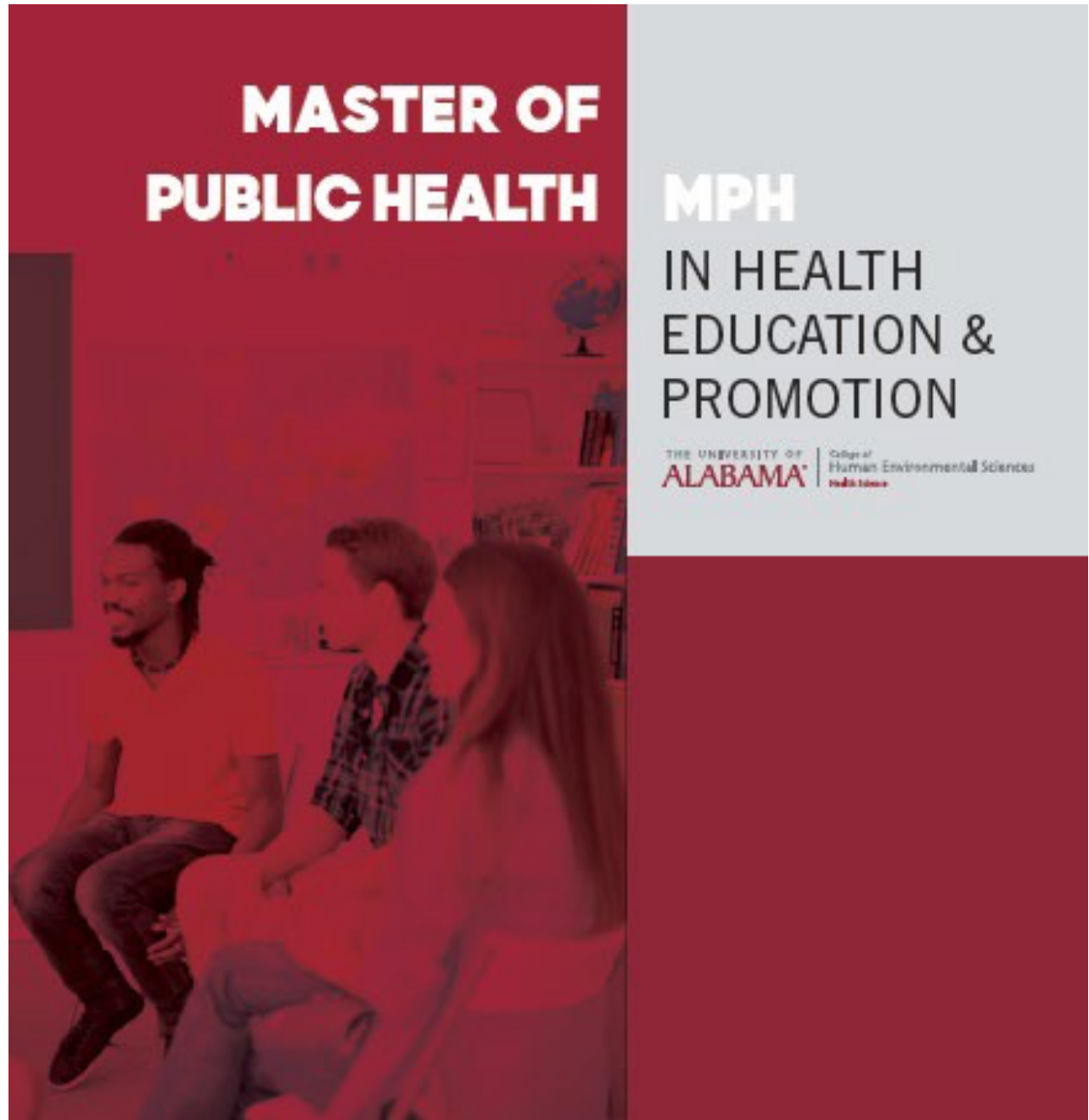


STUDENT HANDBOOK



Last Updated November 4, 2022

Department of Health Science
College of Human Environmental Sciences
The University of Alabama
Russell Hall, Box 870313
Tuscaloosa, AL 35487-0313

MPH Program Website:
<http://www.health.ches.ua.edu/mph-in-health-education--promotion-program-campus-and-online.html>

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MASTER OF PUBLIC HEALTH (MPH) IN HEALTH EDUCATION & PROMOTION

PROGRAM OVERVIEW

The Department of Health Science offers a Master's of Public Health (MPH) degree program in Health Education & Promotion. The program is offered both on campus and through a distance education format (online). The curriculum offers education in the foundational areas of public health (health behavior, environmental health, epidemiology, biostatistics, program planning and evaluation). The MPH program is currently under accreditation review by Council on Education for Public Health (CEPH) accreditation and an accreditation decision is expected in June 2023.

