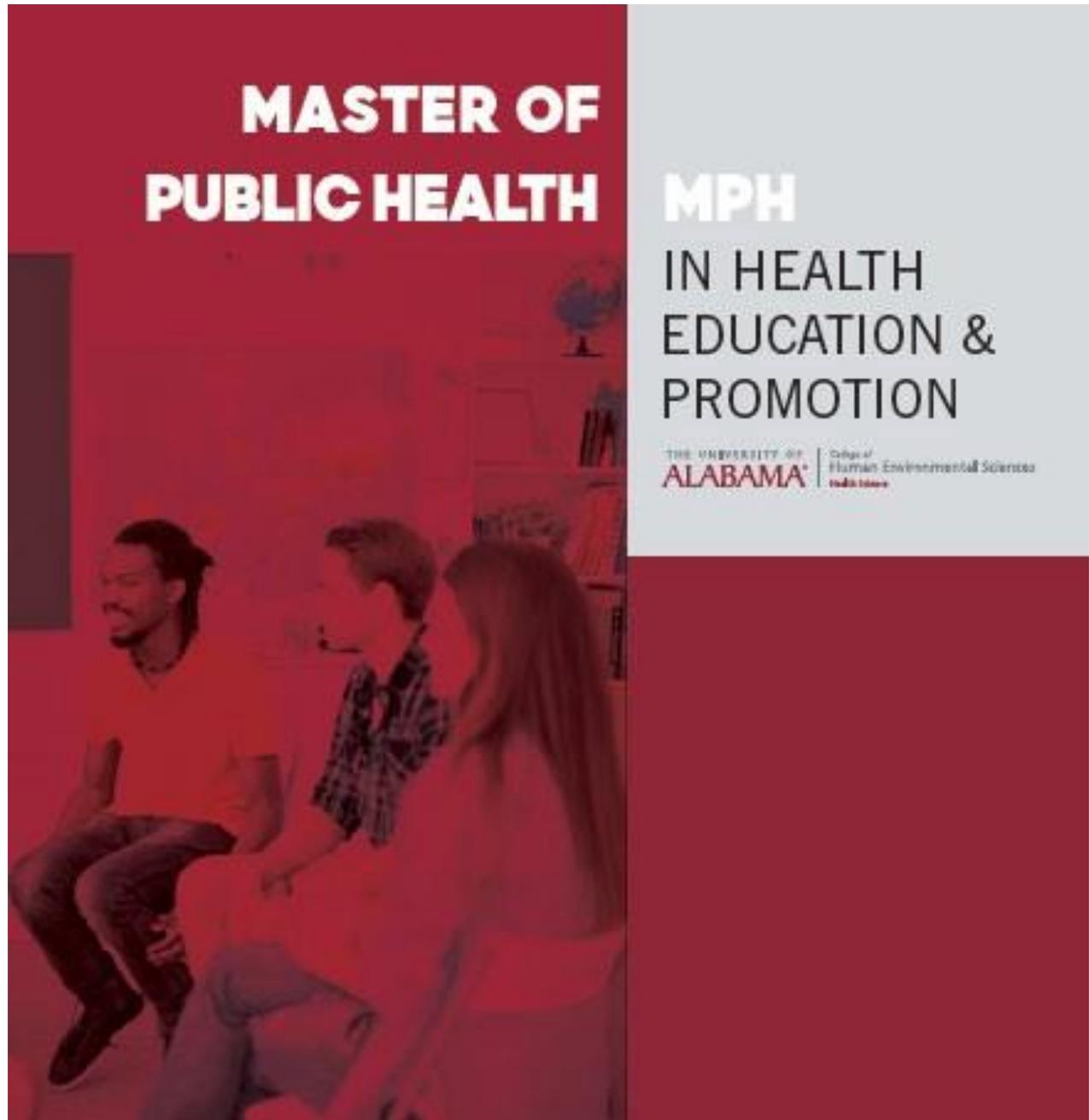


STUDENT HANDBOOK



Last Updated May 18, 2021

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>

Table of Contents

Program Overview	1
1. Introduction to the Program	2
Program Mission	2
Program Vision	2
Foundational Knowledge	2
CEPH Foundational Competencies	3
Health Education & Promotion Concentration Competencies.....	4
Certified Health Education Specialist (CHES) Exam.....	4
Academic Standing.....	5
Academic Advising	5
Health Education & Promotion (HEP) Program Faculty	5
Course Registration	6
2. Degree Requirements.....	7
Program Curriculum.....	7
Core Coursework.....	7
Elective Coursework	8
Applied Practice and Integrative Learning Experiences (APE & ILE).....	9
Course Sequencing	10
3. General Information.....	14
Grades and Academic Progress	14
Graduate Catalog.....	14
Graduate School Calendar	14
UA Code of Conduct.....	15
Disability Services.....	16
Graduate Assistantships and Other Financial Support.....	17
Eta Sigma Gamma.....	18
Employment Outlook for MPH Graduates.....	18
MPH Program Accreditation	18
4. Appendices.....	19
Appendix A: Applied Practice Experience (APE) Placement Agreement	19
Appendix B: Applied Practice Experience Proposal	22
Appendix C: Integrative Learning Experience (ILE) Report Template	31

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). Designed for eventual Council on Education for Public Health (CEPH) accreditation, the curriculum offers education in the foundational areas of public health (health behavior, environmental health, epidemiology, biostatistics, and health policy and management).

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 mechanism for demonstrating competence in Health Education in the United States. Further information on eligibility can be found on the NCHEC website at www.nchech.org.

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

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

Beth H. Chaney, Ph.D., MCHES®
Professor
MPH Program Coordinator
114 Russell Hall
Box 870313
Tuscaloosa, AL 35487-1013
(205) 348-1012
beth.chaney@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 to become a premier public health program that is sought out by students seeking a health education and promotion education opportunity. The program will be committed to developing exceptional public health professionals who will enhance the quality-of-life for all Alabamians and the citizens of the nation and world.

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 or implementation 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 multiple dimensions of 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 of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
