2021-2022
Doctor of Public Health
Student Handbook
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME FROM THE DEAN</td>
<td>2</td>
</tr>
<tr>
<td>USING THIS HANDBOOK</td>
<td>3</td>
</tr>
<tr>
<td>VISION AND MISSION</td>
<td>4</td>
</tr>
<tr>
<td>GOALS AND OBJECTIVES</td>
<td>5</td>
</tr>
<tr>
<td>ADMISSION REQUIREMENTS</td>
<td>5</td>
</tr>
<tr>
<td>DRPH CURRICULA</td>
<td>6</td>
</tr>
<tr>
<td>PROGRAM SCHEMATIC</td>
<td>10</td>
</tr>
<tr>
<td>DRPH TIMETABLE</td>
<td>11</td>
</tr>
<tr>
<td>DOCTORAL ADVISORY COMMITTEE</td>
<td>14</td>
</tr>
<tr>
<td>DRPH PORTFOLIO</td>
<td>15</td>
</tr>
<tr>
<td>DRPH APPLIED PRACTICE EXPERIENCE</td>
<td>17</td>
</tr>
<tr>
<td>DRPH INTEGRATIVE LEARNING EXPERIENCE</td>
<td>18</td>
</tr>
<tr>
<td>ILE PROPOSAL DEVELOPMENT, ORAL DEFENSE AND APPROVAL</td>
<td>19</td>
</tr>
<tr>
<td>COMPLETION OF THE ILE: THE FINAL DEFENSE</td>
<td>24</td>
</tr>
<tr>
<td>GRADUATION</td>
<td>25</td>
</tr>
<tr>
<td>OTHER POLICIES AND PROCEDURES</td>
<td>26</td>
</tr>
<tr>
<td>COLLEGE AND UNIVERSITY RESOURCES AND SERVICES</td>
<td>29</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>33</td>
</tr>
<tr>
<td>Appendix A: Chronological Course Plans</td>
<td>34</td>
</tr>
<tr>
<td>Appendix B: Important Program Forms</td>
<td>39</td>
</tr>
<tr>
<td>Appendix C: Student Organizations</td>
<td>42</td>
</tr>
<tr>
<td>Appendix D: Advisory Committee: Student &amp; Faculty Responsibilities</td>
<td>43</td>
</tr>
<tr>
<td>Appendix E: DrPH Program Competencies</td>
<td>47</td>
</tr>
</tbody>
</table>
WELCOME FROM THE DEAN

On behalf of the faculty and staff of the College of Public Health, it is my pleasure to welcome you to the DrPH program at East Tennessee State University.

There has never been a better, nor more important, time to study public health. The faculty of the College is committed to providing you a world-class education, with a focus on assuring that you acquire both the knowledge and the practical skills that you need to effectively enter the workplace, or to pursue further Public Health education.

Your education, of course, is a collaborative process. To make the most of this opportunity, it is essential that you carefully review this Handbook, and understand its content. It provides detailed information on your opportunities and obligations regarding your Public Health education, and on our expectations of you.

We all look forward to working with you to achieve the most from your educational experience.

Best wishes,

Randy Wykoff, MD, MPH & TM
Dean and Professor
Welcome to the DrPH program at East Tennessee State University! You are beginning a rewarding educational experience that will prepare you for an important role in promoting and protecting the public’s health. The DrPH program described in this 2020-2021 Handbook represents the culmination of a multi-year review and subsequent revision of the curriculum. The curriculum is compliant with the accreditation criteria of the Council on Education for Public Health (CEPH), the accrediting body for schools and programs of public health, as amended in 2016. The professional doctoral degree on which you are embarking offers the best in curricular elements, experiential learning, and practice-focused components that will facilitate your growth as a transformative leader.

This Handbook is designed to help make your journey as worry-free as possible. It will assist you in understanding and applying the policies, procedures, and guidelines specific to the DrPH program in the College of Public Health. It supplements and expands the East Tennessee State University Graduate Catalog and the policies and procedures in the Graduate Catalog. The Graduate Catalog will continue to serve as your official source of reference for all matters pertaining to your matriculation and graduation. As important as these resources are, however, they do not substitute for regular contact with your academic advisor.

Your successful matriculation through this program requires adherence to the policies, procedures, and regulations stipulated by the DrPH program and the university. If you have any questions regarding these requirements or policies, please do not hesitate to contact your faculty advisor or me at slawson@etsu.edu.

Deborah Slawson, PhD, RDN
DrPH Coordinator
Professor and Chair
Department of Community and Behavioral Health

East Tennessee State University
College of Public Health DrPH Program
Box 70264
Johnson City, Tennessee 37614
Telephone: 423-439-4332
Fax: 423-439-6570
The College of Public Health reviews and revises this handbook regularly. All approved corrections or changes made during an academic year will be added to the document as amendments and posted to the College website as soon as possible.

East Tennessee State University

Vision: To become the best regional university in the country.

Mission: East Tennessee State University seeks to:
- Educate students to become responsible, enlightened, and productive citizens;
- Conduct scholarship that improves the human condition;
- Serve business, education, government, health care systems, and communities; and
- Enhance the cultural environment of the region.

School of Graduate Studies

Mission: The mission of the School of Graduate Studies is to foster post-baccalaureate programs of study and scholarship that are recognized for their excellence and contributions to society. The School of Graduate Studies will provide an environment that stimulates:
- Advanced understanding of the concepts, issues, and practice of a discipline;
- Independent thought and the ability to generate new knowledge;
- The ability to contribute significantly to the academic community, professions, and society; and
- Diversity among ideas, programs, and people.

College of Public Health

Vision: The ETSU College of Public Health is the school of choice for students who want an exceptional educational experience in a world-class environment.

Mission: The mission of the College of Public Health is to:
- To provide students a high-quality educational experience focused on excellent teaching, research training, and practical skills to prepare them for a diverse and inter-professional workforce.
- To advance science through research focused on identifying causes of and practical solutions to important health challenges.
- To create an environment that is personally and professionally rewarding for faculty, staff, and students.
• To use our expertise to improve the health status of all people including those in underserved communities through education, evidence-based advocacy, collaborative research, and partnerships.

Doctor of Public Health Program

Mission: The Doctor of Public Health (DrPH) degree is an advanced professional degree designed for individuals who desire to further a career in public health practice.

• The purpose of the DrPH program is to produce graduates who have mastered competencies that enable them to function at an advanced level within the broad field of public health in both public and private organizations.

• DrPH graduates will have a comprehensive command of the body of technical knowledge in public health and its related disciplines and they will be able to communicate this knowledge to professional and lay audiences. Graduates will demonstrate the ability to initiate, investigate, and solve public health problems and they will have the skills and knowledge necessary to act as an advocate for the formulation and implementation of public health policies and strategies.

• Graduates with a DrPH degree will provide leadership at high-level positions in public health administration, teaching and practice. It is expected that the graduates will fill public health leadership roles at state, national and international levels in a variety of settings.

GOALS AND OBJECTIVES

The College of Public Health maintains several Goals and Objectives related to Education, Research, and Service. A complete listing of the current Goals and Objectives for the College may be found at: http://www.etsu.edu/cph/about/goalsojective.php.

ADMISSION REQUIREMENTS

Current admission requirements and admission procedures are detailed in the Graduate Catalog for the Community Health, Epidemiology and Health Management and Policy concentrations.
The curriculum of the DrPH program consists of five components: the DrPH foundational coursework, concentration courses, elective courses, the applied practice experience (APE) and the integrative learning experience (ILE). See the Program Schematic at the end of this section, and the chronological course plans for each concentration in Appendix A.

THE DOCTOR OF PUBLIC HEALTH FOUNDATION

The Doctor of Public Health (DrPH) degree at East Tennessee State University (ETSU) consists of a minimum 58 credit hours beyond the Master’s degree. For full-time students, it is expected that the DrPH program will take three years to complete. For part-time students, the amount of time for individual students will vary depending on a variety of factors related to other time demands and overall career goals. The degree must be completed within seven calendar years.

All students regardless of DrPH concentration complete a set of foundational public health courses based on DrPH Foundational Competencies as required by CEPH, the accrediting body for schools and programs of public health. Foundational DrPH courses address competencies centering on essential areas of public health practice and governance: data and analysis, leadership, management and governance, policy and programs, and education and workforce development.

Foundational DrPH Courses: 22 Credit Hours

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 6490</td>
<td>Advanced Research Methods in Public Health</td>
<td>4</td>
</tr>
<tr>
<td>COBH 6160</td>
<td>Leadership and Systems: Mobilization of Public Health Assets</td>
<td>3</td>
</tr>
<tr>
<td>COBH 6250</td>
<td>Program Planning and Design for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>COBH 6150</td>
<td>Program Implementation and Evaluation in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HSMP 6340</td>
<td>Strategic Management and Resource Alignment in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HSMP 6330</td>
<td>Health Policy, Advocacy, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HSMP 6120</td>
<td>Interprofessional Communication and Workforce Development in Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>22 Hours</strong></td>
</tr>
</tbody>
</table>

CONCENTRATIONS OFFERED IN THE DRPH PROGRAM

There are three concentrations available in the College for which the DrPH degree is awarded. The concentration in Community Health prepares individuals to assess, plan, conduct, and evaluate public health programs using collaborative organizational and community skills. It
Revised July 2021

provides education in population-based health intervention strategies and how to administer and evaluate them. The concentration in Epidemiology prepares individuals to collect and analyze appropriate data to monitor and track diseases, illness and injuries in a population or community. It provides training in the identification and impact of health problems on people and the effect of efforts to mitigate or eliminate them. The concentration in Health Management and Policy is designed to prepare students for advanced public health practice and leadership positions in practice-based settings. The concentration equips students with skills in strategic thinking, quality improvement, population health management, organizational behavior, and applied research and evaluation, necessary for effective leadership and change management across health organizations and systems. Graduates of the program are also qualified for faculty positions in academic institutions.