Completion of the Master of Public Health Program qualifies students to take the Certified Health Education Specialist (CHES®) exam. The CHES® certification, offered by the National Commission for Health Education Credentialing (NCHEC), is the only credential for demonstrating competence in Health Education in the United States. Further information on eligibility can be found on the NCHEC website at <https://www.nchec.org/>.

The 42 semester hours program includes 33 credit hours of required coursework, 3 credit hours of supervised practical experience, and 6 credit hours of electives. The on-campus and distance programs have the same requirements for admission, admissions review process, and degree requirements.

Questions about the program and/or application procedures should be directed to:

Leah Tompkins
Assistant Professor
MPH Program Co-Coordinator
112 Russell Hall
Box 870313
Tuscaloosa, AL 35487-1013
(205) 348-3866
LTompkins@ua.edu

1. INTRODUCTION TO THE PROGRAM

PROGRAM MISSION

Our mission is to provide a high quality, student-oriented, and health-equity focused curriculum that equips students with knowledge, skills, and expertise needed to preserve, promote, and improve the health and well-being of individuals, communities, and populations.

PROGRAM VISION

Our vision is enhance the quality-of-life for all Alabamians and the citizens of the nation and word.

FOUNDATIONAL KNOWLEDGE

The MPH program at UA prepares students to plan, implement, and evaluate health education and promotion programs. Specifically, graduates will develop knowledge in the 12 foundational areas required by the Council on Education for Public Health (CEPH), and the 8 areas of responsibility identified by the National Commission for Health Education Credentialing (NCHEC).

I. Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

II. Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

CEPH FOUNDATIONAL COMPETENCIES (FC)

Students will complete a 42-hour course of study based on the 22 foundational competencies (FC) outlined by CEPH. Details of how specific courses are structured to develop competencies are included on each course syllabus.

FC-1.	Apply epidemiological methods to the breadth of settings and situations in public health practice
FC-2.	Select quantitative and qualitative data collection methods appropriate for a given public health context
FC-3.	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
FC-4.	Interpret results of data analysis for public health research, policy or practice
FC-5.	Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
FC-6.	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
FC-7.	Assess population needs, assets and capacities that affect communities' health
FC-8.	Apply awareness of cultural values and practices to the design, implementation or critique of public health policies or programs
FC-9.	Design a population-based policy, program, project or intervention
FC-10.	Explain basic principles and tools of budget and resource management
FC-11.	Select methods to evaluate public health programs
FC-12.	Discuss the policy-making process, including the roles of ethics and evidence
FC-13.	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
FC-14.	Advocate for political, social or economic policies and programs that will improve health in diverse populations
FC-15.	Evaluate policies for their impact on public health and health equity
FC-16.	Apply principles and/or management principles to address a relevant issue
FC-17.	Apply negotiation and mediation skills to address organizational or community challenges
FC-18.	Select communication strategies for different audiences and sectors
FC-19.	Communicate audience-appropriate public health content, both in writing and through oral presentation
FC-20.	Describe the importance of cultural competence in communicating public health content
FC-21.	Integrate perspectives from other sectors and/or professions to promote and advance population health.
FC-22.	Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

HEALTH EDUCATION & PROMOTION (HEP) CONCENTRATION COMPETENCIES

The Department of Health Science's MPH has an emphasis on Health Education & Promotion. To ensure that all graduates are prepared to perform the duties of a health education specialist, students will also be assessed on the following five health education and promotion (HEP) concentration competencies throughout the program.

HEP-1.	Utilize health education/promotion theories in developing population health programs
HEP-2.	Develop measurable goals and objectives to guide comprehensive health education/promotion program planning
HEP-3.	Engage priority populations, partners, and other stakeholders in the planning process
HEP-4.	Design process, impact, and outcome evaluation plans
HEP-5.	Propose the resources (e.g., financial, technological, personnel, and partnership) needed to practice effective health education/promotion

CERTIFIED HEALTH EDUCATION SPECIALIST (CHES) EXAM

Certified Health Education Specialist (CHES) competencies have been integrated into the MPH curriculum at UA to prepare students to sit for the CHES exam. The exam is sponsored by the National Commission for Health Education Credentialing, Inc. (NCHEC) and is offered at various locations across the United States and through live remote proctoring from the safety of home. CHES is the only national credential for health educators. Certification is the process by which a nongovernmental agency or association grants recognition to an individual who has met predetermined qualifications specified by the agency or association.

