



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

DEPARTMENT OF
PUBLIC HEALTH

Department of PUBLIC HEALTH

GRADUATE HANDBOOK

***2025-2026
Issued August 2025***

***College of Education, Health, and Human Sciences
University of Tennessee, Knoxville***

CONTENTS

Welcome.....	4
Introduction.....	5
<i>A. Graduate School Introduction.....</i>	<i>5</i>
<i>B. Purpose of the Graduate Handbook</i>	<i>5</i>
<i>C. Departmental Description.....</i>	<i>6</i>
General Duties and Responsibilities of Faculty and All Graduate Students	8
<i>A. Faculty</i>	<i>8</i>
<i>B. Student.....</i>	<i>8</i>
Admission Requirements and Application Procedure for the MPH.....	8
<i>A. Admission</i>	<i>8</i>
<i>B. Non-Degree Seeking Status</i>	<i>9</i>
Financial Support	9
<i>A. Graduate Assistantships.....</i>	<i>9</i>
<i>B. Scholarships and Fellowships from the College and Graduate School.....</i>	<i>12</i>
<i>C. On-Campus Employment</i>	<i>13</i>
<i>D. Graduate Student Travel Support</i>	<i>13</i>
Registration and Advising.....	14
<i>A. Registration Procedures.....</i>	<i>14</i>
<i>B. Types of Courses and Course Credit</i>	<i>14</i>
<i>C. Course Load.....</i>	<i>14</i>
<i>D. Student Advising.....</i>	<i>15</i>
Degree Requirements: Master of Public Health	15
<i>A. Accreditation.....</i>	<i>16</i>
<i>B. Program Governance.....</i>	<i>16</i>
<i>C. MPH mission, vision, goals, objectives, and values.....</i>	<i>16</i>
<i>D. MPH Concentrations</i>	<i>17</i>
<i>E. Dual Degree.....</i>	<i>18</i>
<i>F. Minors</i>	<i>18</i>
<i>G. Course requirements</i>	<i>18</i>
<i>H. MPH Foundational Competencies</i>	<i>22</i>
<i>I. Concentration-specific Competencies.....</i>	<i>23</i>
<i>J. Overview of Applied Practice Experience (APEX) Policies and Procedures.....</i>	<i>25</i>
<i>K. Proper Use of 502: University Facilities</i>	<i>26</i>
<i>L. Research Requirements.....</i>	<i>27</i>
<i>M. Foreign Language Requirements</i>	<i>27</i>
<i>N. Continuous Enrollment</i>	<i>27</i>
<i>O. Preparation for Certification in the Field.....</i>	<i>27</i>
<i>P. Applicability of Coursework Taken Outside the Department or Program</i>	<i>28</i>
<i>Q. MPH Comprehensive Exam</i>	<i>28</i>

<i>R. Admission to Candidacy.....</i>	<i>29</i>
<i>S. Timetable for Degree Completion.....</i>	<i>29</i>
Standing and Appeals	30
<i>A. Requirements to Remain in Good Standing</i>	<i>30</i>
<i>B. Consequences of Not Meeting Expectations</i>	<i>32</i>
<i>C. Academic Appeals Procedures.....</i>	<i>33</i>
Appendix A: Pertinent Graduate Student Web Pages	35
Appendix B: Faculty and Major Interests.....	36
Full-Time Faculty.....	36
<i>Thankam S. Sunil, PhD, MPH</i>	<i>36</i>
<i>Christopher Anderson, PhD, MSPH.....</i>	<i>36</i>
<i>Jiangang Chen, MD, PhD.....</i>	<i>36</i>
<i>Beomyoung Cho (Luke), PhD, MPH.....</i>	<i>37</i>
<i>Julie Grubaugh, MPH, MCHES</i>	<i>37</i>
<i>Laurie L. Meschke, PhD, MS.....</i>	<i>37</i>
<i>Larisa Ozeryansky, MPH, MSIPM, PhD.....</i>	<i>37</i>
<i>Ashley Parks, DrPH, MPH, MBA, MTech, CPH, MCHES.....</i>	<i>38</i>
<i>Jennifer Perion, PhD, MCHES.....</i>	<i>38</i>
<i>Angela Fidler Pfammatter, PhD, MS.....</i>	<i>38</i>
<i>Peyton Prothero, MPH</i>	<i>39</i>
<i>Kaylee Ramage, PhD.....</i>	<i>39</i>
<i>Jennifer Russomanno, DrPH, MPH, CHES.....</i>	<i>39</i>
<i>Barbara Saltzman, PhD, MPH.....</i>	<i>40</i>
<i>Brittany Shelton, MPH, DrPH</i>	<i>39</i>
<i>Kenneth Smith, PhD.....</i>	<i>40</i>
<i>Phoebe Tran, PhD, MS</i>	<i>41</i>
<i>Victoria Wagner-Greene, PhD, MPH, MCHES.....</i>	<i>41</i>
<i>Amy Wotring, PhD, MPH, CHES</i>	<i>41</i>
<i>AJ Wray, MA, PhD.....</i>	<i>42</i>
Appendix C: Course Listing	43

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) are 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.

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](#)

[Hilltopics Student Handbook](#)

[Graduate Student Appeals Procedure](#)

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 in Public Health.