Concentration Courses, Applied Practice Experience & Integrative Learning Experience: 27 Credit Hours

Community Health Concentration

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBH 6200</td>
<td>Intervention Design in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>COBH 6210</td>
<td>Advanced Theoretical Modeling and Survey Development</td>
<td>3</td>
</tr>
<tr>
<td>COBH 6220</td>
<td>Advanced Qualitative Methods in Community Health Research</td>
<td>3</td>
</tr>
<tr>
<td>COBH 6240</td>
<td>Organizing Communities for Health Action</td>
<td>3</td>
</tr>
</tbody>
</table>

Applied Practice Experience: 6 credit hours

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBH 6850</td>
<td>Doctor of Public Health Practicum – Community and Behavioral Health</td>
<td>6</td>
</tr>
</tbody>
</table>

Dissertation: Integrative Learning Experience: 9 credit hours

<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBH 6960</td>
<td>Doctor of Public Health Dissertation – Community and Behavioral Health</td>
<td>9</td>
</tr>
</tbody>
</table>

Epidemiology Concentration

Concentration Courses: 12 credit hours
### Rubric/Number | Course Title                                      | Credit Hours |
---               | -------------------------------------------------|--------------|
EPID 6410        | Advanced Multivariate Epidemiologic Data Analysis | 3            |
EPID 6420        | Applied Epidemiologic Analysis                    | 3            |
EPID 6435        | Field Epidemiology                                | 3            |
EPID 6470        | Risk Behavior Epidemiology                        | 3            |

**Applied Practice Experience: 6 credit hours**

| Rubric/Number | Course Title                                      | Credit Hours |
---               | -------------------------------------------------|--------------|
EPID 6850        | Doctor of Public Health Practicum - Epidemiology  | 6            |

**Dissertation - Integrative Learning Experience: 9 credit hours**

| Rubric/Number | Course Title                                      | Credit Hours |
---               | -------------------------------------------------|--------------|
EPID 6960        | Doctor of Public Health Dissertation – Epidemiology | 9            |

**Health Management and Policy Concentration**

**Concentration Courses: 12 Credit Hours**

| Rubric/Number | Course Title                                      | Credit Hours |
---               | -------------------------------------------------|--------------|
HSMP 5300        | Quality Improvement in Health Services Organizations | 3            |
HSMP 6310        | Population Health Management                      | 3            |
HSMP 6320        | Health Services Research Methods                  | 3            |
HSMP 6840        | Organizational Behavior in Health Services Management | 3            |

**Applied Practice Experience: 6 credit hours**

| Rubric/Number | Course Title                                      | Credit Hours |
---               | -------------------------------------------------|--------------|
HSMP 6850        | Doctor of Public Health Practicum—Health Management and Policy | 6            |

**Dissertation - Integrative Learning Experience: 9 credit hours**
<table>
<thead>
<tr>
<th>Rubric/Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMP 6960</td>
<td>Doctor of Public Health Dissertation—Health Management and Policy</td>
<td>9</td>
</tr>
</tbody>
</table>

**Elective courses: 9 credit hours**

Elective courses will be chosen in consultation with and approval of the student’s Academic Advisor in consultation with his/her Doctoral Advisory Committee. Course selections should be made in concordance with [Graduate School policy](#).

**Variable Dissertation Credit Hours**

Students are expected to maintain continuous enrollment after earning DrPH Candidacy status. As needs will vary as to the amount of time required to complete the ILE process, the Course Program of Study (CPOS) will allow completion of a minimum of 9 credit hours of Dissertation credit to a maximum of 17 credit hours.

**Minimum and Maximum Semester Credit Hours**

A full academic load for graduate students is 9 to 15 credit hours per semester. If you wish to take over 15 credit hours you must obtain the approval of your Academic Advisor, the Graduate Program Coordinator, and the Dean of the School of Graduate Studies. Note that taking under the minimum 9 credits (6 credits in the summer) is considered less than full time and may jeopardize any financial assistance you receive from the university or your legal status as a student if you are on an international student visa.

**Online Courses and Credits – Limited for International Students**

Students may take both online and on-ground courses to complete the requirements of their program(s) of study. Domestic students are not limited in the number of online courses they may take. However, due to U.S. Homeland Security regulations, international students may take only one online course in the first 9 credit hours of any semester. After adding an additional on-ground course, the number of online courses for that semester is unrestricted.
PROGRAM SCHEMATIC

Fall 1
- Foundational Courses: EPID 6490 & HSMP 6340
- Concentration Course: COBH 6200 or 6220/EPID 6410 or 6470/HSMP 5300 or 6310
- Elective #1

Spring 1
- Foundational Courses: HSMP 6330 & COBH 6160
- Concentration Course: COBH 6210 or 6240/EPID 6420 or 6435/HSMP 6320 or 6840
- Elective #2

Summer 1
- Applied Practice Experience (APE): COBH 6850/EPID 6850/HSMP 6850

Fall 2
- Foundational Courses: HSMP 6120 & COBH 6150
- Concentration Course: COBH 6200 or 6220/EPID 6410 or 6470/HSMP 5300 or 6310
- Elective #3

Spring 2
- Foundational Courses: COBH 6250
- Concentration Course: COBH 6210 or 6240/EPID 6420 or 6435/HSMP 6320 or 6840
- Integrative Learning Experience (ILE) Part 1 - Chapters 1-3 of Dissertation Project: COBH 6960/EPID 6960/HSMP 6960

Summer 2
- Prospectus Defense: Chapters 1-3 of Dissertation Project including Intro/Problem Statement, Background & Significance (field-based product #1: evidence matrix), and Approach

Fall 3
- Integrative Learning Experience (ILE) Part 2 - Chapters 4 & 5 of Dissertation Project: COBH 6960/EPID 6960/HSMP 6960
- Results by Aim & Conclusion, Field-Based Integrative Product (field based product #2: examples include a policy brief; program evaluation report; community needs assessment; quality improvement plan; strategic plan; training manual/educational materials; health promotion program plan/design, etc.)

Spring 3
- Integrative Learning Experience (ILE) Part 3 - Chapters 6 & 7 of Dissertation Project: COBH 6960/EPID 6960/HSMP 6960
- Communication & Dissemination Plan, Process/Reflection (field-based product #3: dissemination product)
- Dissertation Project Defense: Chapters 1-7 of Dissertation Project

Revised July 2021
The student’s Faculty Advisor will ensure that a current permanent record of academic progress is maintained in the department, along with completed copies of the filed forms. Required forms can be found online through the Graduate Studies website. Please use the following checklist to plan and monitor program progression:

## DrPH PROGRAM PLANNING CHECKLIST

### YEAR 1

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date Done</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted to DrPH Program and Concentration</td>
<td></td>
<td>If admitted “Unconditionally with Provisions,” provisions must be removed by end of the first year of enrollment. Complete the <a href="#">Satisfaction of Provisions form</a> with DrPH Coordinator. Available as <a href="#">PDF</a> or can be completed <a href="#">ONLINE</a>.</td>
</tr>
<tr>
<td>Unconditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unconditional with Provisions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If offered, formally accept Graduate Assistantship or Tuition Scholarship

Refer to [the GA/TS Handbook](#) and FAQs. If offered a GA, work with the department’s Chair and/or Executive Aide to complete the online appointment prior to start of term.

Contact the Department Chair for initial advising and/or assignment to a faculty member for advising before the start of the first semester.

File Program of Study (online) study form.

Work with your Faculty Advisor and the DrPH Coordinator to complete the web-based program of study form.
Identify faculty for Doctoral Advisory Committee and hold initial meeting

Identify members of the Doctoral Advisory Committee and hold an initial meeting by February 1 of Year 1.

- Obtain signatures of the Academic Advisor and the members of the committee on Committee Appointment form and file with DrPH Coordinator.
- Begin discussion regarding the Applied Practice Experience and dissertation planning with the Advisory Committee as soon as possible.

Applied Practice Experience (APE)

Full-time students are expected to complete the 300-contact hour APE in the summer semester following Year 1 of the DrPH program. Students with at least 4 years of full-time public health practice experience may be eligible for an Alternate APE (see Applied Practice Experience Guide for more information).

APE Applications are due no later than:

- Second Friday in February for the following Summer.
- Second Friday in March for the following fall.
- Second Friday in October for the following spring.

See the guidelines page for application materials and Applied Practice Experience guidelines. Consider applying for Field Experience Scholarships to support the work.

YEAR 2

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date Done</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Introductory Dissertation Workshop</td>
<td></td>
<td>Attend the ETSU Graduate School Dissertation Workshop. See the ETD website for details.</td>
</tr>
<tr>
<td>Develop and Defend Dissertation Prospectus; Apply for Degree Candidacy</td>
<td></td>
<td>Students should plan to develop their dissertation prospectus during the spring semester of Year 2 with a plan to defend the prospectus by the end of the semester. If the research activities involve the use of human subjects, the proposal must be approved by the East Tennessee State University Institutional.</td>
</tr>
</tbody>
</table>
Review Board (IRB) prior to initiating work on the Dissertation project. Upon defending the dissertation prospectus, students should file a DrPH candidacy form with Graduate Studies (online via the DrPH Coordinator) within one week of the successful defense.

YEAR 3

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date Done</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make final plans for graduation</td>
<td></td>
<td>• File an Intent to Graduate form through GoldLink (Instructions on how to do this available online) by the 2nd week of the penultimate semester in which you will graduate.</td>
</tr>
<tr>
<td>Final Defense of Dissertation; Complete Graduate School Review of Dissertation</td>
<td></td>
<td>The final defense of the dissertation should be scheduled in consultation with the Advisory Committee Chair according to the School of Graduate Studies requirements. Consult the ETSU School of Graduate Studies for important deadlines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• It is important that you ensure that the Dean of the College of Public Health, Dr. Randy Wykoff, can attend the dissertation defense.</td>
</tr>
<tr>
<td>Complete Exit Survey</td>
<td></td>
<td>Complete the Exit Survey through the Dean’s office.</td>
</tr>
</tbody>
</table>
All students select a Doctoral Advisory Committee to guide them through their DrPH program, including the formal course work and APE and ILE processes. The main point of contact for this committee is the student’s Academic Advisor. The Academic Advisor should be selected within the first semester of study.

The remaining members of the committee should be identified, and an initial meeting held early during the student’s second semester of study. The student shall identify committee members with input and guidance from their Academic Advisor. The composition of the committee is approved by the DrPH Coordinator through the Doctoral Committee Form completed by the student.

The Advisory Committee consists of a minimum of three (3) faculty members with graduate faculty status at East Tennessee State University. The student’s Academic Advisor is from the student’s home department/concentration and serves as chair of the Doctoral Advisory Committee. At least one other committee member should also be from the student’s home department/concentration. Additional committee members are from other departments as decided by the student and their Academic Advisor. A community stakeholder may be an appropriate addition to the Advisory Committee as well.

The Advisory Committee provides guidance and oversight for the academic progress of the student, including the Applied Practice Experience & Integrative Learning Experience. Doctoral students are actively involved in planning and evaluating their program of study. Students must meet regularly with their Academic Advisors to develop their goals and objectives and to assure progress.

A Course Program of Study (CPOS) is developed by the student and their advisor. The CPOS is submitted by the DrPH Coordinator in an online form at the beginning of the DrPH program (it is suggested that this be done before the start of the first semester of the program). Modifications to the CPOS can be made with the guidance of the advisor and the student’s Doctoral Advisory Committee and the DrPH Coordinator to ensure that the individual student’s academic needs and educational objectives are met.
**Purpose:** The portfolio provides the opportunity for students to have a comprehensive document that highlights projects and assignments from the foundational and concentration courses that are focused on the student’s area of interest and those that work with the community or with community level data. This document should be used to guide advising and committee discussions regarding both the ILE and professional goals.