NCHEC AREAS OF RESPONSIBILITY	
Area I	Assessment of Needs and Capacity
Area II	Planning
Area III	Implementation
Area IV	Evaluation and Research
Area V	Advocacy
Area VI	Leadership and Management
Area VII	Ethics and Professionalism

Based on results from the 2020 Health Education Specialist Practice Analysis II (HESPA II 2020), the previous areas of NCHEC responsibility and competencies were revised. The new set of standards will be included on the CHES and MCHES exams beginning in 2021. More information about CHES certification can be found at <https://www.nchec.org/ches>

ACADEMIC STANDING

All MPH students must have a cumulative graduate 3.0 Grade Point Average (GPA) or higher to be in good academic standing.

Regular Admission

A graduate applicant who has a strong Statement of Purpose with clear evidence of graduate writing ability, at least 3 excellent letters of recommendation, and a cumulative undergraduate GPA is a 3.0 or higher or those who have earned a cumulative GPA of 3.0 or higher in their last 60 hours of undergraduate enrollment are reviewed for regular admission.

Admission with Permission to Continue

Applicants who have a cumulative undergraduate GPA is a 3.0 or higher or those who have earned a cumulative GPA of 3.0 or higher in their last 60 hours of undergraduate enrollment, but who do not have a strong Statement of Purpose and/or who have weak letters of recommendation may be offered admission with “permission to continue.”

A student admitted with “permission to continue” must earn a cumulative graduate GPA of 3.0 or better after completing 12 semester hours of MPH graduate coursework at UA and satisfies any other admission conditions specified by the department or the Graduate School, will have the “permission to continue” requirement removed and be in good academic standing. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment.

Students who do not meet the conditions of the “permission to continue” will result in a status of Academic Suspension (dismissal).

Academic Warning

An enrolled student whose cumulative GPA drops below 3.0 at any time will be placed on Academic Warning. A student placed on Academic Warning has the next 12 hours of graduate work to raise the overall graduate GPA to 3.0 or higher. The overall graduate GPA after the next 12 hours following academic warning must be at least 3.0 to avoid Academic Suspension (dismissal).

ACADEMIC ADVISING

All students will be assigned an academic advisor when they are admitted to the program. New students are required to meet with their advisors before enrolling in courses in their first semester. After completing the initial advising session, continuing students are encouraged to meet with the program advisor (at least once per semester) to discuss course enrollment, program related concerns, career plans, and other topics as needed.

HEALTH EDUCATION & PROMOTION (HEP) PROGRAM FACULTY

Name & Degree(s)	Academic Rank (Title)
Beth H. Chaney, PhD, MCHES®	Professor (MPH Program Co-Coordinator)
Don Chaney, PhD, MCHES®	Professor and Chair (BSPH Program Coordinator)

Sara Hendrix, PhD	Visiting Assistant Professor
Jessica Jaiswal, PhD, MPH	Assistant Professor
Nayoung Kim, PhD	Assistant Professor
Adam P. Knowlden, PhD, MBA, CHES®	Associate Professor
Tiffany Marcantonio, PhD	Assistant Professor
Rahma Mkuu, PhD	Assistant Professor
Jen Nickelson, PhD, RD, MCHES®	Associate Professor
Michael Stellefson, PhD, MCHES®	Professor (PhD Program Coordinator)
Leah Tompkins, EdD, MS, MEd, CHES®	Assistant Professor (MA Program Coordinator & MPH Program Co-Coordinator)
Lori W. Turner, PhD, MS	Professor
Amanda Wilkerson, PhD, CHES®	Assistant Professor
Taylor Zingg, PhD	Instructor

COURSE REGISTRATION

Upon admission as either a non-degree or degree-seeking student, students are eligible to register for classes once the registration period for the next semester opens. Students must begin taking classes within one year of admission or they will be required to reapply. Students should defer admission through the Graduate School if they are not enrolled in their semester of admission.

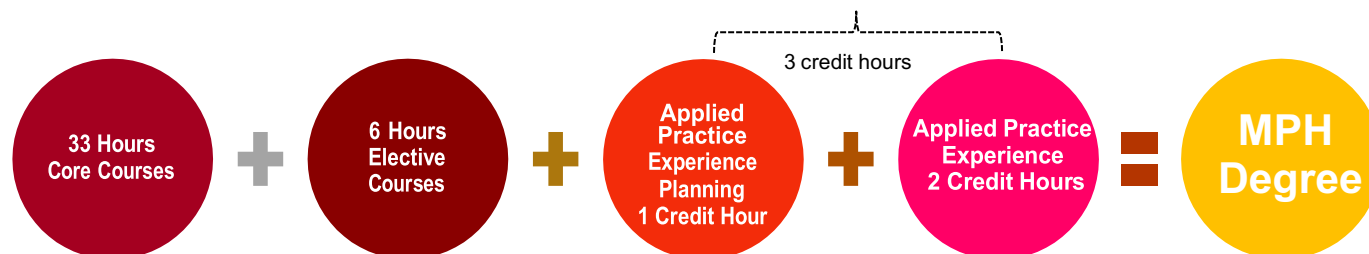
Registration for all UA classes is centralized through the “myBama” portal. All MPH students should receive their “myBama” credentials after their application for admission is complete. Any student who did not receive this information can set up their “myBama” account using the links below:

<https://online.ua.edu/current-students/ua-student-essentials/>

2. DEGREE REQUIREMENTS

PROGRAM CURRICULUM

The 42-hour MPH curriculum includes four components:



1. Successful completion of 33 hours of core coursework;
2. Successful completion of 6 hours of elective coursework;
3. Satisfactory completion of a supervised Applied Practice Experience in an external health education or health promotion organization;
4. Satisfactory completion of an integrative learning experience (ILE) as part of the Applied Practice Experience.