The degree program covered in this handbook is the Master of Public Health (MPH). The specific requirements for this graduate degree 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:

[Forms Central](#)

[Forms and Documents](#)

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 [Public Health Code of Ethics](#)

- *Humans have a right to the resources necessary for health.*
- *Humans are inherently social and interdependent.*
- *The effectiveness of institutions depends heavily on the public's trust.*
- *Collaboration is a key element to public health.*
- *People and their physical environment are interdependent.*
- *Each person in a community should have an opportunity to contribute to public discourse.*

2. Departmental Structure

Department Head..... Dr. Thankam Sunil
Associate Dept Head/MPH Program Director.....Dr. Jennifer Russomanno
Distance Education MPH Program DirectorDr. Jennifer Perion

A listing of all faculty can be found in Appendix B

Staff:

Business ManagerMelissa Walker
Administrative Support Specialist..... Wendy Smith
Financial Associate.....Spencer 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 Addresspublichealth@utk.edu
URL<http://publichealth.utk.edu>

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.

Admission Requirements and Application Procedure for the MPH

A. Admission

Applicants for 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](#)
- A GPA of at least 3.0 on a 4.0 scale, as evidenced by official transcripts.
- Responses to guided questions aimed at assessing an applicant's interest in public health as well as educational and career goals.
- Three rating forms completed through the application portal by faculty members, academic advisors, employers, or professional colleagues. At least two letters must be from people able to assess academic capacity.
- MPH Data Admissions form (the departmental application)
- Admission to the University of Tennessee Graduate School

As a restricted program, non-degree admission requires department recommendation and approval. Deadlines for completed applications for the on-campus MPH program are February 1st for summer term, April 1st for fall semester and October 1 for spring term. For the on-campus program: spring admission is restricted to part-time students only.

Deadlines for the distance education (DE) program are April 15 for summer term, July 1 for fall semester, and December 1 for spring term.

All applications must be submitted electronically. [Click here to access the link to our “How to apply” web page](#) 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.

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.

Degree-seeking students are given preferential consideration in courses with limited space. Non-degree students may be required to wait for a decision until all students within the program have been provided the opportunity enroll in the course.

Financial Support

A. Graduate Assistantships

For specific instructions on how to apply for an assistantship, see section 6.A.6.

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](#).

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.

The number of departmental graduate teaching assistantships (GTAs) with tuition waivers is very limited and are highly competitive. Preference for assistantships is given to first year PhD students. If qualified PhD student applicants are not available, assistantship opportunities will be extended to MPH students. Students who receive departmental GTA positions will be notified by the end of April for the following Academic Year.

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 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 bi-weekly coordination meeting with the faculty supervisor (or a mutually agreed-upon frequency), 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 or unsatisfactory performance of duties at any time as evaluated by the responsible faculty supervisor in consultation with the department head.

****Note:** Attendance at the university's GTA seminar held prior to Fall semester is recommended for all GTAs, 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 Advisor and the Program Director. MPH students who hold Graduate Assistantship positions are strongly encouraged to complete their Applied Practice Experience (APEX) during the summer when feasible. 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*

Full-time MPH students that have been enrolled in the program for a minimum of one full semester may apply for Graduate Assistantships. The ***Graduate Assistantship Request Application*** is available on [our department's website](#). The deadline for applications is April 1st of each year; however, students are encouraged to apply for an assistantship much earlier. 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. Assistantships are open to both campus-based and distance education MPH students. Newly admitted MPH students with less than one semester of program coursework are not eligible to apply.

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](#).

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

[Fellowships and scholarships](#) through the Graduate School and the College of Education, Health, and Human Sciences generally are initiated through the Directors of MPH program. To be considered for these awards, all interested applicants must have their complete application submitted to the Graduate School by April 4 of the intended enrollment year.

The Directors of the MPH programs 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 the MPH academic program, 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 using [this link](#).

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.

After receiving a notice of funding approval from the GSS Travel Awards Committee, students will work with their advisor and/or departmental business office to submit travel requests through Concur. In order to be eligible for travel reimbursement, all [UT travel policies and requirements](#) must be followed. Specific details regarding GSS

Travel Award funding procedures will also be included in student award letters. Any questions directly related to travel awards should be directed to gsstravel@utk.edu and gss@utk.edu in order for a prompt response.

Registration and Advising

A. Registration Procedures

The University of Tennessee Knoxville has an [online registration system](#).

B. Types of Courses and Course Credit

Students are referred to the [online course catalog](#) for a full description of courses and course credit.

C. Course Load

According to the [Graduate Catalog](#), The University of Tennessee's policy on graduate course load is as follows:

The maximum load for a graduate student without an assistantship is 15 hours and 9 to 12 hours are considered a full load. Six credit hours is considered a full load for students with a .50 GA, GTA, or GRA. 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

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.

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. The initial faculty advisor will be one of the full-time faculty in the student's concentration of choice. Students may choose to change advisors on approval from the MPH Program Director and/or 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](#). This site also has a link to the Timetable of Classes.
 - iii. Consult the University Graduate School [website](#). This site provides information on procedures and deadlines for graduation. In particular, students have found the "[Steps to Graduation for Graduate Students](#)" very helpful.
 - 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 an Applied Practice Experience site.

Degree Requirements: Master of Public Health

The Department of Public Health offers a Master of Public Health (MPH) degree in two modalities: on-campus and distance education.

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, Program Assessment and Planning and Fundamentals of Program Evaluation are required as foundation courses.

The MPH program (both campus-based and distance education) offer five concentrations: Community Health Education, Epidemiology, Health Policy and Management, Nutrition 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 (MPH-APC) includes faculty, staff, and student representatives from each concentration of study from the campus-based and distance education programs. 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 five concentrations are:

Community Health Education

Epidemiology

Health Policy and Management

Nutrition

Veterinary Public Health

Each concentration includes required and elective coursework specific to the area selected. As a culminating event for the degree, students also complete an Applied Practice Experience (APEX) (internship) closely related to the concentration of study.