**Overview:** DrPH students will build a portfolio of work completed during the didactic, coursework portion of the DrPH program. The portfolio will include specific documents from the foundational and concentration courses, highlighting projects focused on the student’s area of interest (denoted with a *) and those that work with the community or with community level data (denoted with a ^). A list of those documents by year is provided below. Please note that concentration courses will be offered in alternating years.

**Format:** The portfolio should be presented as a professional document with a title page, executive summary of the student’s area of interest (one page or less), and table of contents. The required documents listed below can be provided in the portfolio in the same format that they were submitted for the course with which they are associated. Further, students may choose to use the portfolio or elements of the portfolio to assist in informing the components of their integrative learning experience (ILE), to include the dissertation project, and to provide to potential employers.

The development of the portfolio should be an iterative process with the student and their Academic Advisor and their Advisory Committee. The portfolio should be compiled over the course of the student’s program and used as a tool to guide advising and inform benchmarks in the DrPH Program (APE and ILE).

**Timeline:** The portfolio should be discussed with the student’s committee upon the completion of Year 1, or the courses associated with Year 1 for part time students) and again at the end of course completion, prior to the ILE.
**Major Portfolio Elements:**

## Year One Foundation Course Components

### Foundational Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 6490</td>
<td>Advanced Research Methods in Public Health</td>
<td>*Design a research/evaluation project</td>
</tr>
<tr>
<td>HSMP 6340</td>
<td>Strategic Management and Resource Alignment in Public Health</td>
<td>^Strategic plan building on environmental scan</td>
</tr>
<tr>
<td>HSMP 6330</td>
<td>Health Policy, Advocacy, and Ethics</td>
<td>*Evidence-based policy brief on a priority health issue</td>
</tr>
<tr>
<td>COBH 6160</td>
<td>Leadership and Systems: Mobilization of Public Health Assets</td>
<td>^Systemic intervention proposal</td>
</tr>
</tbody>
</table>

## Year Two Foundation Course Components

### Foundational Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBH 6150</td>
<td>Program Implementation and Evaluation in Public Health</td>
<td>*Meta-evaluation project</td>
</tr>
<tr>
<td>COBH 6250</td>
<td>Program Planning and Design for Public Health</td>
<td>*Intervention plan and process paper</td>
</tr>
</tbody>
</table>

### Concentration Course Components (Offered alternating years)

#### Community Health Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBH 6200</td>
<td>Intervention Design in Public Health</td>
<td>*Intervention plan and process paper</td>
</tr>
<tr>
<td>COBH 6210</td>
<td>Advanced Theoretical Modeling and Survey Development</td>
<td>*Health theoretical model development project</td>
</tr>
<tr>
<td>COBH 6220</td>
<td>Advanced Qualitative Methods in Community Health</td>
<td>^Final written report on qualitative study</td>
</tr>
<tr>
<td>COBH 6240</td>
<td>Organizing Communities for Health Action</td>
<td>^Community capacity or needs assessment with community partner</td>
</tr>
</tbody>
</table>

#### Epidemiology Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 6410</td>
<td>Multivariate Analysis</td>
<td>*Article review project</td>
</tr>
<tr>
<td>EPID 6420</td>
<td>Applied Epidemiological Analysis</td>
<td>*Final manuscript</td>
</tr>
<tr>
<td>EPID 6435</td>
<td>Field Epidemiology</td>
<td>^Surveillance analysis project</td>
</tr>
<tr>
<td>EPID 6470</td>
<td>Risk Behavior Epidemiology</td>
<td>*Major project – final version</td>
</tr>
</tbody>
</table>

#### Health Management and Policy Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMP 5300</td>
<td>Quality Improvement in Health Services Organizations</td>
<td>*Quality/process improvement project</td>
</tr>
<tr>
<td>HSMP 6310</td>
<td>Population Health Management</td>
<td>*Health system market assessment</td>
</tr>
<tr>
<td>HSMP 6320</td>
<td>Health Services Research Methods</td>
<td>*Research brief</td>
</tr>
<tr>
<td>HSMP 6840</td>
<td>Organizational Theory and Behavior in Health Services Management</td>
<td>*Organizational behavior and theory research design/concept paper</td>
</tr>
</tbody>
</table>
The DrPH Applied Practice Experience (APE) provides an opportunity for students to gain practical skills and to demonstrate their ability to apply public health concepts and competencies in a practice setting that is relevant to their concentration area. During your practice experience, you are expected to demonstrate your knowledge and skills, including leadership abilities, through the application of public health theories and principles to the development and implementation of special project(s) in a selected domain of professional public health practice. The practice experience may commence only after you have completed 12 Credit Hours in the DrPH program. Consult the course sequences in the DrPH Handbook for guidance regarding the timing of APE completion. Full-time students are expected to complete the APE during the summer of the first year of the program.

Suitable worksites for the APE are determined by the student and their Faculty Advisor. It is desired that the experience will help increase the collaboration and cooperation between the university, organized public health, and the community. When appropriate, and if approved by the student’s Advisory Committee, the APE may be accomplished in the student’s workplace. Consult the APE Guidelines document for information about the process and expected outcomes and deliverables.

To begin the APE, you must:

- Select an affiliate organization that is of particular interest to you and is appropriate to your program of study and professional goals;
- Register for COBH/Epid/HSMP 6850. You are required to complete a total of 300 contact hours (6 Credit Hours) for the APE – these hours can be divided across more than one semester and/or more than one APE site if desired or needed;
- Work with your Academic Advisor and APE site preceptor to develop a set of competency-based objectives to be achieved during your APE.
  - You will need to first select at least 5 DrPH foundational and/or concentration competencies that will form the backbone of your APE objectives. At least one of these competencies should be rooted in Leadership, Management, & Governance.

IMPORTANT: A mandatory legal agreement called the College of Public Health Intern Affiliation Agreement must be initiated between East Tennessee State University and the practicum affiliate organization prior to the start of the experience. See the Field Affiliate Organizations Listing online to see the organizations with which the College has Intern Affiliation Agreements.

There are required processes for the APE that you must follow, and there are concentration-specific requirements for the expected work products. The APE Guide and the College’s website on the Doctoral Applied Practice Experience include pertinent information about the APE.
DRPH INTEGRATIVE LEARNING EXPERIENCE (ILE)

**Purpose:** The DrPH program is based upon competency-based learning. Moreover, it is the integration and application of these competencies in ways that inform and impact programs, policies, and/or systems in public health that are the essential elements that define student success. Incorporating the Integrative Learning Experience (ILE) into the curriculum operationalizes these concepts, leading to a more cohesive and purposeful experience.

**Overview:** As part of the ILE, DrPH students will generate field-based products consistent with advanced practice designed to influence programs, policies or systems addressing public health. *The products must demonstrate synthesis of foundational and concentration-specific competencies. The dissertation is developed in partnership with practice.* Building from the Applied Practice Experience (APE) is an essential element.

The ILE will be done within the community-engaged context with regular and active stakeholder engagement throughout the process AND with consistent oversight and approval of the student’s DrPH Advisory Committee.

ILE Format Options: The ILE can take one of two formats: a Standard format or an Alternative format. The choice of format, Standard or Alternative, will be made by the student in consultation with their DrPH Advisory Committee.

The student’s interest in producing publishable manuscripts as deliverables for their efforts is a defining distinction between the two options. Both formats share the same guiding principles of synthesis of competencies as well as the thoughtful integration of student efforts in a community-engaged context.

Timing of ILE Format Decision: It is expected that students will make this decision prior to the end of the second year in the program (Spring Year 2).

Both formats are described in detail in the next section.

**Elements:**

- **The Dissertation Proposal:**
  - During the 4th semester (Spring Year 2), students will develop the proposal for the final dissertation product. Details on the dissertation proposal are further outlined for the two formats below. *The successful defense of the proposal signifies advancement to DrPH candidacy.*

- **The Dissertation Products:**
  - *The dissertation product is based on a field-based endeavor,* with a focus on advancing public health practice and the production of a high-quality written product (i.e., *the Dissertation document*).
o **Standard ILE Format: Students will develop three field-based products.**
  Each product, as described in detail in the next section of the Handbook, will be designed to impact public health programs, policies, and/or systems:
  - Evidence matrix
  - Stand-alone product responsive to community stakeholder needs
  - Communication and dissemination plan

o **Alternative ILE format: Students will develop three products for publication, as described in detail in a subsequent section of the Handbook:**
  - Scoping literature review following PRISMA guidelines
  - Empirical manuscript
  - Manuscript detailing the policy or practice implications of empirical findings

Additional information on the ILE process as well as on the structure of the Dissertation and field-based products is found below.

See the Program Schematic above (Page 10) for information about the timing of ILE products.

---

**ILE PROPOSAL DEVELOPMENT, ORAL DEFENSE, AND APPROVAL**

Students must develop and present to the Advisory Committee, with primary guidance by the Advisory Committee Chair, an ILE Dissertation Proposal. The ILE Dissertation Proposal should present a scholarly research project that is relevant to public health and the student’s concentration area. Refer to the ETSU School of Graduate Studies Guide for Preparation of Electronic Theses and Dissertation (ETD) Manuscripts for details about the format of the dissertation components.

Ideas for the dissertation can come from a variety of sources, including but not limited to worksite, ongoing research, or a topic of particular interest to the student. Students develop the ILE Dissertation Proposal in consultation with the Advisory Committee Chair. The proposal addresses the feasibility of the work and any ethical concerns that need to be addressed. If the activities will involve the use of human subjects, the proposal must be approved by the East Tennessee State University Institutional Review Board (IRB) prior to initiating work on the ILE Dissertation project.

The ILE Dissertation Proposal goes through an approval process involving the Advisory Committee. When the student and the Chair decide the proposal is ready, it is given to the other Advisory Committee members. The student discusses the proposal with the other committee members.
members and incorporates changes made, with the approval of the Advisory Committee Chair. Any differences of opinion or disagreements are resolved by the Advisory Committee Chair.

Once a final ILE Dissertation Proposal Draft is approved by the Advisory Committee Chair, an oral defense is scheduled. The oral defense begins with a presentation, typically using a PowerPoint, of the proposal by the student. Committee members ask questions related to the ILE Dissertation Proposal to assess the readiness of the proposal and the student to conduct the proposed project.