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.	Perform effectively on interprofessional teams
FC-22.	Apply systems thinking tools to a public health issue

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.	Develop effective strategies for implementing health education/promotion in diverse contexts
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. 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	Assess Needs, Resources and Capacity for Health Education/Promotion
Area II	Plan Health Education/Promotion
Area III	Implement Health Education/Promotion
Area IV	Conduct Evaluation and Research Related to Health Education/Promotion
Area V	Administer and Manage Health Education/Promotion
Area VI	Serve as a Health Education/Promotion Resource Person
Area VII	Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

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 3.0 or better to be in good academic standing.

Regular Admission

A graduate student with good academic standing whose GPA drops below 3.0 at any time after earning 12 semester hours will have earned 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 better. The overall graduate GPA after the next 12 hours following academic warning must be at least 3.0 to avoid Academic Suspension (dismissal).

Admission with Permission to Continue

A student admitted with permission to continue who has a cumulative graduate GPA of 3.0 or better after completing 12 semester hours of graduate coursework at UA and satisfies any other admission conditions specified by the department or the Graduate School, will have earned good academic standing.

Failure to do so will result in Academic Suspension (dismissal). 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.

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 sessions, continuing students are encouraged to meet with advisors (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)
Wanda Burton, PhD, CHES®	Assistant Professor
Beth H. Chaney, PhD, MCHES®	Professor (MPH Program Coordinator)
Don Chaney, PhD, MCHES®	Professor and Chair (BSPH Program Coordinator)
Ransome Eke, MD, PhD, MPH, MCHES®	Assistant Professor
Jessica Jaiswal, PhD, MPH	Assistant Professor
Adam P. Knowlden, PhD, MS, MBA	Associate Professor
Jen Nickelson, PhD, RD, MCHES®	Associate Professor
Levi Ross, PhD, MPH, CHES®	Associate Professor
Michael Stellefson, PhD, MCHES®	Professor (PhD Program Coordinator)
Lori W. Turner, PhD, MS	Professor
Amanda Wilkerson, PhD, CHES®	Assistant Professor
Kelly Wingo, MA, CHES®	Instructor (Accelerated Master's Program Advisor)

