Arnold School of Public Health at the University of South Carolina. She is an environmental and infectious disease epidemiologist with experience in academia and public health practice. Her research focuses on environmental health, in general, and the application of novel and advanced epidemiologic methods to understanding the vulnerabilities and the current and future disease burden associated with climate and extreme weather. In addition, her research focuses on understanding the relationship between morbidity/mortality and the social determinants of health.

Laurie Meschke, PhD, MS

Associate Professor
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llmeschke@utk.edu

Dr. Meschke received an MS and PhD in Human Development and Family Studies from Penn State with a minor in demography. Dr. Meschke utilizes both qualitative and quantitative methodology in addressing adolescent and perinatal health issues. Dr. Meschke has worked extensively with the Hmong American community, addressing teen pregnancy prevention, mental health, and parent-adolescent communication. Currently she is integrating service learning courses with a research agenda to address youth

development, community health, and workforce development and also supporting efforts to reduce the impact of opioid use disorder in East Tennessee.

Adjunct, Joint Appointment, and Part-time Faculty

Martin D. Barrie, MS, JD, PhD

Adjunct Professor, UTK Department of Public Health
Senior Scientist, Oak Ridge Associated Universities (ORAU)
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Dr. Barrie received an MS in Environmental Sciences and PhD in Community Health Sciences from the University of Texas Health Science Center School of Public Health and a JD from the South Texas College of Law. He is an occupational/environmental epidemiologist, occupational hygienist, and lawyer with over 30 years of diverse and progressive experience. Dr. Barrie's areas of interest include occupational and environmental epidemiology, pharmaco-epidemiology, exposure assessment, and occupational hygiene.

Martha Buchanan, MD

Adjunct Professor, UTK Department of Public Health
Director, Knox County Health Department
140 Dameron Ave.
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Dr. Buchanan received her MD from East Tennessee State University James H. Quillen College of Medicine. She is the Director of the Knox County Health Department, where she previously served as a public health officer. She is a member of the American Academy of Family Practice and the Tennessee Academy of Family Practice.

Zack Buck, JD, MBE

Adjunct Associate Professor, UTK Department of Health
Associated Professor of Law, UTK College of Law
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Professor Zack Buck specializes in health law. His scholarship examines the enforcement of laws that affect health and health care in the United States. Most recently, his writing has focused on the future of the Affordable Care Act, the legal rules that govern overtreatment, and the regulation of pharmaceutical drug prices. At UT Law, Professor Buck teaches bioethics and public health seminar, torts, health care finance and organization, health care regulation and quality, and fraud and abuse.

Tamara Chavez-Lindell, MPH

Adjunct Instructor, UTK Department of Public Health

Ms. Chavez-Lindell received an MPH in Epidemiology at the Tulane School of Public Health and Tropical Medicine. She is an epidemiologist with the Tennessee Food Safety Center of Excellence. She works closely with University of Tennessee faculty coordinating the Student Outbreak Rapid Response Team, as well as in the creation of web-based outbreak investigation courses. She has taught undergraduate Epidemiology and Global Health courses.

Kelly Corr Cooper, MD, MPH

Adjunct Professor, UTK Department of Public Health
Director of Medical Strategy and Development
Positively Living/Choice Health Network

Dr. Cooper received her MPH in Public Health Leadership and her MD from UNC Chapel Hill. She completed her family medicine residency at the University of Virginia and a second preventive medicine residency at UNC Chapel Hill. She is boarded in both. Dr. Cooper has worked in broad spectrum research including clinical trials. Previously, she worked for the Tennessee Department of Health in the East Tennessee Region and at the Knox County Health Department. In these government public health roles her work included management/administration, team building, strategic thinking, epidemiology/outbreak investigations, conducting research, program development, quality improvement, implementing LEAN processes, data analytics, and developing partnerships. Her interests and skills are in improving the use of evidence and population health data in local public health decision-making, working on harm reduction and Hepatitis C interventions and improving access to medically-assisted therapy for opioid use disorder.