CORE COURSEWORK (33 SEMESTER CREDIT HOURS)

The 15 hours of core public health coursework is designed to provide students with knowledge and experience in the MPH foundational competencies ([CEPH MPH foundational competencies](#)).

Public Health Core (15 Hours)

Course Number and Title	Credit Hours	Semester Offered		
		Fall	Spring	Summer
HHE 512: Advanced Foundations of Public Health	3	O, C	O	O
HHE 515: Adv Foundations of Health Promotion	3	O	O, C	O
HHE 521: Basic Epidemiology	3	O	O	O
HHE 526: Biostatistics	3	O, C	O	O
HHE 586: Environmental Health Promotion	3	O	O	O

O = course meets online. C = course meets on campus (face-to-face)

Health Education and Promotion Core (18 Hours)

The 18 hours of health education and promotion core coursework will provide students with knowledge and experience in the seven areas of responsibility of a health education specialist.

Course Number and Title	Credit Hours	Semester Offered		
		Fall	Spring	Summer
HES 509: Research Methods	3	O, C	O, C	O
HHE 520: Theories of Health Behavior	3	O	O, C	O
HHE 530: Health Promotion Techniques	3	O	O	O
HHE 565: Planning Health Promotion Programs	3	O	O, C	O
HHE 566: Program Evaluation in Health Promotion	3	O	O, C	O
HHE 587: Health Disparities	3	O	O	O

O = course meets online. C = course meets on campus (face-to-face)

ELECTIVE COURSEWORK (6 SEMESTER CREDIT HOURS)

Students are encouraged to consider a number of electives that may be appropriate to their individual and/or professional interests. They are encouraged to consult with their program advisors before enrollment in elective courses. Acceptable electives include, but are not limited to, the following courses. More information about program electives, including courses transfers, can be found further in the handbook.

Course Number and Title**	Credit Hours	Semester Offered		
		Fall	Spring	Summer
HHE 588: Sex Ed: Theory & Practice	3	O	O	O
HHE 589: Women and Health	3	O	O	O
HHE 590: Certified Health Education Specialist Study	3	O	O	O
HHE 596: Independent Study	1-6	O	O	O

O = course meets online. C = course meets on campus (face-to-face)

**** See DegreeWorks or Graduate Catalog for a comprehensive list of possible elective courses.**

APPLIED PRACTICE AND INTEGRATIVE EXPERIENCES (APE AND ILE)

All students must work with a HEP faculty member and an experienced* Preceptor (site supervisor) to complete an Applied Practice Experience (APE) in the Fall, Spring, or Summer semester. Students are expected to be fully engaged at their APE site and to complete two products as outlined in their APE Planning form in HHE 580 Applied Practice Experience I. Students should expect to devote a minimum of 90 hours to APE activities (e.g., product development, meetings, trainings, etc.) in the semester they are enrolled in HHE 581 Applied Practice Experience II.

*Experienced Preceptor = 3+ years of relevant work experience in an area or field that is related to the student's career goal or career trajectory

Course Number and Title	Credit Hours	Fall	Spring	Summer
HHE 580: Applied Practice Experience I	1	O,C	O,C	O
HHE 581: Applied Practice Experience II	2	O,C	O,C	O

O = course meets online. C = course meets on campus (face-to-face)

Students are eligible to enroll in the first APE course (***HHE 580: Applied Practice Experience I – 1 credit hour***) after completing HHE 512, HHE 515, and maintaining a cumulative graduate GPA of 3.0 or higher. HHE 580 can be completed concurrently with HHE 520, HHE 530, and/or HHE 565 if needed. A permit is required to register for this course.

Students will enroll in the second APE course (***HHE 581: Applied Practice Experience II – 2 credit hours***) after successfully passing HHE 580. Students should plan to take HHE 581 in the next subsequent semester after completing HHE 580.

Students may complete the APE in an approved governmental, not-for-profit, for-profit or university-based agency/organization that is clearly aligned with public health, health education, and/or health promotion. Students are responsible for selecting their own APE site. APE sites can be located within a student's home community or state, out-of-state, or internationally. Students will go through the site search process and make plans for their APE in HHE 580.

