

# **STUDENT ADVISING**

*A Faculty Resource Guide*

Fall 2010

University of Alabama at Birmingham  
School of Public Health

## **SECTION A:**

### **INTRODUCTION**

This guide is intended to be no more than a tool that is part of an overall process involving a personal commitment to high quality student advising. The guide was prepared under the assumption that the end product would be neither perfect nor complete, and it should be utilized with that in mind. Rather, it should be considered a document that will continue to evolve over time in response to needs that arise and policy and procedural changes that occur. Therefore, any suggestions for improving it are encouraged and may be submitted to the Office of Student and Academic Services. New and replacement sections will be distributed as needed.

The material provided has been compiled from a variety of readily available sources, including School of Public Health and Graduate School Catalogues, the Graduate Program Director's Reference Manual, and assorted other documents generated at the university and school levels. While every UAB policy and procedure that relates to students is not included in this guide, an effort was made to incorporate the information that was most important for students and their advisors to know. Additional sources of potentially useful information are referenced in the Appendix and elsewhere.

In the interest of simplicity, the specificity of this guide does not extend below the school level. Therefore, it is important that faculty become familiar with department and program specific policies and procedures and see that the students they advise are similarly familiar with such information. Faculty should also not hesitate to contact the Office of Student and Academic Services and or the departmental program coordinator if they have questions that are not answered in the guide. They similarly should feel free to encourage their advisees to do the same.

This guide is organized into four distinct sections; introduction, academic program, administrative policies and procedures, and university policy. The four sections are followed by an appendix that contains supplementary information referenced earlier in the document.

### **OUR ROLES**

The mission of the School of Public Health of the University of Alabama at Birmingham is *to develop, teach and apply knowledge to promote health and prevent disease.*

Our vision is *a community of outstanding scholars and professionals leading innovation in public health and recognized for improving the health of the citizens of Alabama and the world.*

Our Values:

*Respect for every individual  
Positive, supportive behavior  
Teamwork  
Excellence in everything we do*

*Open and honest communications  
Celebration of individual diversity  
Integrity  
Making a difference*

## **Role of Advisor**

The academic advisor serves as the critical information and communication link between the individual student and the School. The advisor is responsible for the effective transfer of accurate and appropriate information (key terms –effective, transfer, accurate, and appropriate) and ultimately for maximizing the likelihood that students will have an intellectually rewarding and satisfying experience during their tenure at our School.

## **Role of Program Coordinator**

The departmental program coordinator plays a critical role in advising and we encourage you and the student to utilize the program coordinator as the academic advising hub. The program coordinator is typically the first point of contact for each new student. She will arrange the initial advising meeting at which time student questions can be addressed and the curriculum plan specific to that student can be reviewed. It is suggested that faculty academic advisors work closely with their departmental program coordinators regarding all matters relating to students, advising, and the accompanying paperwork.

## **Role of Office of Student and Academic Services**

While the Office of Student and Academic Services supports faculty in their advisor roles, it cannot replace this function. Beyond being familiar with the policies and procedures of the School it is essential that each faculty advisor fully understand the degree programs and tracks offered by his or her department to ensure the successful completion of the selected degree program in an appropriate and timely manner.

## **Role of Student**

Students should be familiar with their program requirements, aware of prerequisites and policies and procedures within the School. The student should be familiar with registration procedures and academic deadlines. Students should also notify their advisors of any changes in their academic progress, course selection and academic/career goals. Students must participate in courses by completing assignments on time and attending class, understanding academic performance standards, academic probation, academic dismissal, and knowing GPA requirements. The student should notify the school of address or phone changes and read e-mail which is the official means of communication. Also students need to inform their advisor or the Dean's Office immediately whenever a serious problem (medical, financial, personal) disrupts their ability to attend classes or interferes with their ability to focus on their education and to perform their best work.

## **Mentoring**

Finally, while the academic advising role is essential to the student's education, faculty mentoring is also important to the student's professional development and ultimate career path. Some students come to us mid-career or on their way to a predetermined destination and require

little more than support and encouragement. Others come earlier in their professional careers or seeking to change career directions and may need substantial guidance and assistance in identifying and considering available options. Students can and will seek this type of guidance from a variety of sources including faculty who are not their assigned academic advisor. We encourage you to assist us in guiding our students by joining in a community of advisors dedicated to excellence not only in research and instruction but in professional development as well.