Donna Lynne Cragle, MS, PhD

Adjunct Professor, UTK Department of Public Health
Senior Vice President and Program Director, Health, Energy and Environment
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Dr. Cragle received a Master's degree in Human Genetic from the Medical College of Virginia and a PhD in Environmental Epidemiology from UNC Chapel Hill. She has overall responsibility for the research and services provided by ORAU to accurately measure and analyze occupational health issues. The primary focus of her research has

been occupational epidemiology with particular interest in radiation and beryllium exposure.

Jim Decker, MBA, MS, PhD, DHA, FACHE

Adjunct Assistant Professor, UTK Department of Public Health
Chief Executive Officer, MEDIC Regional Blood Center
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Dr. James (Jim) Decker received an MS Degrees in Microbiology from Louisiana State University, an MS in Hospital and Health Administration from the University of Alabama at Birmingham, an MBA from the University of Tennessee, and a PhD in Health Administration from the Medical University of South Carolina. He is also a Fellow in the American College of Healthcare Executives. Dr. Decker is Chief Executive Officer of MEDIC Regional Blood Center in Knoxville, TN, a position he has held since 2006. Before joining MEDIC, he served as Senior Vice President of the Baptist Health System of East Tennessee in Knoxville, President and CEO of Gateway Health System in Clarksville, TN, CEO of Sumner Regional Medical Center in Gallatin, TN, and Vice President of Fort Sanders Regional Medical Center in Knoxville, TN.

Kimberly Eck, MPH, PhD

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Dr. Eck earned an MPH in Epidemiology and Behavioral Science from St. Louis University and a PhD in Epidemiology from SUNY Albany. She is the Director of the Research Development Team for the University of Tennessee, Knoxville Office of Research and Engagement. She is also a clinical assistant professor at the University of Albany School of Public Health. Dr. Eck has taught courses in grant writing for the Department of Public Health.

Paul C. Erwin MD, MPH, DrPH

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Dr. Erwin received an MD from University of Alabama in Birmingham School of Medicine, an MPH in International Health from The Johns Hopkins School of Hygiene and Public Health, and a DrPH in Health Policy and Administration from the UNC Gillings School of Public Health. He is the Dean of the University of Alabama, Birmingham School of Public Health and is the former head for the Department of Public Health at the University of Tennessee (2010-2018). Before joining the University of Tennessee, he worked with the Tennessee Department of Health for 16 years, with the last 12 years spent as the director of the East Tennessee Regional Health Office. During that time, he focused extensively on community-based health assessment and planning. He was a member (and later chair) of the national work group which produced MAPP (Mobilizing for Action through Planning and Partnerships), including the local tool of the National Public Health Performance Standards Program.

Ashley P. Golden, MS, PhD

Adjunct Instructor, UTK Department of Public Health
Biostatistician, Oak Ridge Associated Universities (ORAU)
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Dr. Golden received an MS in Food Science and Technology and a PhD in Comparative and Experimental Medicine from the University of Tennessee, Knoxville. She is a biostatistician with ORAU, where she is responsible for planning, directing, and performing methodological assessments and statistical analyses that support Occupational Exposure and Worker Health epidemiologists and other scientists conducting research in occupational epidemiology, radiation exposure/dosimetry, medical surveillance, environmental assessments, and survey analyses. She has taught biostatistics in the Department of Public Health.

William K. Hahn, PhD

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Dr. Hahn earned an MA and PhD in Clinical Psychology from Purdue University where he was the recipient of the prestigious James D. Linden award for excellence. He is a licensed psychologist who provides services at the University of Tennessee Student Health Center. 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. 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, MPH, DHSc

Adjunct Professor, UTK Department of Public Health
Guerry Professor in Exercise Science and Assistant Vice President for Research
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Dr. Heath received an MPH in Epidemiology and a DHSc in Physiology and Nutrition from Loma Linda University. He is the Guerry Professor in Exercise Science at the University of Tennessee, Chattanooga. His research focuses on community-based approaches to promoting physical activity, physical activity epidemiology, health disparities, and provider-based approaches to assessment and counseling for physical activity and diet. He is also the assistant vice president for research at the University of Tennessee, Chattanooga. Prior to his academic career, he was an Epidemiology Information Services officer with the Centers for Disease Control.