Students may complete the APE at their current place of employment if:

- 1) The APE is to be completed in another unit/office/division/department than where the student currently works; and
- 2) The APE will be supervised by someone other than the student's regular supervisor; and
- 3) An Employment Disclosure is completed as part of HHE 580.

Students must produce at least two work products that are beneficial to stakeholders at the site and the student's professional development. The products must demonstrate mastery of at least five MPH competencies (i.e., 3 CEPH Foundational Competencies and 2 HEP concentration competencies). One of the products will be the student's Integrative Learning Experience (ILE).

INTEGRATIVE LEARNING EXPERIENCE (ILE)

As part of the three-credit hour Applied Practice Experience (APE), all students must produce a high-quality written product as their ILE.

Product #1: Integrative Learning Experience Product (ILEP). Details are provided in HHE 580, but the ILEP must:

- Be a high-quality written document.
- Be competency-based.
- Integrate at least two courses in the MPH program.
- Go through an iterative review process.
- Use an outside perspective to enhance the final product.
- Allow students to select the target population for the ILEP.

Product #2: Selected by the student and their Preceptor

Examples of possible APE products are listed below.

ILEP Product #1 Options		Product #2 Options
Theory Project Legislative Advocacy Kit Grant Proposal Program Evaluation Students must select one of the four ILEPs listed above.	Lesson Plans Spreadsheet Survey Training Manual Program Plan Other per Preceptor Database A second choice from List #1	Educational Materials* Podcast Presentation Website Social Media Content Video Handouts/Brochures <small>*Must select two from this list</small>

COURSE SEQUENCE EXAMPLES

Students will develop a customized degree plan with the guidance of an academic advisor. Below are example degree plans. Please note that students must be registered for at least 6 hours each semester they want to qualify for federal financial aid. All courses are 3 credit hours except where indicated. Summer enrollment is optional. All summer HHE courses are offered online for both main campus and distance education students.

Example 1 – Full-Time Student With Summer

Semester 1	9 hours
HES 509: Research Methods	
HHE 512: Advanced Foundations of Public Health	
HHE 520: Theories of Health Behavior	
Semester 2	9 hours
HHE 515: Advanced Foundations of Health Promotion	
HHE 521: Basic Epidemiology	
HHE 526: Biostatistics	
Semester 3 – Summer – All courses are online in Summer	6 hours
HHE 530: Health Promotion Techniques	
HHE 587: Health Disparities	
Semester 4 - Fall	10 hours
Elective	
HHE 565: Planning Health Promotion Programs	
HHE 566: Program Evaluation in Health Promotion	
HHE 580: Applied Practice Experience I (1 hour)	
Semester 5 – Spring	8 hours
Elective	
HHE 586: Environmental Health Promotion	
HHE 581: Applied Practice Experience II (2 hours)	
Total = 42 hrs	

Note: Students who take 9 or more hours are considered full-time. Students who take 5-8 hours are considered part-time. Students who take 4 or less hours are considered less than part-time.

Example 2 – Part-Time

Semester 1	6 hours
HES 509: Research Methods	
HHE 512: Advanced Foundations of Public Health	
Semester 2	6 hours
HHE 515: Advanced Foundations of Health Promotion	
HHE 520: Theories of Health Behavior	
Semester 3	6 hours
HHE 530: Health Promotion Techniques	
HHE 586: Environmental Health Promotion	
Semester 4	6 hours
HHE 521: Basic Epidemiology	
HHE 526: Biostatistics	
Semester 5	6 hours
HHE 565: Planning Health Promotion Programs	
Elective	
Semester 6	7 hours
HHE 566: Program Evaluation in Health Promotion	
HHE 580: Applied Practice Experience I (1 hour)	
HHE 587: Health Disparities	
Semester 7	5 hours
HHE 581: Applied Practice Experience II (2 hours)	
Elective	
Total = 42 hrs	

Note: Students who take 9 or more hours are considered full-time. Students who take 5-8 hours are considered part-time. Students who take 4 or less hours are considered less than part-time.

COURSE SEQUENCING - ACCELERATED MASTER'S PROGRAM (AMP)

The Accelerated Master's Program (AMP) in Health Education & Promotion fulfills the credit hour and curricula requirements for both the B.S. in Public Health and MPH in Health Education & Promotion programs. The AMP differs from the two standard programs (B.S. and MPH) only in terms of timeline and graduate coursework (maximum of 12 credit hours) that can be double-counted for the undergraduate requirements. AMP students can complete up to 12 graduate hours during their senior year in the undergraduate program. Twelve (12) credit hours of graduate classes are allowed to substitute for 12 credit hours of undergraduate courses; therefore the B.S. students are allowed to use the master's level courses to fulfill their undergraduate requirements.