Immediately following the oral presentation, the Advisory Committee meets privately to evaluate the success or failure of the student. The options for evaluating a student include: (1) Unconditional Pass – all members vote “unconditional pass”; (2) Conditional Pass – a majority of the members vote that either written clarification of the student’s initial responses to oral examination questions or additional course work are required for a “pass” (although important, the additional material or course work will not be considered of substantive significance); and (3) Failure – a majority of the committee decides that the student has failed the examination.

If the student fails the defense, the Advisory Committee may recommend a reexamination which must be accomplished within six months. The student is informed of the Advisory Committee’s decision immediately following the vote, although the form signifying successful completion of the proposal is not submitted until specified conditions (if any) have been met. The results of the Dissertation Proposal Oral Defense are reported to the College of Graduate and Continuing Studies.

The approved ILE Dissertation Proposal represents an agreement between the student and their Advisory Committee. It defines the minimum expectation for the ILE. The student has made a commitment to complete the proposed project in a timely and scholarly manner. Advisory Committee members have made a commitment to assist the student in this process according to the expertise that each member brings. This agreement is based on good faith. Should circumstances prevent completing part or all of the proposed research, it is expected that the student and Advisory Committee will collaboratively revise the proposal as appropriate in a timely fashion.

**Integrative Learning Experience (ILE) Components**

- **Completion and defense of the Dissertation Proposal will result in advancement to DrPH candidacy.**

- **The remaining components of the student’s Dissertation make up the additional chapters of the dissertation.**

- **As a part of the ILE process, students will develop either three Field-Based Products (Standard format) or three products for publication (Alternative format).**
Standard Format: main components of each chapter in the ILE Dissertation as well as the interplay of anticipated Field-Based Products.

The Dissertation Proposal for the Standard Format includes Chapters 1-3, as described below.

I. Chapter 1 – Introduction / Statement of the Problem
   a. Rationale for prioritizing the public health issue:
      i. Epidemiological data / trends to support prioritization of the issue
      ii. Potential return on investment (ROI) projected by addressing the health concern
      iii. Extent to which the problem is amenable to change
      iv. Discussion of how addressing the problem will lead to a population health impact
      v. Long-term goals centered on addressing the problem
      vi. Project aims (2-3 minimum)
   b. Identification of DrPH competencies (Foundational and Concentration) and plan for demonstrating integration and synthesis of competencies
      i. Foundational competency selection:
         1. Select at least one competency from each of the following content areas:
            a. Data and Analysis
            b. Programs and Policies
            c. Education and Workforce Development
         2. Select at least two competencies from the following content area:
            a. Leadership, Management and Governance
      ii. Concentration Area: Select at least three competencies from the student’s area of Concentration
      iii. Stakeholder/practice partner engagement plan/approach on the applicability/relevance of proposed field-based products (to ensure products are consistent with advanced practice and designed to influence public health programs, policies, and/or systems)

II. Chapter 2 – Background & Significance
   a. Comprehensive review of the literature
      ➢ ILE Field-Based Product #1: Evidence Matrix – systematic review of the literature with focus on practice or policy implications. This product will be based on Chapters 1 and 2 of the ILE Dissertation Proposal.

III. Chapter 3 – Methods
    a. For each aim:
       i. How will the Aim be addressed?
       ii. Data source(s), analytical/methodological approach
          1. Include Institutional Review Board (IRB) processes and approval
       iii. Anticipated challenges and mitigation strategies to address potential challenges
       iv. Identify how each selected competency will be addressed and how integration across competencies will be demonstrated

IV. Chapter 4 – Results
a. Provide results of the project by aim
b. Discuss stakeholders involved, challenges encountered, solutions to challenges

V. Chapter 5 – Discussion by Aim and Conclusion
   a. Laying the foundation for the final field-based product(s)
      i. Synthesize results of the project by aim
      ii. Provide specific recommendations for action
      iii. Integrate previously identified competencies

   ➢ ILE Field-Based Product #2:
     a. Stand-alone product(s) that might be externally communicated or disseminated
        i. Examples: Proposal for disease surveillance system; policy brief;
           program evaluation report; community needs assessment; quality
           improvement plan/recommendations; strategic plan; training
           manual/educational materials; health promotion program plan/design;
           new simulation method for monitoring population health; agent-based
           model

VI. Chapter 6 – Summary chapter
   a. Summarize and synthesize ILE competencies, design, results, and implications
   b. Reflect on attainment of competencies as a result of the ILE process
   c. Describe plan for dissemination of findings to stakeholders. Include at least one
      dissemination product, how it was disseminated and results of dissemination
      i. Examples: Stakeholder presentation; editorial; website; meeting agenda
         and notes; town hall

   ➢ ILE Field-Based Product #3: Communication & Dissemination Plan
     a. Report on stakeholder engagement with the ILE process and the reaction of
        stakeholders to ILE findings and recommendations
Alternative Format: main components of each chapter in the ILE Dissertation as well as the interplay of anticipated manuscripts.

The Dissertation Proposal for the Alternative Format includes Chapters 1, 2, 3 and 4 (parts i and ii only).

I. Chapter 1 – Introduction / Statement of the Problem
   a. Rationale for prioritizing the public health issue:
      i. Epidemiological data / trends to support prioritization of the issue
      ii. Potential return on investment (ROI) projected by addressing the health concern
      iii. Extent to which the problem is amenable to change
      iv. Discussion of how addressing the problem will lead to a population health impact
      v. Long-term goals centered on addressing the problem
   b. Identification of DrPH competencies (Foundational and Concentration) and plan for demonstrating integration and synthesis of competencies
      i. Foundational competency selection:
         1. Select at least one competency from each of the following content areas:
            a. Data and Analysis
            b. Programs and Policies
            c. Education and Workforce Development
         2. Select at least two competencies from the following content area:
            a. Leadership, Management and Governance
      ii. Concentration Area: Select at least three competencies from the student’s area of Concentration
   c. Stakeholder/practice partner engagement plan/approach on the applicability/relevance of proposed field-based products (to ensure products are consistent with advanced practice and designed to influence public health programs, policies, and/or systems)

II. Chapter 2 – Scoping Literature Review (ILE product #1; Manuscript 1)
   a. Comprehensive review of the literature

   ➢ ILE Product for Manuscript #1: Scoping Literature Review—systematic review following PRISMA guidelines with focus on practice or policy implications. This product will be based on Chapters 1 and 2 of the ILE Dissertation Proposal.

   ➢ Chapter 3 (ILE Product #2, Manuscript #2):
     ➢ Empirical article: formatted to meet Author Guidelines for submission to intended journal, as agreed upon with DrPH Advisory Committee
       i. Introduction
       ii. Methods
       iii. Results
       iv. Discussion and potential policy/practice relevance
Chapter 4 (ILE Product #3, Manuscript #3):
- Policy or Practice Implications Manuscript: formatted to meet Author Guidelines for submission to intended journal, as agreed upon with DrPH Advisory Committee
  - Introduction
  - Methods
  - Results
  - Discussion and potential policy/practice relevance
    - How the data from the empirical work informed the policy/practice
    - How the student’s investigation and findings improve current policy/practice

Chapter 5 Summary Chapter
- Summarize and synthesize ILE competencies, design, results, and implications
- Reflect on attainment of competencies as a result of the ILE process
- Describe plan for dissemination of findings to stakeholders.

COMPLETION OF THE ILE: THE FINAL DEFENSE

The Dissertation represents the culminating product of the ILE. It will demonstrate that the Doctoral Candidate is capable of producing professional and scholarly research at a level commensurate with the DrPH degree.

The Doctoral Candidate meets regularly with the Advisory Committee Chair and/or Research Mentor while producing their ILE products. It is also expected that the other Advisory Committee members are consulted as appropriate during the process.

Refer to the ETSU School of Graduate Studies Guide for Preparation of Electronic Theses and Dissertations (ETD) Manuscripts for details on the format of the Dissertation product.

The process of writing the ILE dissertation is interactive, with the student working most closely with the Advisory Committee Chair and with other committee members to the extent appropriate. When the written products have reached a reasonable final draft as determined by the student and chair, they will be given to the other committee members. Within 3 weeks, the Advisory Committee members will decide whether the products are ready for final defense. When there is agreement, a date for the final ILE defense date will be scheduled through the ETSU School of Graduate Studies. This should be accomplished at least four weeks prior to the defense date and in accordance with deadlines as published by the School of Graduate Studies.

The final defense of the ILE should be scheduled in consultation with the Advisory Committee Chair according to the College of Graduate and Continuing Studies requirements.
include public notice of the location, date and time of the oral defense and inclusion of an Outside Observer from the College of Graduate and Continuing Studies. It is essential that you schedule your defense at least two months ahead of your planned defense date, and you must ensure that Dr. Randy Wykoff, Dean of the College of Public Health, can attend your presentation. The final ILE defense will begin with a brief presentation of the project and findings by the student. Following the student’s presentation, Advisory Committee members will ask questions regarding the project. The purpose of the defense is to clarify and to more clearly assess the student’s judgment and scholarship.

Immediately following the ILE defense, the committee meets privately to evaluate the success or failure of the student. A closed ballot is administered prior to the discussion of the candidate’s performance. The options for evaluating a student include: (1) Unconditional Pass – all members vote to pass the student without conditions; (2) Conditional Pass – further evidence of qualification is necessary, the nature of the required condition(s) decided by consensus; and (3) Failure – a majority of the committee decides that the student has failed the examination. If the student fails the defense, the committee may recommend a reexamination. If the student is permitted a reexamination, he/she must be reexamined within six months. The student is informed of the committee’s decision immediately following the vote. Results of the Advisory Committee’s decision are forwarded to the College of Graduate and Continuing Studies.

A final draft of the ILE products is prepared once the student has successfully passed the final defense. It is not unusual for some modifications of the written materials to result from the defense itself. The Advisory Committee Chair is responsible for ensuring that any required changes are carried out. The final draft of the products are submitted in the form and as required by the College of Graduate and Continuing Studies and following all requirements and deadlines established by them.

GRADUATION

Candidates for the DrPH degree have completed all the requirements pertaining to the degree and the University as stipulated in the Graduate Catalog and explained in this Handbook. It is important to be aware of deadlines for submission of forms and products of the culminating experience and Dissertation (including all associated components). Missed deadlines usually translate into delayed graduation. Keep in touch with the Doctoral Advisory Committee on a regular basis - it would be wise to meet at least once or twice a semester. Students should keep their own checklist of requirements to record progress and ensure matriculation. In the semester before graduation, contact the Graduation Specialist in the School of Graduate Studies. Ensure a GPA of 3.0 or above, as graduation will not be allowed with a lower GPA. Unless all requirements for graduation are completed in the previous semester, students must be enrolled in the semester in which graduation occurs. This step can be facilitated by signing up for the one credit placeholder course, COBH/EPID/HSMP 5990 (Readings and Research) through the student’s advisor.