Soghra Jarvandi, MD, MPH, PhD

Assistant Professor, University of Tennessee Extension
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Dr. Jarvandi received her MD and MPH degrees from Tehran University in Iran and her PhD in Human Nutrition from McGill University in Montreal, Canada. She is an assistant professor in the University of Tennessee's Institute of Agriculture, with an appointment in Family and Consumer Sciences, which is part of University of Tennessee Extension. Dr. Jarvandi's interests focus on chronic disease prevention and management, with a particular focus on diabetes.

Martha W. Keel, PhD

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Dr. Keel received an MS in Interior Design and a PhD in Community Health from the University of Tennessee, Knoxville. She is a professor in the University of Tennessee Extension Department in the area of environmental health and housing. She formed the Tennessee Healthy Homes Partnership, a statewide group, and is a leader in the national healthy homes movement.

Michael Mason, MS, PhD

Adjunct Professor, UTK Department of Public Health
Betsey R. Bush Endowed Professor

Children and Families at Risk
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Dr. Mason completed an MS in Counseling Psychology from San Diego State University and a PhD in Clinical Mental Health Counseling from Oregon State University. He completed a National Institute on Mental Health postdoctoral research fellowship at The Johns Hopkins University School of Public Health in the Department of Mental Hygiene. Dr. Mason is the Betsey R. Bush Endowed Professor in Children and Families at Risk at the University of Tennessee, Knoxville. Prior to coming to the University of Tennessee, Dr. Mason was an associate professor of Psychiatry, and Director of the Commonwealth Institute on Child and Family Studies, in the School of Medicine, at Virginia Commonwealth University. Dr. Mason's work seeks to understand and test the idea that substance use is a developmentally contingent social practice that is constituted within the routine social-environment of individuals' lives. Dr. Mason has developed of a brief substance use intervention entitled, Peer Network Counseling that has been tested with five clinical trials with over 400 adolescents and young adults.

David M. Mirvis, MD

Adjunct Professor, UTK Department of Public Health
Professor Emeritus, Departments of Preventive Medicine and Internal Medicine
University of Tennessee Health Science Center

Dr. Mirvis received his MD from the Albert Einstein College of Medicine of Yeshiva University 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 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.

Clea McNeely, DrPH, MA

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Dr. McNeely received her MA in International Studies from the University of Miami (FL) and her DrPH from UCLA. She also holds an adjunct faculty appointment at The Johns Hopkins Bloomberg School of Public Health. Her research focuses on adolescent

wellbeing in regions of political conflict and in contexts of economic and social distress within the United States. She has particular interest in adolescent reproductive health and how schools can promote positive youth functioning and reduce health disparities. As part of this research agenda, she evaluates programs and policies to promote the health of young people. She is author of 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.

Carole R. Myers, PhD, RN

Associate Professor, College of Nursing
Joint Appointment, Department of Public Health
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(865) 974-7626

Dr. Myers is 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, MPH, DrPH, CIP

Adjunct Professor, UTK Department of Public Health
Interim Vice Chancellor for Research
University of Tennessee, Knoxville
(865) 974-3053

Dr. Nobles completed an MPH with a concentration in epidemiology from Florida A&M University and a DrPH from the University of Texas Health Science Center in Houston with a triple major that included health policy and management, epidemiology, and health economics. In his prior position as Assistant Vice Chancellor for Research at the University of Tennessee, Knoxville, he oversaw 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. 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 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.