E. Dual Degree

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

Campus-based MPH students can obtain minors in Statistics or in Epidemiology. The [Statistics minor](#) requires nine semester credit hours, and the [Epidemiology minor](#) requires twelve semester credit hours. MPH coursework hours may be used to partially satisfy credit hours needed for the respective minors. For those interested in both minors, please note that only three (3) credit hours may be applied to both the Epidemiology and Statistics minors. Similarly, for those in the Epidemiology concentration, only three (3) credit hours can be applied to both the MPH and the Statistics minor.

G. Course requirements

The MPH is a non-thesis program requiring completion of 42 hours of course work, and 240 hours of Applied Practice Experience (see section 8.J).

Requirements

Credit Hours

¹ Public Health Foundation.....	20
² Concentration of Study (Community Health Education, Epidemiology, Health Policy and Management, Nutrition or Veterinary Public Health) 7 - 16	
³ Electives	3 - 9
⁴ Applied Practice Experience (APEX).....	6
Total	42

¹ Public Health Foundation courses: Public Health 509 (2 semesters) 510, 520, 530, 537, 540, 552.

² Community Health Education: Public Health 555, 536, 556. Epidemiology: 531, 536, 541, 542.

Health Policy and Management: Public Health 525, 527 and 528. Nutrition: Nutrition 531, 503, 504,

507, 510, 514, 540. Veterinary Public Health: Comparative and Experimental Medicine 506, 507 or 508 and 611, plus 9 hours approved by advisor.

³ Electives are specific for each concentration and should be discussed with your program advisor and/or the MPH Program Directors.

⁴ Applied Practice Experience: Public Health 587 (internship 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	Epidemiology	Health Policy/ Management	Nutrition	Veterinary Public Health
Public Health Foundation:	Course Number (credit hours)	Course Number (credit hours)	Course Number (credit hours)	Course Number (credit hours)	Course Number (credit hours)
Biostatistics	PUBH 530 (3)	PUBH 530 (3)	PUBH 530 (3)	PUBH 530 (3)	PUBH 530 (3)
Fundamentals of Program Evaluation	PUBH 537 (3)	PUBH 537 (3)	PUBH 537 (3)	PUBH 537 (3)	PUBH 537 (3)
Epidemiology	PUBH 540 (3)	PUBH 540 (3)	PUBH 540 (3)	PUBH 540 (3)	PUBH 540 (3)
Environ. Health	PUBH 510 (3)	PUBH 510 (3)	PUBH 510 (3)	PUBH 510 (3)	PUBH 510 (3)
Health Systems, Policy & Leadership	PUBH 520 (3)	PUBH 520 (3)	PUBH 520 (3)	PUBH 520 (3)	PUBH 520 (3)
Assessment and Planning	PUBH 552 (3)	PUBH 552 (3)	PUBH 552 (3)	PUBH 552 (3)	PUBH 552 (3)
Seminar in Public Health	PUBH 509 (1,1)	PUBH 509 (1,1)	PUBH 509 (1,1)	PUBH 509 (1,1)	PUBH 509 (1,1)
Concentration of Study:					
Community Health Education	PUBH 555 (3) PUBH 536 (3) PUBH 556 (4)				
Epidemiology		PUBH 536 (3) PUBH 541 (1) PUBH 531 (3) PUBH 542 (3)			
Health Policy and Management			PUBH 525 (3) PUBH 527 (4) PUBH 528 (3)		
Nutrition				NUTR 503 (2) NUTR 504 (2) NUTR 507 (3) NUTR 510 (3) NUTR 514 (2) NUTR 531 (1) NUTR 540 (3)	
Veterinary Public Health					CEM 506 (3) CEM 611 (1)

					CEM 507 or 508 (3)
Electives:	6 hours	6 hours	6 hours	0 hours	9 hours
Professional Skills Development:					
Applied Practice Experience	PUBH 587 (6)	PUBH 587 (6)	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.

H. MPH Foundational 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 four 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 concentration	
Student Competency	Course(s)
1. Demonstrate how fundamental social causes of health and disease produce differences in health and health inequity in specific health outcomes.	PUBH 555
2. Identify strategies designed to reduce structural bias and social inequities that produce health disparities	PUBH 555
3. Designs health education communications for specific public health issues and target audiences using appropriate channels and technologies	PUBH 555
4. Applies ethical principles to public health program planning, research, or implementation.	PUBH 536
5. Prepare a high-quality program grant proposal.	PUBH 556

Competencies for Epidemiology concentration	
Student Competency	Course(s)
1. Select appropriate study design(s) to investigate a public health concern given the strengths, limitations, and feasibility of the design(s).	PUBH 536
2. Critiques epidemiologic scientific literature.	PUBH 542
3. Applies epidemiologic methods to develop models predicting disease or exposure.	PUBH 531
4. Demonstrates proficiency in intermediate epidemiologic methods and principles	PUBH 542
5. Conduct a reproducible data analysis project.	PUBH 531

Competencies for Health Policy & Management concentration	
Student Competency	Course(s)
1. Apply the policy-making process to improve population health.	PUBH 528
2. Apply the principles of evidence-based public health in practice and policy formulation	PUBH 528
3. Apply appropriate strategic management approaches to improve the performance of healthcare organizations.	PUBH 527
4. Apply quality improvement or performance management concepts to organizational planning and management.	PUBH 527
5. Assess the value of existing or proposed programs, services or policies using financial management measures.	PUBH 525