COURSE REGISTRATION

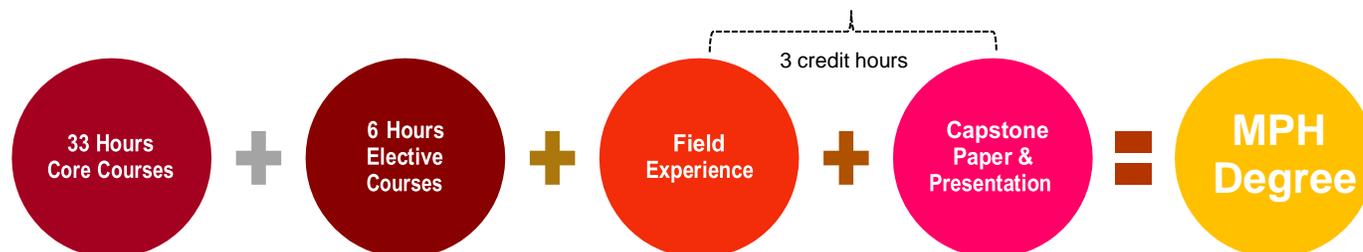
Upon admission as either a non-degree or degree-seeking student, students are eligible to register for classes. Students must begin taking classes within one year of admission or they will be required to reapply. Registration for all UA classes is centralized through the “myBama” portal. All MPH students should receive their “myBama” credentials after their applications for admission are complete. Any student who did not receive this information can set up his or her “myBama” account using the links below:

<https://bamabydistance.ua.edu/current-students/registration/registration-instructions.php>
(distance students)

2. DEGREE REQUIREMENTS

PROGRAM CURRICULUM

The 42-hour MPH curriculum includes four components:



1. Successful completion of 33 hours of core coursework (15 hours = public health core, 18 hours = health education & promotion core);
2. Successful completion of 6 hours of elective coursework;
3. Satisfactory completion of a supervised field experience in an external organization (Applied Practice Experience - APE);
4. Satisfactory completion of an integrative learning experience (ILE) under the direction of a Department of Health Science faculty member.

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 five traditional areas of public health: (1) behavioral science and health education, (2) biostatistics, (3) environmental health, (4) epidemiology, and (5) health policy and management.

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	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
HHE 506: Techniques of Research in Health	3	O	O	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	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 584: Worksite Health Promotion Programs	3	O		
HHE 588: Sex Ed: Theory & Practice	3		O	
HHE 589: Women and Health	3	O		O
HHE 590: Certified Health Education Specialist Study	3	O	O	
HHE 599: Thesis Research (1-6 credit hours)	3	O	O	O

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

** See the 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* field supervisor to complete an Applied Practice Experience (APE) in the Fall, Spring, or Summer semester. Students are expected to be present at the field site and complete project activities as outlined in their Agency Placement Agreement and Applied Practice Experience Proposal. The scope of the individual APE projects will vary. Students should expect to devote a minimum of 90 hours to APE project activities (e.g., on site meetings, trainings, etc.). The 3-credit hour APE course can be completed in one term or spread out over several semesters.

Course Number and Title	Credit Hours	Fall	Spring	Summer
HHE 585: Public Health Practice	3	O,C	O,C	O,C

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

Students are eligible to enroll in the APE course (**HHE 585: Public Health Practice**) after satisfactorily completing 18 hours of course work with a GPA of 3.0 or higher. Students may complete the APE in an approved governmental, not-for-profit, for-profit or university-based agency/organization that has a clear public health focus and established community connections. APE performance sites can be located within a student's home state, out-of-state, or internationally. Students may complete the APE at their worksite. However, the hours worked and assignments that are completed must be separate from their normal work responsibilities. Students should begin working with their APE faculty advisor the semester before beginning the APE to identify an appropriate site and site supervisor, obtain necessary approvals (e.g., IRB, Memorandums of Understanding [MOUs]), and begin drafting a plan of activities and deliverables that will satisfy this degree requirement. Students must complete the *APE Agency Placement Agreement (Appendix A)* and *APE Proposal (Appendix B)* forms before they are permitted to enroll in the APE course.