AMP students will be required to meet with the AMP program advisor before enrolling in undergraduate and graduate courses. In addition to the support provided by the MPH Coordinators and AMP advisor, AMP students will interact with and benefit from other MPH Program faculty who can provide curriculum, career, and research advising and support.

LIST OF BACHELOR OF SCIENCE (B.S.) AND MASTER OF PUBLIC HEALTH(MPH) COURSE SUBSTITUTIONS AND THEIR EQUIVALENTS FOR AMP STUDENTS

	B.S. COURSES WHICH SUBSTITUTE FOR MPH COURSES (12 HOURS)	MPH COURSES WHICH COUNT TOWARDS THE B.S. DEGREE (12 HOURS)
1.	HHE 445: Environmental Health	HHE 586: Environmental Health Promotion
2.	HHE 446: Health Disparities	HHE 587: Health Disparities
3.	HHE 450: Introduction to Epidemiology for Health Education & Promotion	HHE 521: Basic Epidemiology
5.	HHE 468: Practical Applications in Health Communications & Health Promotion	HHE 530: Health Promotion Techniques

GENERAL INFORMATION

GRADES & ACADEMIC PROGRESS

Academic Warning

A student placed on Academic Warning has the next 12 hours of graduate enrollment to raise the cumulative graduate GPA to 3.0 or higher. The cumulative GPA must remain at a 3.0 or higher to have the Academic Warning status removed. If the cumulative graduate GPA does not return to a 3.0 or higher after the next 12 hours or if the GPA returns to below a cumulative graduate GPA at any point in a future semester, then the student is placed on Academic Suspension. Academic Suspension is a dismissal from the MPH program and the Graduate School.

Incompletes ("I")

Incomplete "I" grades should be recorded only in exceptional cases when: the student (a) has completed a substantial (majority) portion of the course and is otherwise passing, (b) is unable to complete a well-defined portion of a course for reasons beyond their control; and (c) in the instructor's judgment, can complete the required work without repeating the course.

It is recommended that all coursework needed to resolve an "I" be submitted within the first four weeks of the next term of enrollment. However, for extraordinary cases, the instructor has the discretion to establish a deadline up to, but not exceeding, the 12-month regulated deadline. For graduate students, the Graduate School requires all "I" and "N" grades to be removed within the first four weeks of the next term of enrollment if the overall GPA drops below a 3.0 as a result of the "I" or "N" grade(s).

University policy requires all grades of "I" to be removed no later than 12 months after the

end of the term in which they were awarded, but prior to the student's graduation, or the grade of "I" will be changed to an "F." The "I" may not be used as a means to re-enroll in a course during a subsequent semester. A grade of "I" may not be used to satisfy a prerequisite requirement.

Program Dismissal

The MPH program may dismiss a student from the program if there is unsatisfactory academic progress toward completion of the degree. Such dismissal results in suspension from the Graduate School. Students who are suspended may not attend class or enroll in any MPH courses.

GRADUATE CATALOG

Students in the MPH program should review and become familiar with the University of Alabama Graduate Catalog. Additional information about program and degree policies are available in the catalog. The catalog can be found at

<https://catalog.ua.edu/graduate/human-environmental-sciences/>

ACADEMIC CALENDAR

It is the student's responsibility to be aware of all program and university related dates and deadlines. Students should review the Academic Calendar on a regular basis to see the semester start date, semester end date, holiday/breaks, and important deadlines. The calendar can be accessed at <https://registrar.ua.edu/academiccalendar/>.

UNIVERSITY OF ALABAMA CODE OF ACADEMIC CONDUCT

Academic Honor Code

- a. All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline (see subsection c.). At the beginning of each semester and on tests and projects, at the discretion of the professor, each student will be expected to sign an Honor Pledge.
- b. The Academic Honor Pledge reads as follows: *I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.*

Code of Academic Conduct

- a. Academic misconduct by students includes all acts of dishonesty in any academically-related matter and any knowing or intentional help or attempt to help, or conspiracy to

help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity.

- (1) Cheating - using or attempting to use unauthorized materials, information, study aids, or computer-related information.
- (2) Plagiarism - representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
- (3) Fabrication--presenting as genuine any invented or falsified citation or material.
- (4) Misrepresentation--falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

b. Except in divisions which have an alternate academic misconduct policy which has been approved by the Provost/Vice President for Academic Affairs, academic misconduct cases shall be resolved by the divisional academic misconduct monitor or the academic dean of the division in which the alleged action took place after consultation with the academic dean or monitor in the division where the student is enrolled. However, with the concurrence of both deans, the responsibility for resolving an academic misconduct case can be transferred to the dean of the division in which the student is enrolled. Appeals from the monitor's decisions may be made to the academic dean; appeals from the academic dean's decisions may be made to the Office for Academic Affairs.

c. Penalties for academic misconduct can range from a reprimand to a penalty as severe as suspension for a definite time or even indefinite suspension. Academic deans have the authority to impose the full range of penalties. Divisional academic misconduct monitors may impose penalties only after receiving a voluntary written confession. Misconduct monitors are authorized to impose penalties up to but not including suspension, and may impose penalties of suspension or indefinite suspension if authority to do so has been delegated by the academic dean. All persons who admit to or are found guilty of an academic offense for which a penalty less than an indefinite suspension is imposed will receive a penalty of indefinite suspension if they admit to or are found guilty of another offense of academic misconduct.