Competencies for Nutrition concentration	
Student Competency	Course(s)
1. Conducts a community nutrition needs assessment.	NUTR 503
2. Plans, implements, and evaluates a service, intervention, or outreach activity.	NUTR 504
3. Uses principles of behavioral health to design culturally appropriate services, interventions, or activities to improve the nutrition-related health of communities	NUTR 507
4. Demonstrates proficiency in detailing the link between human nutrition and health	NUTR 510
5. Designs and disseminates a policy brief on a current nutrition-related topic	NUTR 540

Competencies for Veterinary Public Health concentration	
Student Competency	Primary Course(s)
1. Assess health related benefits and/or risks to individuals and communities associated with zoonotic or emerging diseases, the human-animal bond, foodborne illness and/or injuries associated with animals.	CEM 507/508
2. Communicate health benefits and/or risks to individuals and communities associated with zoonotic or emerging diseases, the human-animal bond, foodborne illness and/or injuries associated with animals.	CEM 506

3. Apply techniques of surveillance, recognition, prevention, control and/or management of infectious diseases, including zoonotic or emerging diseases, food borne illnesses, and/or potential bio- or agroterrorism agents.	CEM 507/508
4. Evaluate programs and/or policy that aim to improve human health by fostering the human-animal bond or by reducing foodborne illness, zoonotic or emerging diseases, or hazards associated with animals.	CEM 506
5. Describe the role of the federal government in ensuring the safety of foods of animal origin.	CEM 506

J. Overview of Applied Practice Experience (APEX) Policies and Procedures

Six (6) of the 42 hours required for completion of the MPH degree are earned through the completion of an Applied Practice Experience (APEX) arranged with an affiliated health agency or organization involved in health-related programs. The APEX may be completed as a full-time experience for one semester or as a part-time involvement extending over two semesters. Of importance, the Applied Practice Experience allows the student to apply academic theories, concepts, and skills in an actual work setting. With very few exceptions (discussed later), MPH students complete an applied 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) and a one-credit course (PUBH 541 for EPI) have a community service-learning component that offers important preparation for subsequent Applied Practice Experience. These courses involve project completion, usually in direct consultation or partnership with community agencies. Examples of student projects are available for review.

Every fall and spring, the MPH Applied Practice Experience (APEX) coordinator provides information sessions for students. These sessions, combined with consultation with each student's faculty advisor, equip the student to identify and obtain a placement relevant to their career interests and need for new learning exposures. The APEX coordinator and faculty 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 setting very similar to past work situations. A student may complete an APEX with his/her employing organization, if that organization is large enough to assign a preceptor other than the work supervisor. Also, an employing organization must offer a set of APEX responsibilities that differ substantially from those associated with one's employment, resulting in a form of cross-training.

The APEx involves a minimum number of 240 hours, generally completed at 40 hours per week for six weeks or approximately 16 hours per week for 15 weeks, under the on-site guidance of a designated field preceptor who is a practicing health professional. Each preceptor provides a written profile of their credentials, position, and agency which must be acceptable to the 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 APEx arrangements are finalized by the APEx coordinator.

The Applied Practice is shaped by defined, individualized objectives. Students must produce at least two products that relate to three selected foundation competencies and two selected concentration competencies which are approved by the APEx coordinator. 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 biweekly written reports focus on progress toward the objectives and competency attainment. In addition, students submit a mid-point evaluation of progress toward objectives, a final evaluation of their accomplishments, a "APEx in Action" summary with photos, and a final report. This reporting not only permits coordinator and faculty monitoring of activities and progress, but also stimulates students to reflect more fully on the Applied Practice 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. Students need to achieve a score of 80% or greater on all assignments to successfully pass the APEx.

Guidelines for the MPH Applied Practice Experience and the evaluation forms are available from the [DPH website](#).

Students are required to provide a professional quality presentation at the conclusion of their Applied Practice Experience which are graded by the APEx coordinator and the student's faculty advisor using a 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 have not yet successfully completed all program requirements (i.e., the comprehensive exam), must register for course *PUBH 502: Use of Facilities* if they wish to maintain 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 are being taken.

L. 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](#) (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.

M. 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 not English must achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

N. Continuous Enrollment

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, therefore, 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.

O. 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 [using this link](#).

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 the [NCHEC website](#).

P. 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.

If a student wishes to transfer credits from another institution as substitution for one of our program courses, they must provide a syllabus and grade received in the course (an unofficial transcript is acceptable). The academic advisor sends the syllabus to the instructor of the proposed course for substitution and the MPH program director. A student must take a majority of their graduate level credits at UTK. No transfer credits are accepted to replace PUBH 587: Applied Practice Experience or PUBH 509: Public Health Seminar.

For transfer credits to be considered, they must meet all the following criteria:

- Be taken for graduate credit.
- Be a course transcribed for graduate credit and in which the student earned at least a grade of B.
- Not have been used for a previous degree.

More information on transfer credits can be found in the graduate school catalog.

Q. MPH Comprehensive Exam

A written comprehensive examination provides an Integrative Learning Experience (ILE) that is required of all MPH students. The exam is offered at the end of Fall and Spring semesters. To secure a faculty recommendation of "pass" on the exam (70% or higher), students must successfully respond to two, multi-part, application-based essay questions that reflect an integration of knowledge and skills acquired through foundation and concentration coursework. Students are given two weeks to compose and submit their essay responses, which are submitted via the Canvas learning platform. Students are notified of a pass/fail score (via a Pass/Fail form) usually within 2 weeks of exam completion.

If a student fails the exam, they are notified in writing (via email) and will need to schedule a re-examination during the following semester. The university permits students one opportunity to retake the exam. If a student does not successfully pass the exam on their second attempt, they are dismissed from the program.