At the completion of the APE, students must produce at least two (N=2) work products that are beneficial to stakeholders at the field site and the student's professional development. The work products must demonstrate mastery of at least five MPH competencies (i.e., 3 foundational and 2 HEP concentration). Examples of possible APE products are listed below.

Electronic/ Digital Products (New or Updated)	Conventional Products (New or Updated)	
Agency/Program Website	Brochure	Survey Instrument
Spreadsheet (Epi Statistics)	Fact Sheet	Training Guide
Video	Community Health Assessment	Literature Review
GIS Map	Standard Operating Procedures	Draft Grant Proposal
Social Media Page	Outreach/Communication Plan	Manuscript

*Experienced field supervisor = 3+ years of relevant work experience in an area or field that is related to the student's career goal or career trajectory (not based on level of education or degree attainment alone).

INTEGRATIVE LEARNING EXPERIENCE

As part of the three-credit hour Applied Practice Experience (APE), all students must produce a high-quality written report and deliver an oral presentation (e.g., PowerPoint or poster) to complete their Integrative Learning Experience (ILE) project. The ILE report template (**Appendix C**) is designed to synthesize students' didactic instruction, public health field work, and career development activities. All written ILE reports and oral presentations must be submitted for grading **no later than two weeks before the end of the semester** in which the student plans to graduate. Please consult your APE faculty advisor for additional reporting requirements and grading procedures.

COURSE SEQUENCING

Students have 3 options for completing the MPH program (1) expedited – 4 semesters with a summer; (2) standard - 2 years (4 semesters without summers); and (3) extended – (5 semesters without any summers). The recommended course sequences for each option is included below.

Option 1: Expedited (1 ½ years - 4 Semesters with 1 Summer)

Semester 1 – Fall	12 hrs
HHE 506: Techniques of Research in Health (or 515)	
HHE 512: Advanced Foundations of Public Health	
HHE 520: Theories of Health Behavior	
HHE 526: Biostatistics / CHS 525: Biostatistics (or 586)	
Semester 2 – Spring	12 hrs
HHE 515: Advanced Foundations of Health Promotion (or 506)	
HHE 587: Health Disparities	
HHE 565: Planning Health Promotion Programs	
HHE 521: Basic Epidemiology / CHS 520: Basic Epidemiology (or elective)	
Semester 3 – Summer	9 hrs
HHE 530: Health Promotion Techniques	
HHE 566: Program Evaluation in Health Promotion	
HHE 586: Environmental Health Promotion (or 506 or 526)	
Semester 4 - Fall	9 hrs
Elective (or 521)	
Elective	
HHE 585: Public Health Practice (3 semester hours)	
	Total = 42 hrs

Note***9 semester credit hours = full-time

Option II: Standard (2 years – 4 Semesters without Summers)

Semester 1 – Fall 1	12 hrs
HHE 506: Techniques of Research in Health (or 515)	
HHE 512: Advanced Foundations of Public Health	
HHE 520: Theories of Health Behavior	
HHE 526: Biostatistics / CHS 525: Biostatistics (or 586)	
Semester 2 – Spring 1	12 hrs
HHE 515: Advanced Foundations of Health Promotion (or 506)	
HHE 587: Health Disparities	
HHE 565: Planning Health Promotion Programs	
HHE 521: Basic Epidemiology / CHS 520: Basic Epidemiology (or elective)	
Semester 3 – Fall 2	9 hrs
HHE 530: Health Promotion Techniques	
HHE 566: Program Evaluation in Health Promotion	
HHE 586: Environmental Health Promotion (or 506 or 526)	
Semester 4 – Spring 2	9 hrs
Elective (or 521)	
Elective	
HHE 585: Public Health Practice (3 semester hours)	
Total = 42 hrs	

Note***9 semester credit hours = full-time

Option III: Extended (3 years – 5 Semesters without Summers)