Finally, make plans to procure the appropriate graduation regalia for the ceremony and invite family and friends to share in the joy of your accomplishment. You only get to graduate a few times in your life if you are lucky. Please take part in the ceremony.
OTHER POLICIES AND PROCEDURES

CLASS ATTENDANCE AND PARTICIPATION

Class attendance has a high correlation with academic success. It is expected that students will make every reasonable effort to attend all class meetings and participate regularly in the learning activities of each course, providing the course instructor with a reason for any absence. For online students this includes timely completion of all class assignments and full participation in required personal or group communication. Failure to attend class regularly or to participate fully in course activities can negatively affect students' evaluations in a course, their final course grades and, subsequently, financial aid.

In keeping with University policy, students may not enroll in a course after the late add date coinciding with the University census (approximately two weeks into the semester) without the approval of the Course Instructor, the Department Chair, and the Dean of the College. In addition, any absence by a regularly enrolled student of more than two weeks must be approved by the Instructor. Failure to obtain this approval may affect the student’s grade in the course.

In order to reduce disruption of instruction, students who attend class meetings late may be barred from entry into the classroom at the instructor’s prerogative.

Due to the special considerations and needs of a given course, an instructor may have an individual attendance policy that is stricter than the Program policy. If so, this policy shall be stated in the course syllabus and made available to students. The University policy regarding class attendance appears in the Graduate Catalog.

ASSISTANTSHIPS AND OTHER FINANCIAL AID

The College of Public Health has a limited number of positions to support graduate studies. Many DrPH and MPH students successfully obtain a Graduate Assistantship (GA) or a Tuition Scholarship (TS) in other departments across campus. More information can be found online at the Graduate Studies website for Assistantships and Scholarships. If you are awarded either of these stipends, be sure to familiarize yourself with the related requirements and obligations as stated in the online GA/TS Handbook. All international students who receive a GA or TS must take an Oral Proficiency Interview (OPI) upon their arrival at ETSU. Remember it is a privilege, not a right, to be awarded funding as a graduate assistant. The College expects professional work for a professional wage. Timecards will be kept and evaluations will be made.

CANCELLATION OF CLASSES DUE TO INCLEMENT WEATHER

Notification of cancellation of classes for the ETSU campus due to extremely hazardous weather conditions will be aired over WETS 89.5 FM and other area radio stations on the day of cancellation. Often, instructors will post such announcements on the Desire2Learn instructional system, as well. See ETSU’s Alert System Policy for information about the campus-wide communication procedures.
ONLINE CLASSES AND THE *Desire2Learn*® COMPUTER-ASSISTED INSTRUCTIONAL DELIVERY SYSTEM

*Desire2Learn* is a system that allows for courses to be taught online either exclusively or in conjunction with traditional classroom instruction. It allows instructors to post assignments, give tests, post grades, and make additional course material available—all in a user-friendly computer-assisted instructional interface. It also allows students to retrieve their assignments, submit their work, take tests, view their grades, and communicate with the instructor(s) and classmates. In order to access the benefits of this system, students must use their university GoldMail accounts. For more information about learning online at ETSU, see the [D2L support website](#).

GRADING SYSTEM

Letter grades are assigned for graduate credit. Students will not be granted credit for grades of less than “C”. The letter grades of “S” (satisfactory) and “U” (unsatisfactory) are given for Readings and Research. A grade of “S” carries graduate credit and “U” means no credit earned. “SP” (satisfactory progress) indicates progress toward project or research completion but carries no credit. This grade does not affect the student’s GPA. Students who receive a “SP” must, in subsequent semesters (including summer), enroll in additional hours of Readings and Research until the requirements are completed, at which time, all “SP's” will convert to “S’s”. A second “U” grade earned in Readings and Research would be equivalent to an “F” grade and the student would be removed from the program. A grade of “I” (incomplete) indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student’s control, was unable to complete the course requirement. It also indicates that the student has received consent from the instructor to complete the work for which an “I” is assigned. The “I” grade cannot be used to allow a student to do additional work to raise a deficient grade or to repeat a course. An “I” grade must be removed *no later than one calendar year* from the time the grade is awarded. Time extension requests for removal of “I” grades must be submitted to and approved by the dean of the School of Graduate Studies before the allotted time expires. An “I” grade not removed under the guidelines noted above will be converted to an “F”. Grades given in the School of Graduate Studies carry the following meaning and quality points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Quality Points per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Clear Excellence</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory Performance</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Minimum Passing Grade</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failed</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
</tbody>
</table>
To remain in good standing, a graduate student must maintain an overall grade point average of 3.0 or better. All graduate course grades earned at East Tennessee State University by a student will be used in computing the grade point average. An overall average of 3.0 is required for graduation.

**OFFICE HOURS OF FACULTY**

Faculty members welcome the opportunity to confer with students. Faculty typically post their office hours to assure availability and to assist in arranging meeting times. Although most faculty members post their office hours or state them in their course syllabi, it is still a good idea to call or email to schedule an appointment. This will help ensure the meeting is at a time that is mutually convenient.

**RESOLVING ACADEMIC CONCERNS**

All students at this University have the right to appeal a final course grade. The process to be followed is detailed under “Grade Appeal Process” in the Graduate Catalog. Many issues, however, may be resolved with the assistance of the Academic Advisor or the Department Chair. A grievance not related to a final course grade should be made by the aggrieved student directly to the faculty member(s) involved as a first course of action. If the student is not satisfied with the outcome, the next step is to present the grievance in writing to the Petitions Committee. If unsatisfied, present the grievance in writing to the Chair of the Department of the student’s concentration. The next appeal shall be directed to the Associate Dean for Academic Affairs of the College of Public Health. The final appeal shall be directed to the Vice President for Health Affairs, who has the final administrative decision-making authority for this division.

**ACADEMIC MISCONDUCT**

Not only in this program, but in your entire University experience, you are expected to practice the highest standards of academic integrity. Plagiarism, cheating, fabrication, and other forms of academic dishonesty are prohibited. Plagiarism is using, borrowing, or stealing someone else’s words or ideas without giving proper credit to the source or claiming them as your own. This includes copying definitions and sentences from textbooks, periodicals, other student’s papers, the internet, or any other resource. Cheating occurs in many forms, including the use of unauthorized materials, information, or study aids on assignments or tests. It also includes collaborating with others on exercises not designated as group assignments. Fabrication involves the intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Committing any of these acts, or helping others to do so, will result in disciplinary sanctions including loss of credit for an assignment, failing the course, or removal from the program. For a full description of the university policy on Academic Misconduct, including details of possible sanctions, consult the section on Academic Misconduct in the Graduate Catalog. See also the section on the ETSU Honor Code in the Graduate Catalog.
OTHER UNIVERSITY POLICIES

Other important policies are found in the Policies and Procedures Section of the Graduate Catalog.

COLLEGE AND UNIVERSITY RESOURCES AND SERVICES

PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

Your academic, professional and social experience at ETSU will be enriched by involvement in professional organizations and associations.

BOOKSTORES

The University Bookstore and the College Store carry a supply of new and used textbooks, paperbacks, gift items, school and office supplies, art and engineering supplies, stationary and greeting cards, health and beauty aids, and computer supplies.

UNIVERSITY CAREER SERVICES

University Career Services, the, located on 1st floor of Nell Dossett Hall, can help by providing: 1) job placement opportunities for full-time, part-time, and summer employment; 2) cooperative education; 3) an occupational and employment information library for information on career opportunities including data on specific area employers; 4) workshops and seminars on career planning, resume writing, interview techniques, and job-hunting skills; 5) computer-assisted job matching and resume design; and 6) national employment trends and salary information. Call 423-439-4450 for more information.

COUNSELING CENTER

The Counseling Center provides the following career services: 1) individualized counseling; 2) printed instruments to help students assess their interests, values, abilities, and personality traits as a means of choosing a career well suited for them; 3) a user-friendly computerized career guidance program to give information about work in specific occupation, trends in the job market, likes and dislikes of worker, beginning salaries, future opportunities, and related fields; 4) lists of professionals in the area willing to discuss the opportunities in their field of study. Faculty advisors may discuss opportunities in their field of study. Call 423-439-3333 for more information or to make an appointment.
Bucky’s Food Pantry is an additional service offered through the Counseling Center. If you need supplemental food to get you through the week or month, just fill out a form and email it to foodpantry@etsu.edu or bring it to the food pantry when it is open. Volunteers will respond to your request and make sure that you receive a package of food within eight hours. Clients may use the food pantry twice in one month, but after that you will be referred to one of our agency partners in case you need further assistance that we are not qualified to handle. Bucky’s Food Pantry is located by the Buc Ridge Apartment Complex.

ADULT, COMMUTER AND TRANSFER SERVICES (A.C.T.S.)

The A.C.T.S. Office provides academic and support services designed especially for adult and re-entry students. Special adult orientation programs for entering students are held before the beginning of each semester. A series of seminars on topics such as career planning and time management are scheduled periodically throughout the year. A.C.T.S. is located on the 1st floor of the Sherrod Library, phone 423-439-5641.

STUDENT HEALTH CLINICS

ETSU’s University Health Services has licensed Nurse Practitioners and Registered Nurses who will provide you with professional health care. The Student Health Clinic, located in the lower level of Roy S. Nicks Hall, is open Monday-Friday, 8 a.m. – 4:30 p.m. The professional staff of the clinic includes a licensed nurse practitioner, registered nurses, and a health educator. Call 423-439-4225 for more information.

Dental Hygiene Clinic, located in Room 70, Lamb Hall, provides services to all persons eligible for treatment. Appointments may be made by contacting the clinic receptionist, 423-439-4514.

Speech and Hearing Clinic, located in Room 363 of Lamb Hall, offers professional services to faculty, students, and the general public in the areas of speech and hearing. Call for an appointment, 423-439-4355.

COMPUTER RESOURCES

Computer resources at East Tennessee State University are available to authorized students, faculty, staff, and off-campus constituents. All students receive an e-mail account when they register for courses. This account allows access to many computer resources on campus, as well as the Desire2Learn Instructional system. Help is provided for students who experience computer problems in the following venues: by visiting the online website Student Information Technology Help Desk; by calling off-campus 439-5648; by calling on-campus 3-4OIT (3-4648); or by emailing itshelp@etsu.edu.