R. 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 the program director and all courses to be used for the degree must be listed, including transfer course work. The program director must submit this form to the Graduate School in the semester prior to planned graduation in accordance with graduate school graduation deadlines, found at [this site](#). This form is available online [using this link](#).

S. 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.

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.

2. *Evaluation*

Evaluation of MPH students occurs as described in Sections 8.R, 8.S, and 10.A. In addition, guidelines for evaluation 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 and the MPH Director. ~~or the Doctoral Directors, and the head of the DPH.~~

The academic records of all graduate students are reviewed at the end of each semester, including the summer term. MPH students must maintain a cumulative grade point average (GPA) of 3.0 or higher.

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).

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. Additional information about the incomplete grade process is provided when the grade is applied, including instructions on how to remove the incomplete from their transcript.

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. 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.

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.

Note, all faculty have different policies about the use of artificial intelligence (AI). Please consult the syllabus for each course or discuss the issue with your instructor.

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 below 3.0 or the GPA related to 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 probation process for students is monitored and tracked by the Graduate School. Students will receive an email at the end of the semester if they are placed on academic probation. Specific information and instructions are provided by the Graduate School to individual students in this email communication.

More complete information on this policy is described in the [Graduate Catalog section titled Academic Policies and Requirements for Graduate Students](#).

2. *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.
- 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
- Judgments by the faculty advisor of the student's progress and potential.

3. *Termination process*

The termination process will be established in accordance to the general guidance as outline in the Graduate Catalog, as copied below:

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

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. A graduate student may appeal three types of academic decisions to the Graduate Council through the Graduate Council Appeals Committee: (1) grievances concerning the interpretation of and adherence to university, college, and department policies and procedures; (2) grievances concerning grades; and (3) grievances concerning academic penalties imposed for academic and/or research misconduct.

The steps to file a grade appeal are outlined below and included on [this page of the graduate school catalog](#).

Students with grievances concerning grades may file a formal complaint with the Graduate Council through the Graduate Council Appeals Committee, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the instructor, department and college levels. Students may appeal 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, e.g., a death in the family, illness, or accident); (2) Unacceptable instruction/evaluation procedures (such as deviation from stated policies on grading criteria, incompletes, late paper examinations, or class attendance); (3) Inability of the instructor to deal with course responsibilities; or (4) An exam setting which makes concentration extremely difficult. **The initial grade appeal must be filed no later than 10 business days after the after the final grade has been issued.**

A student with a grievance concerning policies or procedures, grades, or academic penalties must abide by the following three step procedure in order for an appeal to be considered.

1. Before appealing to the Graduate Council Appeals Committee, the student must first follow and exhaust the appeal procedures at the department and college level. **For grade appeals, the student must confer with the faculty member who issued the grade and if no resolution is achieved appeal to the department head.** For appeals related to departmental policy, the student must appeal to the director of graduate studies for the program and if no resolution is achieved appeal to the department head.
2. **If the issue remains unresolved with the department head, the appeal is denied, or the issue is determined to be outside the purview of the department, the student may appeal in writing to the dean of the college within 10 business days of the department head's decision.** In cases when a student is appealing the interpretation of a college policy or procedure, the student may begin by appealing directly to the dean of the college.
3. If the student wishes to appeal the decision of the college, the student may file a formal appeal with the Graduate Council Appeals Committee through the Assistant Dean of the Graduate School within 10 business days of the college dean's decision.

The University of Tennessee Graduate Student's Responsibility, Rights to Appeal and Graduate Council Appeal Procedure can be obtained at the Graduate School or using [this link](#).

Students with grievances related to race, gender, religion, national origin, age, or disability may file a concern with the [Office of Access and Engagement](#).

Appendix A: Pertinent Graduate Student Web Pages

- [Best Practices in Teaching](#)
- [Center for International Education](#)
- [Counseling Center](#)
- [Department](#) and [College](#)
- [Funding, Fellowships, Assistantships for Graduate Students](#)
- [Graduate School](#)
- [Graduate Catalog](#)
- [Graduate Student Appeals Procedure](#)
- [Graduate Student Senate](#)
- [Graduate Admissions](#)
- [International House](#)
- [Office of Access and Engagement](#)
- [Office of Multicultural Student Life/Frieson Black Cultural Center](#)
- [Research Compliance/Research with Human Subjects](#)
- [SPEAK Testing Program](#)
- [Library Website for Graduate Students](#)
- [OIT](#)
- [Housing](#)

Appendix B: Faculty and Major Interests

Full-Time Faculty

Thankam S. Sunil, PhD, MPH

Professor and Chair, Department of Public Health

tsunil@utk.edu

Dr. Sunil received his Ph.D. in Sociology from the University of North Texas and MPH from the University of North Texas Health Sciences Center. He also holds another Ph.D. in Population Sciences from the International Institute for Population Sciences, India. His research interests are maternal and child health in developing countries and health disparities in the US. His current research focuses primarily on climate change and health in Mexico and the development of public health interventions based on analyzing National e-Health Data for the Republic of North Macedonia.

Christopher Anderson, PhD, MSPH

Assistant Professor

candel64@vols.utk.edu

Christopher Anderson, PhD, MSPH, is an epidemiologist who conducts research on health behaviors and chronic disease. The primary focus of his research is on infant and early childhood dietary patterns and their relationships with subsequent child growth. He is a national leader in research on the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), a nutrition assistance program of the United States Department of Agriculture. He has led multiple longitudinal studies evaluating associations of WIC food benefit redemption with child outcomes including diet and growth, associations of infant feeding practices with subsequent child growth, and of the associations of WIC policy changes with child diet and growth. An additional focus of his research is on the contributions of contextual factors to health behaviors like diet and physical activity. He has led studies on the associations of features of the rural built environment with physical activity and health outcomes among adults, and of the associations of the food environment with WIC participant outcomes including benefit redemption and child obesity.