Please see the Graduate School website and Graduate Catalog for more information.

- <http://graduate.ua.edu/>
- <http://services.graduate.ua.edu/catalog/archive/gradcatalog201517.pdf>

DISABILITY SERVICES

The University of Alabama is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and need reasonable accommodation(s) to participate in this class, contact the Office of Disability Services (or ODS; 205-348-4285, ods@ua.edu, Houser Hall 1000, www.ods.ua.edu) as soon as possible. If you have been approved to receive accommodations through ODS, please meet

with me during office hours or by appointment to submit your accommodation letter and discuss how accommodations can be implemented in this course.

GRADUATE ASSISTANTSHIPS

Department Graduate Assistantships

Graduate assistantships (GA) in the Department of Health Science are usually provided to students enrolled in the PhD program.

University Graduate Assistantships

Several graduate assistantships (GA) are available in various departments, centers, and organizations on campus. The deadlines and eligibility requirements for these GA positions vary across the campus. Some assistantships require admission into a graduate program prior to the GA application. Some may extend an offer to an applicant *contingent* upon confirmation of later admission into a graduate program. Most GA decisions are made in early March.

Because the total review process for applications to the MPH can take weeks, Fall applicants are encouraged to apply by January 1st (if not sooner) if they plan to apply for graduate assistantships.

Information about graduate assistantships can be found at <https://graduate.ua.edu/>

OTHER FINANCIAL SUPPORT

General Financial Aid

The application for student loans is available on-line at <https://financialaid.ua.edu/apply/>. The Office of Student Financial Aid may be reached at 205-348-6756 or via https://adm.ua.edu/register/finaid_contact.

Graduate School Division

Other forms of financial support are also available for travel, research, and other purposes. The Graduate provides further information about these sources at <http://graduate.ua.edu/students/financial-support/>

Student Employment

Information concerning UA student jobs and other opportunities are available. Please note that student jobs tend to pay a wage or stipend, they do not cover cost of attendance. The Human Resources Office of Student Employment provides information regarding these resources at <http://www.uastudentjobs.ua.edu/>.

UA Career Center

The UA Career Center provides information on additional opportunities through Handshake at <https://ua.joinhandshake.com/login>

ETA SIGMA GAMMA – DELTA XI CHAPTER

The local chapter of Eta Sigma Gamma (ESG) at the University of Alabama, Delta Xi, is a nationally recognized health education and health promotion honorary society. The organization serves to recognize outstanding public health undergraduate and graduates, as well as provide members practical experience with health planning, implementation, and evaluation. Students are encouraged to become involved in ESG during their first semester as two consecutive semesters of participation are required to be eligible for initiation. Graduate students are valuable members of this organization as they often serve in leadership roles, mentoring undergraduate students. Virtual participation is provided for students in distance programs. Contact Dr. Jen Nickelson (jnickelson@ches.ua.edu) for more information about ESG.

EMPLOYMENT OUTLOOK FOR MPH GRADUATES

The employment outlook for graduates of UA's Master of Public Health program is positive. The U.S. Department of Labor - Bureau of Labor Statistics (BLS) has a classification of health educator and defines health educators (SOC 21-1091.00) as those that provide and manage health education programs that help individuals, families, and their communities maximize and maintain healthy lifestyles. Health Educators collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments. They may serve as resources to assist individuals, other health professionals, or the community, and may administer fiscal resources for health education programs.

According to the U.S. Department of Labor (2021):

- There are an estimated 126,700 health educators
- Employment of health educators is projected to grow by 12% (much faster than average)
- The median annual salary is \$48,860 per year or \$23.49 per hour

Source: U.S. Bureau of Labor Statistics. Division of Occupational Employment Statistics (2021).

<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-1>

MPH PROGRAM ACCREDITATION

The University of Alabama (UA) is accredited by the Southern Association of Colleges and Schools (SACS). The Master of Public Health (MPH) program became an official Council on Education for Public Health (CEPH) accreditation applicant in June 2019. The CEPH accreditation site visit is scheduled for January 2023 and an accreditation decision is expected by June 2023. Visit the List of Applicants section on the CEPH website for updated accreditation information. <https://ceph.org/about/org-info/who-we-accredit/applicants/>

More information about the CEPH accreditation process can be obtained from the Department Chair, Dr. Don Chaney (don.chaney@ua.edu), or the MPH Program Co-Coordinator, Dr. Beth Chaney (beth.chaney@ua.edu)

STUDENT COMPLAINT PROCESS

In Appendix D: University-Wide Academic Grievance Procedures of the [UA Faculty Handbook](#), “a student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama.”