DISABILITY SERVICES
Student Procedures for Special Services (ADA)

East Tennessee State University is committed to the goal of integrating students with disabilities into the campus community to the fullest extent possible. Services include arrangements for access, accommodations, and instruction and provision of a variety of support services designed to enable the student to take full advantage of the University’s programs. Any student who has a special need as a result of a disability must contact Disability Services, Sherrod Library 1st floor; phone 423-439-8346. Special assistance in courses and with campus services can be arranged only if the student has made his or her needs known in this manner. The student should also discuss any specific needs with instructors at the beginning of the semester. Every effort will be made to provide appropriate accommodations. Students preferring to participate in class without accommodations are advised to inform the course director of the specific nature of the disability at the beginning of the semester and/or clerkship in the event that accommodations are needed as the semester progresses.

INTERNATIONAL PROGRAMS

Assistance is available to meet the special needs of international students in the Office of International Programs and Services. The international student advisor acts as a liaison between the university, the local community, the international student organization, and selected community agencies. The advisor for international programs is located on campus at 122 Yoakley Hall. Additional information can be found online at the Office of International Programs and Services website.

UNIVERSITY LIBRARIES

The Sherrod Library with seating capacity of 1,200 students is the central library of the university containing the major learning resources that support the university’s program of teaching and research. The collection of the library include over one-half million volumes, more than one million microforms, 3,400 current periodical subscriptions, a large collection of federal and state documents, a map section, archives, and a special collection. Call Sherrod Library for hours, 423-439-4307. Additional information can be found at the University Libraries website.

The Medical Library is located on the Veterans Affairs Medical Center campus at the corner of Magnolia and Maple Street. The Medical Library and the Biomedical Communications section form the Department of Learning Resources and work together to serve the health science information needs of northeast Tennessee. A wide range of networked CD-ROM databases are also available in the libraries.

PUBLIC SAFETY

The Department of Public Safety is located in the parking garage at 1043 Jack Vest Drive and has personnel on duty 24 hours a day for assistance. The telephone number is 423-439-4480 or 911 for emergencies. The telephone number for the administrative offices is 423-439-6900. Additional information can be found online at the Department of Public Safety website.
TRANSPORTATION SYSTEM

The university operates BUCSHOT, a free shuttle system for students, faculty, staff, and visitors, linking parking lots on the perimeter of the campus with main academic and administrative buildings. Operation hours are scheduled during peak class periods as well as in conjunction with selected major campus events. Schedule, route, and other details are available at various locations on campus including the Division of Student Affairs located on the 2nd floor of Nell Dossett Hall and is open from 8:00 a.m. to 4:30 p.m., Monday – Friday, phone 423-4394210.

Public transportation on Johnson City Transit buses is provided free of charge or for a reduced fee to ETSU students and faculty presenting their school identification cards. See the Johnson City Transit website for details and maps of the areas served.

VETERANS AFFAIRS

The Office of Veterans Affairs responds to the needs, problems, and questions of students eligible for educational assistance benefits under all chapters of the G.I. Bill, Title 38, United States Code. The Office of Veterans Affairs is located in room 101 of Burgin E. Dossett Hall; phone 423-439-6819.
• Appendix A: Chronological Course Plans
• Appendix B: Important Program Forms
• Appendix C: Student Organizations
• Appendix D: Student & Faculty Responsibilities
• Appendix E: DrPH Program Competencies
## ETSU College of Public Health Doctor of Public Health Curriculum

### Community Health Concentration

**Year 1: COBH**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
<th>Summer</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HSMP 6340</td>
<td>3</td>
<td>HSMP 6330</td>
<td>3</td>
<td>COBH 6850^</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>EPID 6490</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COBH 6200 or COBH 6220^</td>
<td>3</td>
<td>COBH 6210 or COBH 6240^</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective^^</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>13</td>
<td></td>
<td>Credit Hours</td>
<td>12</td>
<td>Credit Hours</td>
<td>6</td>
</tr>
<tr>
<td><strong>Yr 1: Total Hours</strong></td>
<td>28/31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 2: COBH**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
<th>Summer</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HSMP 6120</td>
<td>3</td>
<td>COBH 6250</td>
<td>3</td>
<td>COBH 6960 - Dissertation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>COBH 6200 or COBH 6220^</td>
<td>3</td>
<td>COBH 6960 - Dissertation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COBH 6150</td>
<td>3</td>
<td>COBH 6210 or COBH 6240^</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>12</td>
<td></td>
<td>Credit Hours</td>
<td>9</td>
<td>Credit Hours</td>
<td>1</td>
</tr>
<tr>
<td><strong>Yr 2: Total Hours</strong></td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Year 3: COBH**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Hours</th>
<th>Spring</th>
<th>Hours</th>
<th>Summer</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COBH 6960 - Dissertation*</td>
<td>3</td>
<td>COBH 6960 - Dissertation**</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective^^</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>6</td>
<td></td>
<td>Credit Hours</td>
<td>2</td>
<td>Credit Hours</td>
<td>0</td>
</tr>
<tr>
<td><strong>Yr 3: Total Hours</strong></td>
<td>5/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Program Hours</strong></td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^Concentration courses will be offered in alternating years.

^Applied Practice Experience (APE) can be completed after completion of 12 credit hours in the program. It is expected that full-time students will complete the APE during Summer of Year 1.

^^For Fall 2019 Cohort, and elective should be scheduled in the Fall semester of Year 3; for Fall 2020 Cohort and beyond, an elective should instead be scheduled in the Fall semester of Year 1.

*In order to maintain full-time status, students in the Fall 2019 Cohort will take 2 additional hours of COBH 6960 Dissertation in the Fall semester of Year 3. The Fall 2020 Cohort and beyond will take 5 additional hours of COBH 6960 in Fall of Year 3. While not in the CPOS, Supervised Research or Teaching will comprise 1 additional credit hour each semester for Graduate Assistants.

**In order to maintain full-time status, students will take 3 additional hours of COBH 6960 in Spring of Year 3. While not in the CPOS, Supervised Research or Teaching will comprise 1 additional credit hour for Graduate Assistants.
ETSU College of Public Health Doctor of Public Health Curriculum  
Epidemiology Concentration

Year 1: EPID

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMP 6340</td>
<td>3</td>
<td>HSMP 6330</td>
<td>3</td>
<td>EPID 6850#</td>
<td>6</td>
</tr>
<tr>
<td>EPID 6490</td>
<td>4</td>
<td>COBH 6160</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPID 6410 or</td>
<td>3</td>
<td>EPID 6240 or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPID 6470^</td>
<td></td>
<td>EPID 6435^</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective^   ^</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>13</td>
<td>Credit Hours</td>
<td>12</td>
<td>Credit Hours</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 1: Total Hours</td>
<td>28/31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 2: COBH

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMP 6120</td>
<td>3</td>
<td>COBH 6250</td>
<td>3</td>
<td>EPID 6960 -</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td>EPID 6410 or</td>
<td>3</td>
<td>EPID 6960 -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPID 6470^</td>
<td></td>
<td>Dissertation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COBH 6150</td>
<td>3</td>
<td>EPID 6420 or</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPID 6435^</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>12</td>
<td>Credit Hours</td>
<td>9</td>
<td>Credit Hours</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 2: Total Hours</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 3: COBH

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 6960 -</td>
<td>3</td>
<td>EPID 6960 -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation*</td>
<td></td>
<td>Dissertation*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective^   ^</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>6</td>
<td>Credit Hours</td>
<td>2</td>
<td>Credit Hours</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 3: Total Hours</td>
<td>5/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Program Hours</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^Concentration courses will be offered in alternating years.

*Applied Practice Experience (APE) can be completed after completion of 12 credit hours in the program. It is expected that full-time students will complete the APE during Summer of Year 1.

^^For Fall 2019 Cohort, and elective should be scheduled in the Fall semester of Year 3; for Fall 2020 Cohort and beyond, an elective should instead be scheduled in the Fall semester of Year 1.

*In order to maintain full-time status, students in the Fall 2019 Cohort will take 2 additional hours of COBH 6960 Dissertation in the Fall semester of Year 3. The Fall 2020 Cohort and beyond will take 5 additional hours of COBH 6960 in Fall of Year 3. While not in the CPOS, Supervised Research or Teaching will comprise 1 additional credit hour each semester for Graduate Assistants.

** In order to maintain full-time status, students will take 3 additional hours of COBH 6960 in Spring of Year 3. While not in the CPOS, Supervised Research or Teaching will comprise 1 additional credit hour for Graduate Assistants.
ETSU College of Public Health Doctor of Public Health Curriculum  
Health Management and Policy Concentration

### Year 1: HSMP

<table>
<thead>
<tr>
<th>Fall Course</th>
<th>Hours</th>
<th>Spring Course</th>
<th>Hours</th>
<th>Summer Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMP 6340</td>
<td>3</td>
<td>HSMP 6330</td>
<td>3</td>
<td>HSMP 6850#</td>
<td>6</td>
</tr>
<tr>
<td>EPID 6490</td>
<td>4</td>
<td>COBH 6160</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSMP 5300 or HSMP 6310^</td>
<td>3</td>
<td>HSMP 6320 or HSMP 6840^</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective^^</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>13</td>
<td>Credit Hours</td>
<td>12</td>
<td>Credit Hours</td>
<td>6</td>
</tr>
</tbody>
</table>

Yr 1: Total Hours 28/31

### Year 2: COBH

<table>
<thead>
<tr>
<th>Fall Course</th>
<th>Hours</th>
<th>Spring Course</th>
<th>Hours</th>
<th>Summer Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMP 6120</td>
<td>3</td>
<td>COBH 6250</td>
<td>3</td>
<td>HSMP 6960 - Dissertation</td>
<td>1</td>
</tr>
<tr>
<td>HSMP 5300 or HSMP 6310^</td>
<td>3</td>
<td>HSMP 6960 - Dissertation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COBH 6150</td>
<td>3</td>
<td>HSMP 6320 or HSMP 6840^</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>12</td>
<td>Credit Hours</td>
<td>9</td>
<td>Credit Hours</td>
<td>1</td>
</tr>
</tbody>
</table>

Yr 2: Total Hours 22

### Year 3: COBH

<table>
<thead>
<tr>
<th>Fall Course</th>
<th>Hours</th>
<th>Spring* Course</th>
<th>Hours</th>
<th>Summer Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMP 6960 - Dissertation *</td>
<td>3</td>
<td>HSMP 6960 - Dissertation **</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective^^</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>6</td>
<td>Credit Hours</td>
<td>2</td>
<td>Credit Hours</td>
<td>0</td>
</tr>
</tbody>
</table>

Yr 3: Total Hours 5/8

Total Program Hours 58

^Concentration courses will be offered in alternating years.

*Applied Practice Experience (APE) can be completed after completion of 12 credit hours in the program. It is expected that full-time students will complete the APE during Summer of Year 1.

^^For Fall 2019 Cohort, and elective should be scheduled in the Fall semester of Year 3; for Fall 2020 Cohort and beyond, an elective should instead be scheduled in the Fall semester of Year 1.