Evah Odoi, PhD

Adjunct Assistant Professor, UTK Department of Public Health

Dr. Odoi's educational background is quite diverse, and it includes BSc (Agriculture) and MSc (Soil Science) degrees from the University of Nairobi, Kenya, and a PhD degree (Soil Science) from the University of Guelph, Ontario, Canada. In addition to her appointment in the Department of Public Health, Dr. Odoi holds an adjunct assistant professor position in department of Biosystems Engineering and Soils Sciences at the University of Tennessee. She is interested in understanding the connections between environmental and public health. Current research interests include investigating health disparities, identifying determinants, including environmental drivers of those disparities and forecasting disease risks.

Warren Sayre, MD, MPH

Adjunct Assistant Professor, UTK Department of Public Health
Consolidated Nuclear Security, LLC
Y-12
Oak Ridge, TN

Dr. Sayre received an MD from the Marshall University Joan C. Edwards School of Medicine and an MPH from the Rollins School of Public Health at Emory University. He completed an occupational medicine residency at the University of Pennsylvania. Dr. Sayre 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. Prior to this position, he was the Medical Director of EmployHealth in Knoxville, TN, where he oversaw occupational and corporate wellness services provided by Summit Medical Group.

Affiliated Faculty

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

Hollie Raynor, PhD, RD

Professor, Department of Nutrition
Interim Assistant Dean for Research
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Dr. Raynor earned an MS in Nutrition from the University of Tennessee, Knoxville and a PhD in Clinical Psychology from the State University of New York at Buffalo. She serves as both Professor of Public Health Nutrition and the Interim Dean for Research for the College of Education, Health, and Human Sciences. Dr. Raynor's research focuses on lifestyle interventions for obesity treatment in children and adults and environmental dietary factors such as portion size, variety, and energy-density that influence food consumption.

Marsha Spence, MS-MPH, PhD

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Dr. Spence received a joint MS-MPH in nutrition and public health and a PhD in human ecology from the University of Tennessee, Knoxville. Her research focuses on school and community-based interventions to prevent childhood overweight/obesity and promote healthy environments, as well as 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 Sciences
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

Professor
Biomedical and Diagnostic Sciences
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Dr. Odoi received a BVM from Makerere University in Uganda, an MSc from the University of Nairobi in Kenya and a PhD from the University of Guelph in Canada. 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), DACVPM

Associate Professor
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A205 Veterinary Teaching Hospital
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Dr. Souza received a DVM from the North Carolina State University College of Veterinary Medicine and an MPH from the University of Tennessee, Knoxville. 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. She teaches graduate courses in wildlife diseases, zoonoses and food hygiene, and multi-species medicine.

College of Law

Brian Krumm, JD, MPA

Associate Professor of Law
76 Law Complex: George C Taylor Wing
1505 Cumberland Avenue
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bkrumm@utk.edu

Brian Krumm received an MPA from the Maxwell School at Syracuse University and aJD from the University of Tennessee College of Law. His areas of expertise include commercial Law, Companies Law, Contract Law, and Corporate Governance. Previously he has worked with Booz Allen and Hamilton Management Consultants in New York City and Washington, DC, with the Tennessee Valley Authority, and for the State of Tennessee as Assistant Commissioner of Employment Security, Deputy Commissioner of Labor, and Policy Advisor to the Governor.

APPENDIX C: COURSE LISTING

PUBH 401 – Global Public Health (3)

Discussion of the social, economic, political, environmental, and cultural determinants of health including measurements of health and burden of disease. This course can be taken for Graduate credit, with additional assignments.

(RE) Prerequisite(s): PUBH 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 – Healthcare Organizations: Behavior and Management (4)

Development of effective managers and leaders through understanding the interaction across individuals and groups within health and public health organizations. We will employ system-level thinking for problem-solving and strategic planning. Students will complete a service-learning component providing experience in a health-based organization and focused on planning or change management.

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, and disease screening.

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 Epidemiology in Public Health (3)

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

PUBH 656 - Comparative Theories in Health Behavior (3)

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

PUBH 680 - Special Topics (3)

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

PUBH 687 – Practice Engagement/ Field Internship (1-6)

Internship in a public health practice setting, approved by the DrPH Program Director. Required for two semesters of the DrPH program.

Repeatability: May be repeated once. Maximum 9 hours.