A public health student must file a grievance/complaint in the academic department in which the alleged action took place. Therefore, students report the complaint to the Department Chair in written form. If the grievance is brought to the attention of the BS and/or MPH program directors, they provide guidance to the student to report to the Chair. If the grievance is with an instructional or administrative personnel outside the Department, the issue is resolved by the Provost. Grievances against the Department Chair are resolved by the Dean.

Per the faculty handbook, “examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement with a student (e.g. course requirements for graduation), and alleged inconsistent applications of existing policies. For a protest of a final course grade or other final comprehensive evaluations to be considered, the protest must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student’s detriment:

1. Arithmetic or clerical error;
2. Arbitrariness, possibly including discrimination based upon one’s protected status as set forth in the University’s Equal Opportunity, Non-Discrimination and Affirmative Action Policy Statement; or
3. Personal malice.”

STEPS FOR FILING A FORMAL COMPLAINT

As the [UA Faculty Handbook](#) states,

- “Students who believe academic actions have unjustly affected them may file a grievance with the department chairperson. The facts and circumstances that are bases for the academic grievance should be presented to the department chairperson in written form.
- Within 15 working days of the receipt of the grievance, the department chairperson will respond, starting with scheduling a conference with the student who has brought the grievance. During the conference (which may be held electronically), the department chairperson will reissue the student a copy of the University-wide Academic Grievance Procedures, ascertain the circumstances involved, and review any materials or circumstances pertinent to the grievance to determine if

there seems to be a reasonable or sound basis for the academic grievance. If the chairperson decides there may be a reasonable or sound basis for the academic grievance, or if the student chooses to file the grievance, then the department chairperson will arrange conferences with the student and other person(s) involved. These meetings may be individual or joint conferences as deemed appropriate by the department chair.

- Prior to these conferences, the other person(s) involved will be given a copy of the written grievance and will be reissued a copy of the University-wide Academic Grievance Procedures. Both the student and other person(s) will be informed that the purpose of conferences scheduled by the department chairperson is to attempt to resolve the issue informally. Both parties will be informed that they have the right to present any evidence, supporting witnesses, or any other relevant information during these conferences.
- At the beginning of these conferences, the department chairperson will inform the student and other person(s) involved that the purpose of these meetings is to attempt to resolve the grievances informally. The department chairperson will act as intermediary between the student and other individual(s) with whom the student has a dispute. The department chair makes no formal resolution in the matter and should not take any action regarding a grade or any other final disposition. If a mutually satisfactory resolution can be reached, the academic grievance is resolved.
- If a resolution cannot be reached informally between the student and other person(s) involved, the matter will be forwarded to the academic dean to be resolved.”

If the complaint is against an instructional or administrative personnel outside the Department, the student files the complaint with the Provost. If the complaint is with the Department Chair, the written complaint goes to the Dean.

Any matter not resolved by the Chair will be resolved by the academic Dean. Within 15 working days of receipt of the grievance, the Dean will acknowledge the receipt and begin the resolution process. The Dean will arrange conferences with the faculty or staff member, student, and others, as may be appropriate, to discuss the matter in question. The student and other person(s) involved will be given an opportunity to make a statement, present evidence, witnesses, or materials pertinent to the academic grievance. The student may be accompanied and advised by any one person the student chooses. This adviser, who may be an attorney, may privately consult with and advise the student, but may not question witnesses, make statements, or otherwise directly participate in the conference discussing the matter. Any fees charged by the adviser are the sole responsibility of the student. The dean or committee may remove or dismiss a support person/adviser who becomes disruptive or who does not abide by participation limits. The academic dean, after careful deliberation, will render a decision. The decision is provided to the student via certified mail, with copies to all involved parties. Appeals may be filed

within 15 working days to the Office for Academic Affairs.

In brief, a meeting of concerned parties will be scheduled by the Office for Academic Affairs to seek resolution. If a resolution is not met, the official from the Office for Academic Affairs recommends to the Provost if the appeal should be heard or denied. If denied, the appeals process ends. If the appeal is to be heard, a panel is convened, including a person designated by the VP for Student Affairs, a person designated by the Provost, a student (appointed by SGA President), and two faculty members (appointed by President of Faculty Senate). The panel procedures are outlined in the UA Faculty Handbook, and once all facts are heard, the panel will make a decision and conclude the process insofar as the University is concerned. At least 3 panel members must support the final decision, and a written notice is provided to concerned parties.