*In order to maintain full-time status, students in the Fall 2019 Cohort will take 2 additional hours of COBH 6960 Dissertation in the Fall semester of Year 3. The Fall 2020 Cohort and beyond will take 5 additional hours of COBH 6960 in Fall of Year 3. While not in the CPOS, Supervised Research or Teaching will comprise 1 additional credit hour each semester for Graduate Assistants.

**In order to maintain full-time status, students will take 3 additional hours of COBH 6960 in Spring of Year 3. While not in the CPOS, Supervised Research or Teaching will comprise 1 additional credit hour for Graduate Assistants.
# ETSU College of Public Health Doctor of Public Health Curriculum
## Part-Time Student Suggested Course Sequence

### Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>HSMP 6340</td>
<td>3</td>
<td>HSMP 6330</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>3</td>
<td>Credit Hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yr 1: Total Hours</strong></td>
<td><strong>9</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Concentration 1^</td>
<td>3</td>
<td>COBH 6160</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EPID 6490</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>7</td>
<td>Credit Hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yr 2: Total Hours</strong></td>
<td><strong>13</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Concentration 2^</td>
<td>3</td>
<td>HSMP 6210</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Concentration 3^</td>
<td>3</td>
<td>Concentration 4^</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>6</td>
<td>Credit Hours</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yr 3: Total Hours</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 4

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>COBH/EPID/HSMP 6850 (Applied Practice Experience)^#</td>
<td>3</td>
<td>COBH/EPID/HSMP 6850 (Applied Practice Experience)^#</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COBH 6150</td>
<td>3</td>
<td>COBH 6250</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>6</td>
<td>Credit Hours</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yr 1: Total Hours</strong></td>
<td><strong>12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
</table>

### Year 5

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>OBH/EPID/HSMP 6960 - Dissertation</td>
<td>3</td>
<td>COBH/EPID/HSMP 6960 - Dissertation</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>3</td>
<td>Credit Hours</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yr 2: Total Hours</strong></td>
<td><strong>13</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^Concentration courses will be offered in alternating years.

^# Applied Practice Experience (APE) can be completed after completion of 12 credit hours in the program, in consultation with the student’s faculty advisor.
Appendix B

IMPORTANT PROGRAM FORMS

The following forms are often needed for progression within the program. It is your responsibility to obtain the appropriate signatures and submit the form to the DrPH Coordinator for processing by the appropriate deadline. Always keep a copy of all forms for your own personal records. Contact the graduate school to confirm they have all required forms at least once per semester.

Year 1

- Program of Study: Should be submitted by the DrPH Coordinator through an online form to the Graduate School prior to the start of the first semester.

- Appointment of an Advisory Committee for the Doctoral Degree (form) ○ Schedule first Committee meeting (Before end of Year 1)

- Application for Transfer of Graduate Credits: Submit this form (found online) to the DrPH Coordinator by the end of the first semester of enrollment if you are requesting the transfer of graduate credits from another school or program into your DrPH degree. A syllabus and transcript grade must accompany any request concerning courses taken outside ETSU. Submit subsequent requests as courses are completed in graduate certificates and from other approved sources. In most cases, the number of credits that may be transferred is limited to nine.

- Application for Change from Unconditional Admission with Provisions to Unconditional Admission: Students admitted with provisions, upon meeting the provision(s), must complete the Satisfaction of Provisions Form with DrPH Coordinator. ○ Satisfaction of Provisions Form

- Applied Practice Experience Guidelines (Summer APE – Application Due: Second Friday of February)

- Application for Candidacy for the Doctoral Degree (form) (Submitted within 1 week of completion of Defending Dissertation Proposal)

- Request to Note Credits Earned Above Requirements for a Degree on Academic Record ○

http://www.etsu.edu/gradstud/documents/forms/requesttonotecredits.pdf
Year 3

Graduation Forms

• Intent to Graduate (Due within 2 weeks of the start of your final semester) o File online at: https://www.etsu.edu/reg/application.php

Dissertation:

• Attend Dissertation Submission Workshop ***Check EDT website for dates and times
  o https://www.etsu.edu/gradstud/etd/resources.php

• Memorandum of Oral Defense, which includes the Outside Observer Report Form (Due at least 10 days prior to Oral Defense)
  o http://www.etsu.edu/gradstud/documents/forms/oral-exam.pdf

• Results of Examination, Report, and/or Culminating Experience Form (for Oral Defense of Dissertation) o

• ETD Checklist of Requirements (Submit Release Form Prior to Electronic Submission of First Dissertation Draft) o

• ETD Release Form: http://www.etsu.edu/gradstud/etd/documents/etsureleaseform.pdf

• Manuscript Review Form (Submit Prior to Electronic Submission of First Dissertation Draft)

Electronic Thesis/Dissertation (ETD) Resources

• See “Thesis/Dissertation Forms“ drop-down menu:
  o http://www.etsu.edu/gradstud/forms.php

• ETD Checklist of Requirements
• ETD Guide for Preparation of Electronic Thesis and Dissertation Manuscripts
  o http://www.etsu.edu/gradstud/etd/documents/etdguide.pdf

Other Graduate School Forms and Resources

• Graduate School List of Important Dates
  o https://www.etsu.edu/gradstud/importantdates.php

• Graduate Assistant and Tuition Scholarship Materials
  o https://www.etsu.edu/gradstud/funding/gats.php

• Residency Materials o http://www.etsu.edu/gradstud/forms.php?type=program (See “Residency Forms” drop-down list)

• Application for Change in Academic/Advisory Committee Form: Any changes in your advisory committee must be approved. It is your responsibility to obtain needed signatures and submit this form to the DrPH Coordinator.
  o http://www.etsu.edu/gradstud/documents/forms/advisory_committee_change_form.pdf

• Deferred Admission and Readmission Update Form

• Application for Graduate Course Overload
  o http://www.etsu.edu/gradstud/documents/forms/overload-request.pdf

• Application for Extension of Time
  o http://www.etsu.edu/gradstud/documents/forms/extend.pdf

• Application for Dual Graduate Programs o
  http://www.etsu.edu/gradstud/documents/forms/dual-graduate-programs.pdf
Appendix C

STUDENT ORGANIZATIONS

GRADUATE AND PROFESSIONAL STUDENT ASSOCIATION

The Graduate and Professional Student Association is the representative body for students enrolled in Graduate School. The executive board of the GPSA is elected from representatives of the various graduate programs. Two graduate students from the GPSA are elected members of the Graduate Council. The GPSA encourages social, athletic, cultural, and other extracurricular activities, promotes closer relations between graduate students and faculty outside formal academic settings, and voices ideas and concerns of graduate students.

DELTA OMEGA

Delta Omega is the honorary society for graduate studies in public health, founded in 1924. It celebrates excellent academic achievement, devotion to public health principles and outstanding service in public health.

PHI KAPPA PHI

Membership in the Honor Society of Phi Kappa Phi is earned. Admission is by invitation and requires nomination and approval by a chapter. The governing bylaws of the Society set extremely high standards for membership:

- All must be outstanding students of sound character and enrolled at a college or university with a chapter of Phi Kappa Phi. Because Phi Kappa Phi recognizes and promotes academic excellence in all fields of higher education, one's field of study may be in any discipline.
- Juniors must have completed at least seventy-two credit hours and rank scholastically in the top 7.5 percent (or higher depending on local chapter standards) of their class.
- Seniors must rank in the top 10 percent (or higher depending on local chapter standards) of their class.
- Graduate students must rank in the upper 10 percent of their class.
- Transfer credits are considered in determining class rank.
- Faculty, professional staff, and alumni who have achieved scholarly distinction also may be eligible for membership.
Appendix D

ADVISORY COMMITTEE:
STUDENT & FACULTY RESPONSIBILITIES

The DrPH Degree culminates in the completion of an Integrative Learning Experience (ILE) that includes completion of a dissertation and related field-based products. The supervision of the process is by a member of the ETSU graduate faculty as chair and by a committee of graduate faculty. These sections outline the College of Public Health’s expectations for graduate student and graduate faculty interaction and responsibilities on advisory committees.

Graduate Student Responsibilities

Concerning Rules and Requirements
1. Be familiar with the Graduate Catalog and the rules and guidelines of the specific program they are enrolled in.
2. Be thoroughly familiar with the current edition of the Dissertation and Thesis Guidelines, the comprehensive document that describes what is expected in a dissertation. This document includes all post-proposal and post-final defense steps that are required of students.
3. Be aware of and comply with established defense and manuscript submission deadlines of individual programs and the Graduate School.
4. Obtain and maintain appropriate research certifications. Students may be required to complete human subject research training and responsible conduct of research (RCR) training. Students conducting research involving human subjects, animals, or biological materials must submit research protocols for review to the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), and/or Institutional Biosafety Committee (IBC) before they begin their research.

Concerning the ILE
1. Craft and execute the ILE through all its phases, including completion of a final manuscript and field-based products that have been properly edited following all of the conventions described in the current edition of the Dissertation and Thesis Guidelines published by the ETSU School of Graduate Studies.
2. Submit only original work and properly cite the works of others. Students should be familiar with ETSU policies on academic dishonesty and plagiarism. Misconduct in these areas is treated seriously and may result in a range of penalties up to and including academic dismissal.

Concerning the Committee
1. Use the committee chair as the primary point of contact for developing ideas, selecting an appropriate committee, and developing early drafts. The committee chair should also serve as the gatekeeper for submitting materials to the committee and submitting final products to the Graduate School.
2. Use the committee members as secondary points of contact for developing ideas, reviewing drafts, and submitting final products.

3. Schedule regular meetings with the committee chair to discuss the ILE process and development of products. Students may also schedule meetings with members of the committee.

4. Take personal initiative to move the project forward and discuss with the chair any problems that arise. If issues arise that cannot be resolved with the committee chair or that are best discussed with another person, the student may opt to discuss them with (in this order) the DrPH coordinator; department chair; dean of the college; and the dean of the Graduate School.

5. Recognize that crafting the ILE products entails an ongoing process between the student and the chair and, often, between the student, the chair, and the committee.

6. Maintain contact with his/her committee to keep the members up to date on ILE progress and make revisions by mutually agreed-upon deadlines.

7. Check with the chair and committee members to find out if and when faculty may be unavailable. Depending on the faculty member’s schedule, students may be able to make arrangements to work with a chair or committee member. Alternatively, the student may need to consult with the chair to identify a temporary or permanent replacement. Students must also be respectful of the fact that chairs and committees have many other time-intensive duties. Students must maintain realistic expectations about faculty workloads at all times.

8. Negotiate expectations early in the research effort regarding the publication of research and the ownership of research results generated as part of the dissertation project. Issues to be negotiated include authorship, the number and frequency of submissions.