Jiangang Chen, MD, PhD

Professor

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 also collaborates with faculty of Tickle College of Engineering to develop rapid testing tools to identify potential chemical/pathogens of public health importance in the environment.

Beomyoung Cho (Luke), PhD, MPH

Assistant Professor

bcho1@utk.edu

Dr. Cho obtained his Ph.D. degree in Health Behavior (minor in Epidemiology) from the Indiana University School of Public Health—Bloomington and his M.P.H. degree in Epidemiology from the Seoul National University Graduate School of Public Health in Seoul, South Korea. He was also trained in undergraduate and graduate occupational therapy programs and worked as an occupational therapist. Dr. Cho's research areas include lifestyle factors that can lead to cancer and other chronic diseases, such as substance use and obesity. He specializes in quantitative research using advanced statistical and epidemiologic methods. His current projects at the Department of Public Health focus on the prevention of unhealthy lifestyle factors and health disparities. He is also building on his expertise to address health promotion among disadvantaged populations.

Julie Grubaugh, MPH, MCHES

Senior Lecturer & Director of the Undergraduate Public Health Program

jgrubaugh@utk.edu

Mrs. Grubaugh holds an MPH in Community Health Education from the University of Tennessee. She currently serves as the Director of the Undergraduate Public Health program and as an undergraduate public health senior lecturer. 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.

Laurie L. Meschke, PhD, MS

Professor & PhD in Public Health Sciences Program Director

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 issues of adolescent and perinatal health with an emphasis on addiction. Her two current projects include the statewide evaluation of Rape Prevention Education, programs to enhance the quality and quantity of the workforce professionals who serve to reduce the impact of opioid use disorder in rural East Tennessee, and the evaluation of medical supply delivery via drones in rural Appalachia.

Larisa Ozeryansky, MPH, MSIPM, PhD

Teaching Assistant Professor

lozeryan@utk.edu

Larisa Ozeryansky, MPH, MSIPM, PhD, is an interdisciplinary global health expert, educator, and researcher with over a decade of experience designing and implementing health research, intervention, and evaluation programs across Africa, Asia, Latin America, Eastern Europe, and Scandinavia. Her work spans maternal and child health, refugee and migrant well-being, homelessness, infectious disease, laboratory systems, and health equity. She has led or contributed to health system evaluations and policy-shaping research with organizations such as the Centers for Disease Control and Prevention (CDC), UNFPA, KPMG

Norway, and the Norwegian Institute of Public Health. She has served in both technical and advisory roles—from fieldwork and program implementation to strategic landscape analyses on life-saving commodities.

Ashley Parks, DrPH, MPH, MBA, MTech, CPH, MCHES

Assistant Professor of Practice

Aparks25@utk.edu

Ashley V. Parks, DrPH, MPH, MBA, MTech, CPH, MCHES, is an assistant professor of practice in public health. Dr. Parks has over 20 years' of practice and research based experience working in community health and health services administration across acute, ambulatory, and managed care settings. Dr. Parks has been teaching undergraduate and graduate courses in public health and health services administration for over a decade and enjoys making “difficult concepts” accessible to students seeking to work in health services administration practice and research. Having obtained over a dozen public health and healthcare related certifications, Dr. Parks' is passionate about teaching students how to apply key concepts in healthcare financial analysis, quality analysis and performance improvement, data reporting and information technology, health policy, health services research, and project management.

Jennifer Perion, PhD, MCHES

Assistant Professor of Practice & Director of the Distance Education MPH Program

jperion@utk.edu

Dr. Perion received a PhD in Health Education with a Public Health cognate and Graduate Certificate in Biostatistics and Epidemiology from the University of Toledo. Prior to coming to the University of Tennessee, Dr. Perion taught public health and aging courses at the University of Toledo and Indiana State University. She has a Graduate Certificate in Contemporary Gerontological Practice and her research interests are focused on aging, especially the needs of family and professional caregivers and the social experiences of older adults with dementia. Currently she is investigating a multi-sensory technology designed to deliver engagement opportunities for older adults with moderate or severe dementia. Dr. Perion is a Certified Higher Education Course Reviewer for Quality Matters.

Angela Fidler Pfammatter, PhD, MS

Methodologist (CEHHS) & Associate Professor

angela@utk.edu

Dr. Pfammatter the Senior Methodologist for the College of Education, Health, and Human Science, and Associate Professor of Public Health. She earned her MS (2006) and PhD in clinical health psychology (2012) at Rosalind Franklin University of Medicine and Science. She completed a clinical postdoctoral fellowship (2013) at the Capital District Health Authority in Halifax, Nova Scotia and a research postdoctoral fellowship in Behavioral Medicine (2015) at Northwestern University Feinberg School of Medicine. Prior to coming to UTK, she was faculty in Preventive Medicine at Northwestern University Feinberg School of Medicine where she maintains an Adjunct Associate Professor appointment. Her research is focused on using mHealth tools and optimization research methodology to develop behavioral interventions for the purpose of preventing chronic disease. Her work is currently funded by several grants from the National Institutes of Health.

Peyton Prothero, MPH, CHES

Lecturer and Applied Practice Experience Coordinator
pprother@vols.utk.edu

Mrs. Prothero holds an MPH in Community Health Education from the University of Tennessee-Knoxville. She currently serves as a Lecturer teaching undergraduate courses and as the Applied Practice Experience Coordinator for the MPH program. Prior to coming to UTK, she worked in student affairs as a health education coordinator. She is interested in teaching and connecting students with meaningful internship and professional development opportunities.