Registration Restriction(s): Minimum student level – graduate.

PUBH 693 - Independent Study (1-3)

Individual study of selected issues. Repeatability: May be repeated. Maximum 6 hours. Registration Restriction(s): Minimum student level – graduate. Registration Permission: Consent of instructor.

APPENDIX D: FORMS

Appendix D1: Cognate Approval Request Form

DrPH Cognate Approval Request Form

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

<i>DrPH Candidate Information</i>	
Student name:	Faculty advisor:
Student email:	Completed DrPH credit hours (excluding advanced field placement and dissertation hours):
<i>Proposed Cognate Information</i>	
Name of Cognate:	
1) Course number and name:	1) Date of completion (expected):
2) Course number and name:	2) Date of completion (expected):
3) Course number and name:	3) Date of completion (expected):
<i>Approval Status</i>	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	<input type="checkbox"/> Approved <input type="checkbox"/> Denied
Faculty Advisor Signature	DrPH Director Signature
Date	Date
COMMENTS	

Appendix D2: Cognate Examples

Cognate Examples

Health Literacy <ul style="list-style-type: none">• NURS 625 Healthcare Economics• REED 603 Advanced studies and theoretical models of reading• PUBH 612 Health and health care policy	Quantitative Methods <ul style="list-style-type: none">• CEM 602 GIS and Geographical Epidemiology• STAT 578 Categorical Data Analysis• SOCI 631 Advanced Quantitative Methods
Qualitative Methods <ul style="list-style-type: none">• EDPY 559 Introduction to Qualitative Research in Education• SCM 613 Qualitative Research Methods• ELPS Mixed Methods Research	Health Policy <ul style="list-style-type: none">• PUBH 612 Health and Health Care Policy• POLS 548 Public Policy Process• POLS 558 The Politics of Administration

Appendix D3: Advanced Field Practice Approval Request Form

DrPH Competency Matrix Student is responsible for completing columns II and III.		
I. Competency	II. Learning Objective(s)	III. Means for Assessment
Apply qualitative and quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at the multiple (individual, group, organization, community and population) levels		
Influence behavior and policies by communicating public health science to diverse stakeholders, including individuals at all levels of health literacy		
Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency		
Integrate knowledge of cultural values and practices in the design or implementation of public health programs		
Use best practice modalities in pedagogical practices		

Appendix D4: Journal Template for the Advanced Field Practice

DrPH Advanced Field Practice Bi-Weekly Journal Entries

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

Name:Week #: 2

Site: Inclusive dates:

Cumulative hours to date: XX out of XX

Primary individuals consulted (name and job title):

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

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

- II. Review and analyze timeline and progress.**
- III. Review and analyze budget (if applicable) and its impact on progress.**
- IV. Concerns and plans to address items I and II above**
- V. Most valuable piece of learning or skill application and development in the last two weeks.**
- VI. Reflective journal entry regarding professional development, in particular the competencies, in the last two weeks. A few questions to address are provided to assist you in writing your journal entry.**
- Describe a recent event (challenge or success). Using insights and learning from your past, describe why was this event significant? Where are you now – what is your current assessment of the event (e.g., relation to AFP project, competency or professional development)?
 - What theory or best practice was reflected in this event?
 - How might this event be further improved upon to enhance the promotion of public health (e.g., data collection, data interpretation, program development, leadership, management, cultural competency, pedagogical practices) or to increase reciprocal benefits for all parties involved (e.g., training, self-reflection including cultural humility, peer feedback)? Give specific examples.
 - What competencies do you need to strengthen for you to contribute more or provide other solutions to the event?
 - What are the implications of this event for your professional development?
 - How will you use this event in your future professional dealings to impact professional growth?
- VII. Brief summary of activities unrelated to competencies:**

DrPH AFP Bi-Weekly Journal Entry

Name: Week #:

Site: Inclusive dates:

Cumulative hours to date: XX out of XX

Primary individuals consulted (name and job title):

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

Area & Competency	Summary
Data & Analysis Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at the multiple (individual, group, organization, community and population) levels	
Leadership, Management, & Governance Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies	
Leadership, Management, & Governance Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency	
Policy & Programs Integrate knowledge of cultural values and practices in the design of public health policies and programs	
Education & Workforce Development Use best practice modalities in pedagogical practices	

- II. Review and analyze timeline and progress.