Committee Chair Responsibilities

1. Recognize that, as the committee chair, he/she is a mentor who works closely with the student and has significant impact on the student’s training during their ILE.

2. Provide timely and thorough guidance on all aspects of the student’s graduate study, including the development of projects, the development of drafts, and the ethical conduct of research.

3. Recommend appropriate members to serve on the committee and indicate when the student may circulate the drafts and the final version of ILE products to members of the committee.

4. Advise the student on proposal and final defense protocols.

5. Ensure that students and their dissertation manuscript and field-based products are adequately prepared for defense.

6. Facilitate the defense and discuss with the student any revisions that may be needed after the defense has been concluded.

7. Help students develop appropriate timelines and procedures for completing the ILE. Students need to know how to schedule a defense date, how to prepare their ILE products for the defense, how far in advance of the defense date the finished products must be submitted to the committee, and the Graduate School’s deadlines for submitting the dissertation manuscript for review.

8. Be accessible to students for dialogue and meetings as needed.

9. Respond to student drafts in a timely manner. In general, committee chairs should provide feedback within 10 working days of receiving a draft. If more time is needed, the chair should contact the student to acknowledge receiving the draft and indicate how much additional time may be required for a response.
10. Graduate faculty members who are chairing multiple committees should discuss their workload honestly with their students, setting clear, realistic expectations about how often and how quickly students can expect to receive feedback.

11. Be thoroughly familiar with the Graduate Catalog as well as the rules and guidelines of the student’s specific program.

12. Be thoroughly familiar with the material found in the current edition of the *Dissertation and Thesis Guidelines*, the comprehensive document that describes what is expected in a dissertation. This document includes all post-proposal and post-final defense steps that are required of students by the Graduate School.

13. Maintain ETSU graduate faculty status and certifications in the areas of human subjects’ research, animal research, biosafety, and the responsible conduct of research, if applicable.

14. Monitor the student’s progress towards fulfilling all federal, state, local, and institutional compliance requirements. These include, but may not be limited to, IRB, IACUC, IBC, and RCR training (as defined in Item 4 under the section on “Graduate Student Responsibilities: Concerning Rules and Requirements”).

15. Provide the editorial and citation support that students need to prepare a correctly edited manuscript or refer students to an outside resource for this purpose. Manuscripts with errors that are received by the Graduate School will be returned to the student for corrections.

16. The advisory committee chair should be present at graduation to hood the student.

17. If the chair is scheduled for an OCDA (off-campus duty assignment) or takes a leave of absence during the regular academic year, the chair is responsible for informing all students for whom she/he is the primary academic advisor. The chair has two options:
   A. The chair can continue advising and assisting the student as normal, in which case the chair and the student must agree upon a method of communication while the chair is absent.
   B. The chair, in consultation with the student, may identify another qualified graduate faculty member—either temporarily (for the duration of the OCDA) or permanently—to serve as chair.

**Committee Member Responsibilities**

1. Collaborate with the committee chair to provide timely and thorough guidance to the student as a mentor on all aspects of his/her graduate studies, including the development of ILE field-based products, the development of manuscript drafts, and the ethical conduct of research.

2. Respond to student drafts in a timely basis. Generally, committee members should provide feedback within 10 working days of receiving a draft. If more time is needed, the committee member should contact the student to acknowledge receiving the draft and indicate how much additional time may be required for a response.

3. Graduate faculty members who are serving on multiple committees should discuss their workload honestly with students, setting clear, realistic expectations about how often and how quickly students can expect to receive feedback.

4. Inform the committee chair of any feedback being provided to students outside of the formal defense settings.

5. Maintain ETSU graduate faculty status and certifications in the areas of human subjects’ research, animal research, biosafety, and the responsible conduct of research, as applicable.

6. If the committee member is scheduled for an OCDA or takes a leave of absence during the regular academic year, she/he is responsible for informing all of the students on whose advisory committees she/he is serving as a committee member. The committee member has two options:
A. The committee member can continue advising and assisting the student as normal, in which case the
member and the student, in consultation with the committee chair, must agree upon a method of
communication while the member is absent.
B. The committee member, in consultation with the student and the committee chair, may identify another
qualified graduate faculty member—either temporarily (for the duration of the OCDA) or permanently—to
serve as his or her replacement on the advisory committee.

Conflict Resolution
Conflicts occasionally arise between students and their dissertation chairs or committee members. Sources of
conflict may include but are not limited to disagreement about a timeline for completing the project, disagreement
about the direction of the study or the interpretation of the results, and disagreement about the content, style, and
editing of the dissertation manuscript.

If a conflict is disrupting the progress of the dissertation, the student should follow the procedures below.

1. The student must attempt to resolve the issue with the chair or committee member who is involved in the
   conflict.
2. If unable to resolve the conflict, the student may follow up with the chair (except in those instances when the
   conflict is with the chair), followed by the DrPH program coordinator or the department chairperson.
3. If the conflict cannot be resolved to the satisfaction of all parties, the chair or the student may forward the
disagreement in writing to the Associate Dean for Student Affairs in the College of Public Health for further
mediation.
4. If the conflict is not resolved at the College level, the chair or the student may forward the disagreement in
writing to the dean of the Graduate School.

Students should be aware that some committee members (including chairs) may resign from a committee if the
student does not make timely progress toward completion. In addition, some students find that even without overt
conflict, they may not be satisfied with their chair or with a committee member and wish to make a change.

Both students and faculty members can initiate action to change the membership of a committee, but this should be
a collaborative, consensual process whenever possible. Students who wish to change committee members should
demonstrate courtesy by communicating about the change directly with the faculty involved. Likewise, faculty who
wish to resign from a committee should demonstrate courtesy by directly informing the student.

Resources
ICMJE Defining the Role of Authors and Contributors
APA Tips for Determining Authorship Credit
A Graduate Student’s Guide to Determining Authorship Credit and Authorship Order

These guidelines were adapted from University of Arkansas Little Rock Graduate School website found at
Appendix E

DRPH PROGRAM COMPETENCIES
<table>
<thead>
<tr>
<th>DrPH Foundational Competencies¹</th>
<th>EPID 6490</th>
<th>COBH 6160</th>
<th>COBH 6150</th>
<th>COBH 6250</th>
<th>HSMP 6120</th>
<th>HSMP 6330</th>
<th>HSMP 6340</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data &amp; Analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership, Management &amp; Governance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Create a strategic plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(8) Facilitate shared decision making through negotiation and consensus-building methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>(9) Create organizational change strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>(10) Propose strategies to promote inclusion and equity within public health programs, policies and systems.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>(11) Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>(12) Propose human, fiscal and other resources to achieve a strategic goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(13) Cultivate new resources and revenue streams to achieve a strategic goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Policies &amp; Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ EXCELLENT
(14) Design a system-level intervention to address a public health issue. | X | X | X |
--- | --- | --- | --- |
(15) Integrate knowledge of cultural values and practices in the design of public health policies and programs. | X | X |
(16) Integrate scientific information, legal, and regulatory approaches, ethical frameworks and varied stakeholder interest in policy development and analysis. | X |
(17) Propose interprofessional team approaches to improving public health. | X | X |

**DrPH Foundational Competencies, Continued**

**Education & Workforce Development**

(18) Assess an audience’s knowledge and learning needs. | X | X |
(19) Deliver training or educational experiences that promote learning in academic, organizational and community settings. | X | X |
(20) Use best practice modalities in pedagogical practices. | X |

---

1 DrPH Competencies were revised and accepted by CEPH in 2019.
<table>
<thead>
<tr>
<th>DrPH Community Health Competencies</th>
<th>COBH 6200</th>
<th>COBH 6210</th>
<th>COBH 6220</th>
<th>COBH 6240</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Translate community and behavioral research into population-based programs and policies.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Employ the basic concepts of evidence-based decision making to select and design effective and culturally appropriate intervention strategies by engaging community partners and policymakers.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>(3) Collaboratively develop capacity-building strategies at the individual, organizational, and community levels.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(4) Translate health behavior theoretical models into public health interventions.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Translate theories, conceptual paradigms and evidence to inform planning, implementation, evaluation and dissemination of innovative, tailored public health interventions.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Facilitate the identification of health needs, interests, capacities and disparities of communities and special populations using principles and practices of community-based participatory research.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(7) Conduct qualitative research using well-designed data collection and data analysis strategies.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DrPH Epidemiology Competencies</th>
<th>EPID 6410</th>
<th>EPID 6420</th>
<th>EPID 6435</th>
<th>EPID 6470</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Select and critically evaluate secondary data sources appropriate for addressing a public health issue or question. Explain limitations of secondary data sets (e.g., variables of interest, nonrandom allocation, measurement error, surrogate outcomes) and recommend design and analytic solutions.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>(2) Apply appropriate methods and correctly interpret complex and multifaceted data analysis in determining risk factors and causes of health and disease in populations.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(3) Justify appropriate methods for design of data collection tools and protocols, instrument reliability and validity, data monitoring and quality assurance and data archiving for analysis.</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>(4) Critically evaluate the influence of internal and external validity, effect modification and interaction on the process and interpretation of statistical analyses and epidemiologic data and upon subsequent inferences, conclusions and implications.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
(5) Critically review and interpret public health and other scientific literature to synthesize evidence in a public health area, identify gaps in evidence and propose further epidemiologic investigation. | X | X | X |
--- | --- | --- | --- |
(6) Interpret existing public health information for epidemiologic field investigations, including public health outbreaks and propose recommendations and policy changes for control and prevention. |  |  | X |
(7) Apply the ethical and legal principles, including the concepts of human subject’s protection and confidentiality, related to the collection, management, use and dissemination of epidemiologic data for the conduct of research and public health practice. | X | X | X | X |
(8) Demonstrate proficiency in the use of computer software for data entry, database management, data analysis and displaying and reporting results. | X | X | X | X |

**DrPH HSMP Competencies**

<table>
<thead>
<tr>
<th>DrPH HSMP Competencies</th>
<th>HSMP 5300</th>
<th>HSMP 6310</th>
<th>HSMP 6320</th>
<th>HSMP 6840</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Evaluate different organizational behaviors, cultures and structures across sectors and levels of governance to improve organizational effectiveness.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(2) Integrate individual health information, population health measures and community resources to redesign health service delivery and improve population health.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Assess the effectiveness of public health and healthcare services aimed at improving population health using applied research and evaluation methods.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>(4) Analyze patterns of health services utilization, costs and outcomes and health system performance using applied research methods.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(5) Integrate the principles of organizational theory, behavior and culture to effectively foster shared values for evidence-based decision-making and leadership within health service organizations.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>(6) Align organizational quality improvement programs with state and national quality initiatives to improve organizational effectiveness and resource use.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>