Semester 1 – Fall 1	9 hrs
HHE 512: Advanced Foundations of Public Health	
HHE 586: Environmental Health Promotion (or 506 or 526)	
HHE 520: Theories of Health Behavior	
Semester 2 – Spring 1	9 hrs
HHE 515: Advanced Foundations of Health Promotion (or 506)	
HHE 587: Health Disparities	
HHE 565: Planning Health Promotion Programs	
Semester 3 – Fall 2	9 hrs
HHE 506: Techniques of Research in Health (or 515)	
HHE 526: Biostatistics / CHS 525: Biostatistics (or 586)	
HHE 530: Health Promotion Techniques	
Semester 4 – Spring 2	9 hrs
HHE 521: Basic Epidemiology / CHS 520: Basic Epidemiology (or elective)	
HHE 566: Program Evaluation in Health Promotion	
Elective	
Semester 5 – Fall 3	6 hrs
Elective	
HHE 585: Public Health Practice (3 semester hours)	
Total = 42 hrs	

Note***9 semester credit hours = full-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 15 credit hours) that can be double-counted for the undergraduate requirements. AMP students can complete up to 15 graduate hours during their senior year.

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.

EXAMPLES OF BACHELOR OF SCIENCE (B.S.) AND MASTER OF PUBLIC HEALTH (MPH) COURSE SUBSTITUTIONS AND THEIR EQUIVALENTS

	B.S. COURSES THAT CAN SUBSTITUTE FOR MPH COURSES (UP TO 15 HOURS)	MPH COURSES THAT CAN DOUBLE-COUNT FOR THE B.S. DEGREE (UP TO 15 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
4.	HHE 467: Design & Evaluation of Health Promotion Programs	HHE 565: Planning Health Promotion Programs
5.	HHE 468: Practical Applications in Health Communications & Health Promotion	HHE 530: Health Promotion Techniques
6.	***Other Program/Department-Approved HHE or required "major" course/s	***Other Program/Department-Approved MPH Program course/s

Note***AMP students who double-count *HHE 565: Planning Health Promotion Programs* are strongly advised to take *HHE 520: Theories of Health Behavior* as prerequisite (undergraduate elective).

3. GENERAL INFORMATION

GRADES & ACADEMIC PROGRESS

Academic Warning

A student placed on Academic Warning has the next 12 hours of graduate work to raise the overall GPA to 3.0 or better. The overall GPA after the next 12 hours following academic warning must be at least 3.0 to avoid Academic Suspension (dismissal) from the Graduate School.

Incompletes ("I")

Students are strongly encouraged to remove any "I" designations within 4 weeks into the following semester. "I" designations are calculated in students' GPA as "F." Students risk academic consequences until "I" designations are removed.

Students granted permission to continue who fail to bring their overall GPA up to a 3.0 or better by removing the "I" within the four weeks will earn "Academic Suspension" (dismissal) from the Graduate School without warning.

Students with good academic standing who fail to bring their overall GPA back up to 3.0 or better by removing the "I" designation within the four weeks will earn "Academic Warning."

Program Dismissal

The MPH program may dismiss a student from the program if there is unsatisfactory academic or other 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. See the Graduate School catalog for information concerning its policy on readmission and reinstatement.

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/>

GRADUATE SCHOOL CALENDAR

It is the student's responsibility to be aware of all program and university related deadlines and events. The Graduate School Calendar is an important source to use for this matter. The Graduate School's calendar contains important deadlines, upcoming events, and general information. Students should review the Graduate School Calendar on a regular basis, but especially before the start of each semester/term. The calendar can be accessed at <http://graduate.ua.edu/calendar/>.

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 Office of Disability Services (ODS) is the central contact point for University students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. ODS works to provide individualized academic accommodations and services, where necessary, while promoting student responsibility and self-advocacy. It is the student's responsibility to make known a need for academic accommodations and services by providing documentation of his or her disability to ODS and by formally requesting accommodations. For more information, contact ODS at (205) 348-4285 (voice) or (205) 348-3081 (TTY); or write the Office of Disability Services at Box 870185, Tuscaloosa, AL 35487-0304.

GRADUATE ASSISTANTSHIPS

Department Graduate Assistantships

Graduate assistantships (GA) in the Department of Health Science are usually provided to students enrolled in the PhD program. Occasionally a GA is extended to a MPH student. Questions about department GA opportunities should be directed to the Department Chair, Dr. Don Chaney (don.chaney@ua.edu).