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

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

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

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

- VII. Brief summary of activities unrelated to competencies:**

Appendix D5: Summary of Responsibilities Related to Advanced Field Practice

Summary of Responsibilities for Advanced Field Practice

Student	Site Preceptor	Faculty Advisor
Before Advanced Field Practice Begins		
<ul style="list-style-type: none"> ▪ Identify an area of interest ▪ Communicate with faculty advisor to discuss ideas about advanced field practice (AFP) ▪ Complete AFP application and send to DrPH Director (deadlines: Fall – May 1; Spring – Oct. 1; Summer – March 1) ▪ Outline and finalize AFP proposal 	<ul style="list-style-type: none"> ▪ Provide structure and support for student’s success (e.g., space, equipment, notify staff or partners) ▪ Negotiate communication methods ▪ Plan for direct contact and supervision (preferably no less than 1 hour per week) 	<ul style="list-style-type: none"> ▪ Meet with student to discuss student’s ideas about AFP ▪ Provide information about AFP to site preceptor ▪ Provide clear description of the expectations for the AFP to all stakeholders

Student	Site Preceptor	Faculty Advisor
During Advanced Field Practice		
<ul style="list-style-type: none"> ▪ Coordinate meeting with between student, site preceptor, and faculty advisor at beginning of AFP ▪ Maintain professional conduct at all times ▪ Complete 150 hours of supervised AFP at approved site ▪ Maintain and analyze timeline, outline, and budget (if applicable) of AFP project ▪ Meet weekly for no less than 1 hour with site preceptor ▪ Meet with faculty advisor as needed ▪ Have direct contact and interact with site preceptor, staff, partners, and others ▪ Understand the site, its policies, goals, and demonstrate capacity to 	<ul style="list-style-type: none"> ▪ Meet with student and faculty advisor at beginning of the AFP ▪ Familiarize student with structure, function, and resources of the site, as well as its relationship with other agencies ▪ Define student’s roles and responsibilities and inform other agency staff of these ▪ Provide student with opportunities to participate in staff meetings, in-service training, etc. ▪ Meet with student no less than 1 hour per week on a regularly scheduled basis; “uninterrupted” time to review/discuss goals, activities, student’s assignments, tasks, assessments, etc. 	<ul style="list-style-type: none"> ▪ Meet with student and site preceptor at the beginning of the semester to review AFP proposal, goals, and expectations; answer questions ▪ Meet with student as needed ▪ Read and review bi-weekly journal entries ▪ Provide feedback to student, site preceptors, about progress of AFP ▪ Mentor student: provide feedback on issues and challenges encountered in the field

<p>work within the framework of the site</p> <ul style="list-style-type: none"> ▪ Submit bi-weekly journal entries to faculty advisor ▪ Produce and submit assignments, tasks, assessments, etc. to site preceptor by due date: these products should demonstrate development or refinement of the competencies during the AFP (e.g., grant application, research analysis, policy analysis, policy brief, program plans, evaluation designs, curriculum development, article for publication, etc.) ▪ Complete mid-point evaluation of the AFP and site preceptor at about 70 hours 	<ul style="list-style-type: none"> ▪ If requested by student, review and provide input on student assignments, tasks, assessments, etc. ▪ Review drafts of executive summary ▪ Complete mid-point evaluation of student at about 70 hours ▪ Supervision should include review of competencies 	
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Student	Site Preceptor	Faculty Advisor
At Completion of Advanced Field Practice		
<ul style="list-style-type: none"> ▪ Complete comprehensive report documenting the experience, and focusing on the learning objectives and leadership aspects of the experience ▪ Submit executive summary to site preceptor ▪ Professional presentation ▪ Complete final evaluation of the AFP and site preceptor 	<ul style="list-style-type: none"> ▪ Attend professional presentation ▪ Provide feedback to student ▪ Complete final evaluation of the student: discuss assessment with student and faculty advisor 	<ul style="list-style-type: none"> ▪ Attend professional presentation in person or remotely ▪ Review evaluations ▪ Track progress and provide assistance to maintain established partnerships ▪ Maintain all evaluation data in strict professional confidentiality, and use for individual advising or program ▪ Maintain written evaluations in the student's advising file in the DPH locked file cabinet