Kaylee Ramage, PhD

Assistant Professor
kramage1@utk.edu

Dr. Ramage is a social epidemiologist and qualitative researcher with a particular focus on exploring the marginalizing impacts of socio-structural contexts on women's and other marginalized populations' sexual and reproductive health. She holds a Master of Science in Public Health (Health Promotion) from the London School of Hygiene & Tropical Medicine (2014) and a Doctor of Philosophy in Community Health Sciences (Epidemiology) from the University of Calgary (2021). Dr. Ramage has conducted research on gender-based violence, adolescent pregnancy, homelessness, and the impacts of pelvic organ prolapse on women's sexuality and identity. Her more recent research focuses on the impacts of the criminalization of migration on asylum-seeking women's sexual and reproductive health at the Mexico-U.S. border and the intersection of health and human rights.

Jennifer Russomanno, DrPH, MPH, CHES

Associate Department Head
Assistant Professor of Practice & Director of the MPH Program
jrussoma@utk.edu

Dr. Russomanno received an MPH in Community Health Education and DrPH with a cognate in Qualitative Research Methods from the University of Tennessee. Prior to coming to the University of Tennessee, she has served in many varied roles throughout her career from film producer and editor in New York City, to corporate meeting planner, to personal trainer, to medical education coordinator. Her research examines food inequities among under-represented populations including sexual minority and gender minority people. Dr. Russomanno co-owns and operates a farm in Jefferson County, TN (2 Chicks and a Farm).

Barbara Saltzman, PhD, MPH

Teaching Associate Professor
bsaltzm2@utk.edu

Barbara Saltzman, PhD, MPH is a Teaching Associate professor who earned her Master of Public Health with a concentration in Public Health Genetics from the University of Michigan, and Ph.D. in epidemiology from the Johns Hopkins Bloomberg School of Public Health. She is an experienced public health educator with extensive expertise in developing and delivering courses across epidemiology, biostatistics, research design, and public health practice. She has taught in both undergraduate and graduate education for over 15 years and her teaching portfolio spans traditional, hybrid, and fully online formats. Her teaching portfolio includes a strong emphasis on instructional design and technology integration, as evidenced by her Quality Matters Peer Reviewer certification and leadership in online course development.

Dr. Saltzman's research interests include environmental and genetic risk factors for chronic diseases. She has served as co-investigator, epidemiologist and statistician on NIH, USDA and ODHE sponsored grants. Her scholarly work includes numerous peer-reviewed publications and conference presentations, addressing topics such as environmental health risks, centriolar biomarkers in fertility, racial disparities in breastfeeding, organ donation behavior and body image.

Dr. Saltzman has completed over two dozen Quality Matters course peer reviews, typically serving as the subject matter expert. Her professional service extends to journal peer review, abstract review for national conferences such as the American Public Health Association Annual Meeting, the Society for Epidemiologic Research, and the Gerontological Society of America. In the community, she has engaged in public health education for young people and families and supported local Science Olympiad teams as a content area expert.

Brittany Shelton, MPH, DrPH

Assistant Professor

bshelt16@utk.edu

Dr. Shelton is a health disparities researcher who earned her MPH (2014) in health policy and DrPH (2022) in health policy and organization from the University of Alabama at Birmingham (UAB). While at UAB, Dr. Shelton began her research career studying chronic diseases, particularly end-stage organ disease and the need for transplantation. As a health disparities researcher, Dr. Shelton's work has examined access to both kidney and liver transplantation for people with HIV and for African American and Black individuals. Dr. Shelton's HIV research has subsequently informed national policy, specifically the HOPE Act which permitted organ donation from people with HIV for the first time in United States history. Similarly, her research examining disparities in liver transplantation and in pediatric transplantation have resulted in modifications to the liver and kidney organ allocation systems. She intends to continue her health disparities work by examining knowledge of and barriers to organ donation among LGBTQ+ young adults and by assessing access to the kidney transplant waitlist for people with HIV. Dr. Shelton has experience with big data and enjoys employing econometric methods such as cost-effectiveness, interrupted time series, regression discontinuity, and fixed effects analyses.

Kenneth Smith, PhD

Assistant Professor

Ksmit354@utk.edu

Dr. Smith is a health economist and public health practitioner. He received his doctorate from The Johns Hopkins University, Bloomberg School of Public Health, where he studied economic demography and health economics. His postgraduate research focused on risk adjustment, healthcare financing, pharmacoeconomic

evaluation, provider practice behavior, health professional supply and demand, and the evaluation of large national healthcare demonstration projects for persons with chronic disease. As Director of Chronic Disease Prevention, Philadelphia Department of Public Health, Dr. Smith oversaw the City's Tobacco Control Program; helped implement the City's Clean Indoor Air Act and trans fats ban; drafted plans to improve access to fresh, affordable produce; and led the charge to pass the nation's most comprehensive menu labeling ordinance. An expert in systems thinking and policy, systems, and environmental change, his academic research focuses on social movements of mental health and substance use recovery, and the role of those movements in bringing about transformative systems change.

Phoebe Tran, PhD, MS

Assistant Professor

ptran4@utk.edu

Dr. Tran is a cardiovascular disease epidemiologist. She believes in an epidemiological approach that combines the power of large datasets with input from community stakeholders. Her research focuses on improving secondary cardiovascular disease prevention in medically underserved US populations. She is especially interested in identifying ways to improve access to care and quality of life among individuals with cardiovascular disease living in rural Tennessee. She has received funding from the National Institute on Aging to conduct research examining the influence of air pollution on stroke outcomes, trends in antihypertensive medication use in rural stroke survivors, cardiac rehabilitation use in rural heart survivors, and heart attack symptoms recognition in older adults with cognitive impairment. This research has provided her with opportunities to work with national survey data and administrative claims data.