University Graduate Assistantships

Several graduate assistantships (GA) are available in various departments, centers, and organizations on campus. The Graduate Student Services manages most of these opportunities (<http://gradservices.sa.ua.edu/gao.cfm>). The deadlines and eligibility requirements for these GA 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, 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://www.graduate.ua.edu>

OTHER FINANCIAL SUPPORT

General Financial Aid

The application for student loans is available on-line at <http://www.fafsa.ed.gov>. The Office of Student Financial Aid may be reached at 205-348-6756.

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/>

Graduate Student Services

In addition, the Graduate Student Services division also provides information about travel awards and other sources at <http://gradservices.sa.ua.edu/resources.cfm>

Student Employment

Information concerning UA student jobs and other opportunities are available. 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 at <https://career.sa.ua.edu/employers/>

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. 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 (2018):

- There are an estimated 123,800 health educators
- Employment of health educators is projected to grow by 11% from 2018 to 2028
- The median annual salary is \$54,222

Source: U.S. Bureau of Labor Statistics. Division of Occupational Employment Statistics (2019).
<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. 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 Coordinator, Dr. Beth Chaney (beth.chaney@ua.edu).

APPENDIX A

Applied Practice Experience (APE) Agency Placement Agreement

Master of Public Health (MPH)
Applied Practice Experience (APE) Agency Placement Agreement
The University of Alabama
Department of Health Sciences

Agency/Organization Supervisor Responsibilities

1. Complete and sign Applied Practice Experience (APE) Agency Placement Agreement
2. Provide orientation for, and supervision of, the student during the field placement
3. Complete midterm and final student performance evaluations

Master of Public Health (MPH)
Applied Practice Experience (APE) Agency Placement Agreement

This is to confirm that _____ has been accepted to
(student's first & last name)
work at _____ to satisfy the
(agency/organization)

field experience component of the Master of Public Health (MPH) degree at the

University of Alabama. _____ will work approximately _____ hours
(student's first name)

for _____ weeks to complete their APE project. _____ will
(student's first name)

work under the supervision of _____
(supervisor's first & last name)

beginning _____, 20____ and ending _____, 20____. He/she
(month) (year) (month) (year)

will work on _____ project(s) to achieve the following goal(s)/objective(s):
(# of projects)

(supervisor's printed name)

(supervisor's signed name)

(date)

APPENDIX B

Applied Practice Experience (APE) Proposal

**University of Alabama - Master of Public Health (MPH)
Applied Practice Experience (APE) Proposal**

Student Information

Student Name: _____

Student CWID: _____

Student Email: _____

Student Telephone #: _____

Student Address: _____

_____ MPH hours completed

Professional/Career Objective(s) *(Should be related to site/field supervisor selected)*

Site Information

Site Name: _____

Site Supervisor's Name: _____

Degree(s) & Title(s): _____

Site Address: _____

Site Supervisor Telephone: _____

Site Supervisor Fax: _____

Organization/Agency Setting: Federal Government State Government

___ Industry (For Profit) ___ Not-for-Profit ___ University-Affiliated ___ Other

Student Employed at Site: _____ Yes (APE activities must be separate from student's normal work activities) _____ No

Supervisor's CV Obtained: ___ Yes ___ No (CV needs to be submitted with APE proposal form)

APE Products and Activities (Deliverables)

Products Produced: *(2 minimum – e.g., create a new informational brochure, develop and link Excel spreadsheets, create and launch a new agency website)*

Product #1 _____

Product #2 _____

Activities/tasks to be completed to produce APE deliverables *(e.g., Update national-level heart disease statistics, find and secure reliable images of target audience members, assess readability statistics, identify a short, validated knowledge scale for rapid knowledge assessment)*

Activities related to Product #1 _____

Activities related to Product #2 _____

Target Audience *(Who will be the direct and/or indirect beneficiaries of the project?):*

Please select all that apply

- Clients APE Organization/Agency Policy/Decision Makers
- Community Members Other (please specify) _____

Competencies

Foundational Competencies Addressed (*3 minimum*):

First MPH Foundational Competency: _____

Second MPH Foundational Competency: _____

Third MPH Foundational Competency: _____

HEP Concentration Competencies Addressed (*2 minimum*):