Appendix D6: Appeal Form

Department of Public Health Graduate Appeal Form

Step 2

Instructions: Please read The University of Tennessee Graduate Council Appeal Procedure (<http://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.pdf>, effective Fall 2009) regarding graduate student rights, responsibilities and right of appeal, before completing this form. Be sure to file the appeal within 30 days after the initial academic decision on student has been issued. If the action being appealed occurred within your graduate program, you must complete the informal or formal appeal process at program level through DrPH committee before requesting department head consideration.

To be completed by student with an appeal.

Name of student: _____ Student ID number _____

Mailing address: _____

Phone number: _____ Academic Advisor: _____

The decision being appealed was rendered by: _____

The date you received the decision: _____

The names of the individuals whose actions you are appealing:

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

Please state the grounds upon which the appeal is based.

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

Please state the relief you are requesting:

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

Student Signature: _____ Date: _____

To be completed by the chair of the appeals process.

What was the decision about the appeal? _____

Appeal was reviewed by:

Date of Graduate Program level appeal: _____

Date that appeal decision shared with student: _____

Appendix D7: SACS Assessment Rubrics and Student Progress Form for Annual DrPH Student Review

Doctoral Student Assessment Rubrics

Objective 1: Students will demonstrate clarity of scientific writing skills

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

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

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

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

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

Please send your updated, formatted CV along with this form to your faculty adviser no later than December 15.

STUDENT/COMMITTEE

Student Name:

When did you meet with your committee members? At least one meeting required per year. (Note you are required to choose the three departmental committee members in your first year and add the external member and formalize the committee by the end of the second year.)

Chair Name:	Meeting date(s):
Committee Member 1:	Meeting date(s):
Committee Member 2:	Meeting date(s):
Committee Member 3:	Meeting date(s):
Committee Member 4:	Meeting date(s):

COGNATE AREA

Identify your cognate area and all cognate courses taken to date (i.e., course name, credit hours and semester taken).

MILESTONES

When did you (or when do you expect to) complete each milestone? Please answer question with **Month and Year** (e.g., September 2019).

Coursework:

Qualifying Exam:

Comprehensive Written Exam (written exam is mini-NIH style grant proposing your dissertation):

Comprehensive Oral Exam (defense of dissertation grant proposal above):

Dissertation Defense:

Graduation:

PROGRESS/GOALS

What progress have you made over the past year towards completing your doctoral education?

Indicate any publications, presentations, teaching experience, and/or other accomplishments you've had this year:

Publications Participation (describe papers in process and work under review, and identify your role on them):

Presentations (both internal and external, include abstract submissions, and identify your role on them):

Teaching (if applicable):

Research Experience:

Other Accomplishments:

Do you have any incompletes? If so, how are you preparing to resolve them?

What are your academic and professional goals for the coming year?

JOB MARKET

What kind of post-PhD job do you plan to look for (e.g., if **academic**, research- or teaching-focused; if **non-academic**, what kind)?

Do you plan to be on the job market in the upcoming year?

FUNDING

Indicate your next year's funding source and/or any other UT employment (e.g., paid hourly on a grant or some other way). Please indicate % time if a GRA or GTA (e.g., 25%) and/or hours per week if UT employment.

Next Year:

QUESTIONS, CONCERNS, IDEAS

What questions or concerns do you have about your progress through the PhD program?

What other needs do you have to succeed in the program?

What ideas do you have for improvement or change?