Victoria Wagner-Greene, PhD, MPH, MCHES

Teaching Assistant Professor

vwagnerg@utk.edu

Victoria R. Wagner-Greene, PhD, MPH, MCHES, is a Teaching Assistant Professor of Public Health. She received her Bachelor of Science in Education with an emphasis on Exercise Science from Bowling Green State University; her Master of Public Health Degree from the Northwest Ohio Consortium of Public Health with a dual major in Health Education and Promotion and Public Health Administration; her Graduate Certificate in Contemporary Gerontological Practice; and her Doctoral Degree in Health Education from the University of Toledo.

Prior to joining the University of Tennessee, she worked as an Assistant Professor of Public Health for five years at Stephen F. Austin State University in Nacogdoches, Texas. During her doctoral studies, she was a graduate teaching assistant instructor of record for four years. She has taught a variety of courses over her career, including Death and Dying, Introduction to Public Health, Health and Aging, Senior Seminar, Consumer Health, Child and Adolescent Health, among numerous others. Additionally, she earned a Quality Matters online teaching certificate. Her areas of research include focal points include End-of-Life Planning, Health Communication, Older Adult Health, and Interdisciplinary Health Assessments and Strategies.

Amy Wotring, PhD, MPH, CHES

Assistant Professor of Practice

awotring@utk.edu

Dr. Wotring is an Assistant Professor of Practice in Public Health. She received her Bachelor of Science Degree in Public Health from the University of Toledo; her Masters of Public Health Degree from the Northwest Ohio Consortium of Public Health; her Graduate Certificate in Contemporary Gerontological Practice; and her Doctoral Degree in Health Education from the University of Toledo.

Prior to joining the University of Tennessee, Dr. Wotring was an Assistant Professor of Public Health at Indiana State University in Terre Haute, Indiana for three years and a doctoral student at the University of Toledo. She has taught 26 different courses over her career and earned a Quality Matters online teaching certificate. Her research interests are focused on health promotion in the community, especially in older adults.

Alexander (AJ) Wray, MA, PhD

Assistant Professor

awray4@utk.edu

Alexander 'AJ' Wray, MA, PhD is a health geographer that examines the how the design and planning of communities affects youth populations. The primary focus of his research is further developing and applying geographic ecological momentary assessment and digital methodologies to community health challenges. A secondary focus of his research is on the role of temporality as it relates to health and behavioral outcomes in the traditions of more-than-representational theory and ecological systems theory. Presently, Dr. Wray is supporting the development of a physical activity-based park prescription intervention trial for (pre-)diabetic patients in London, Mississauga, Montreal, and Toronto, Canada. He is also involved in studies of youth experiences of public space in high-rise cities, and the creation of a Canadian Student Housing Observatory.

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 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 – Health Systems, Policy and Leadership (3)

Exploration of public health and healthcare systems, health policy formulation, and associated implications for management and Leadership.

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 528 – Policy, Systems, and Environmental Change for Public Health Practitioners (3)

An examination of the role of policy, systems, and environmental change strategies (PSE) for achieving population health and health equity from a public health perspective. PSE across settings (e.g., schools, worksites, community, etc.) and within local, state, and national jurisdictions. Role of advocacy, public health leadership, coalition development, and cross-sectoral collaboration for achieving regional and multijurisdictional systems change. Application of tools and approaches such as health impact assessment, health equity assessment, and health in all policies.

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 531 – Biostatistics II (3)

Biostatistics is the application of statistics to biological problems. Offers advanced instruction in biostatistics, including the application of inferential statistical methods to public health practice. Will cover a variety of multivariable modeling approaches, data management, and analysis planning and development. (RE) Prerequisite(s): PUBH 530 or permission of the instructor.

PUBH 534 – Public Health Emergency Preparedness and Response (3)

Dynamics of emergency preparedness and response management. Emphasizes the role of public health professionals in emergency planning and response with a practical, public health focused approach.

PUBH 535: Public Health Book Club (3)

Students in the class will explore the role that social determinants of health and socioeconomic status have on the health and well-being of communities. Students will read literature written by experts in fields related to topics such as poverty and health, environmental health, occupational health, nutrition and health, and public policy. Methods to locate and compare peer-reviewed scientific literature will be introduced, and students will discuss and debate public health topics through weekly discussions with peers.

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 542 – Epidemiology II (3)

Biostatistics is the application of statistics to biological problems. Offers advanced instruction in biostatistics, including the application of advanced inferential statistical methods to public health practice. Will cover a variety of multivariable modeling approaches, data management, and analysis planning and development. (RE) Prerequisite(s): 540, an equivalent, or consent of the instructor.

PUBH 552 – Assessment and Planning (3)

Applies an ecological framework to health assessment and program planning to address health disparities.

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 556 – Grant Proposal Writing for Health and Social Programs (4)

This project-based course covers the complete process of grant proposal development: identification and assessment of viable funding sources, funder relations, proposal writing, budget development, preparation of a full proposal for submission, and proposal submission. Students gain an understanding of the nonprofit philanthropic, state, and federal funding environments and how they differ.

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 – Applied Practice Experience (3-6)

Applied Practice Experience in an approved organization under the supervision of a designated preceptor. Students must complete a total of 6 credit hours.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 6 hours.
Comment(s): One semester advance notice required.
Registration Permission: Consent of major advisor.

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.