First HEP Concentration Competency: _____

Second HEP Concentration Competency: _____

Competencies, Tasks and Deliverables Mapping Worksheet

<i>Competencies</i>	<i>APE Associated Tasks/Activities (No Minimum)</i>	<i>APE Work Products (Minimum = 2)</i>
MPH Foundational		
Health Education and Promotion Concentration		

*****A fully executed agency placement form is required after the APE Proposal is reviewed and approved the UA Faculty Advisor and MPH Coordinator*****

MPH Foundational Competencies (FC)

<i>Evidence-based Approaches to Public Health</i>
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
<i>Public Health & Health Care Systems</i>
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
<i>Planning & Management to Promote Health</i>
FC-7. Assess population needs, assets and capacities that affect communities' health
FC-8. Apply awareness of cultural values and practices to the design or implementation 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
<i>Policy in Public Health</i>
FC-12. Discuss multiple dimensions of 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
<i>Leadership</i>
FC-16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

FC-17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

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

Interprofessional Practice

FC-21. Perform effectively on interprofessional teams

Systems Thinking

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

Health Education and Promotion Concentration Competencies

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. Develop effective strategies for implementing health education/promotion in diverse contexts

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

APPENDIX C

Integrative Learning Experience (ILE) Report Template

TITLE
LIST APE PROJECT TITLE (ALL CAPS)

by
LIST STUDENT NAME AND CREDENTIALS (ALL CAPS)

completed under the direction of

FIELD SUPERVISOR(S)
LIST NAME AND CREDENTIALS OF FIELD EXPERIENCE SUPERVISOR(S)
(ALL CAPS)

FACULTY ADVISOR(S)
LIST NAME AND CREDENTIALS OF HEALTH SCIENCE FACULTY ADVISOR(S)
(ALL CAPS)

AN APPLIED PRACTICE EXPERIENCE (APE) REPORT

Submitted in partial fulfillment of the requirements
for the degree of Master of Public Health
(Health Education and Promotion - Concentration)
in the Department of Health Science

THE UNIVERSITY OF ALABAMA
TUSCALOOSA, ALABAMA

_____ SEMESTER _____
LIST SEMESTER AND YEAR OF APPROVED COMPLETED REPORT

TABLE OF CONTENTS

1. INTRODUCTION	page #
a. Public Health Issue Overview (Brief [2 - 3 paragraph] literature review about the public health problem focused on during the APE)	page #
b. Statement of Need (Gap to be filled)	page #
c. Project Aim/Objective	page #
d. Competencies to be Addressed (N=5 [minimum])	page #
2. METHODS.....	page #
a. Field Agency Description (mission/purpose, staffing, budget information, programs offered [including eligibility], target populations, stats on population(s) served, service area description)	page #
b. Describe Field Experience Project(s) Worked On.....	page #
3. RESULTS	page #
a. Describe Work Products Produced (N=2 [minimum])	page #
b. Describe How Projects Led to Competencies Attainment (Table or Narrative)	page #
c. Describe Dissemination of Work Products to Agency and/or Community Members.....	page #
4. DISCUSSION/FUTURE DIRECTIONS	
a. Summarize Lessons Learned	page #
b. Summarize Impact of the Field Experience on Student's Career Goals/Plans	page #
5. REFERENCES (APA 6 th)	page #
6. APPENDICES.....	page #

Approximately 12-15 pages (excluding references and appendices)
(double-spaced, 12-point Arial or Times New Roman font)

INTRODUCTION

Public Health Issue Overview

Statement of Need

Project Aim(s)/Objective(s)

Competencies to be Addressed

METHODS

Field Agency Description

Field Experience Project #1

Field Experience Project #2

(add additional projects as necessary)

RESULTS

A total of ___ work products were produced throughout my Applied Practice Experience at _____. The details of each work product, the links between work products and MPH competencies, and the methods used to disseminate work products to stakeholders are included below.

DISCUSSION/FUTURE DIRECTIONS

Lessons Learned (Summary)

Impact of the Field Experience on Career Goals/Plans (Summary)

REFERENCES

APPENDICES