## ACADEMIC and STRATEGIC PROGRAMS



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**UAB School of Public Health**  
**STRATEGIC PLAN 2003-2010**  
*Knowledge that Makes a Difference*

**Vision:** A community of outstanding scholars and professionals leading innovation in public health and recognized for improving the health of the citizens of Alabama and the world.

**Mission:** To develop, teach and apply knowledge to promote health and prevent disease.

**We will become the leader in relevant and timely public health strategies through a dynamic and flexible portfolio of education and research programs that serve to transform the health of the public in the most efficient and effective ways possible. We will achieve this by meeting objectives within five goals: Educational Excellence, Collaborative and Innovative Research Enterprise, Commitment to Service, Resource Development, and Work Environment.**

Goal 1: Educational Excellence

**We will ensure that all of our graduate programs are exceptional at preparing students to become leaders in the areas of teaching, conducting research, and providing professional services.**

*Objectives to accomplish Educational Excellence*

**1.1 Attract and retain the most highly qualified students possible (1 - 4) <sup>1</sup>**

1.2 Assure educational competency of all graduates (5 - 11)

**1.3 Assure excellent teaching, mentoring, and advising (12 and 13)**

**1.4 Provide the faculty with the tools necessary to excel (14 - 16)**

1.5 Evaluate all courses for relevance and efficiency (17)

*Indicators of Success*

**1.1 Attract and retain the most highly qualified students possible**

• **Benchmarks**

- Graduate enrollment of 550 by 2010
- > 25% minority enrollment
- Average GRE: verbal > 535; quantitative > 660
- 15 doctoral degrees awarded annually

**1.2 Ensure educational competency of all graduates**

• **Benchmarks**

- >85% masters students demonstrate mastery of public health competencies
- 50% of masters students participate in the Communication Skills Program
- 80% of MPH students very satisfied/satisfied with internship experience
- >85% very satisfied/satisfied with IHGS Program
- 85% of masters students graduate within two years
- 100% of test takers pass National Board of Public Health certifying examination

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<sup>1</sup> Numbers in parentheses correspond to number on Score Card for each goal.

- 90% of graduates seeking employment are employed within 6 months of graduation

### **1.3 Ensure excellent teaching, mentoring, and advising**

- **Benchmarks**
  - >80% teaching evaluations scored >4 (IDEA Survey)
  - 80% students very satisfied/satisfied with advising

### 1.4 Provide faculty with the tools necessary to excel

- **Benchmarks**
  - >50% of faculty participate in a Faculty Development offering annually
  - 80% of facilities audit recommendations completed annually
  - All MPH core course offerings via distance education format by Fall 2008

### 1.5 Evaluate all courses for relevance and efficiency

- **Benchmark**
  - Complete triennial external department program reviews

## Goal 2: Collaborative and Innovative Research Enterprise

**We are committed to a culture of collaboration and innovation in research and scholarship unparalleled in the University.**

### *Objectives to accomplish Collaborative and Innovative Research Enterprise*

- 2.1 Ensure all faculty have sufficient time for scholarly work (1 - 4)**
- 2.2 Encourage and facilitate collaboration across the University, the nation, and the world (5)**
- 2.3 Encourage independent research agendas for all faculty members (4)**
- 2.4 Recognize excellence in research (6)**

### *Indicators of Success*

- 2.1 Ensure all faculty have sufficient time for scholarly work**
  - **Benchmarks**
    - Scholarly publications to meet or exceed Score Card goals
    - Research expenditures to meet or exceed Score Card goals
- 2.2 Encourage and facilitate collaboration across the University, the nation, and the world**
  - **Benchmark**
    - >20% of research expenditures collaborative
- 2.3 Encourage independent research agendas for all faculty members**
  - **Benchmark**
    - Each faculty member has two or more peer-reviewed publications annually
- 2.4 Recognize excellence in research**
  - **Benchmark**
    - > 50% faculty attend annual Public Health Research Day

## Goal 3: Commitment to Service

**We will serve our professional and geographic communities through the effective interaction of our faculty, staff, and students.**

### *Objectives to accomplish Commitment to Service*

- 3.1 Develop school-based service programs (1 - 7)**

### **3.2 Facilitate faculty, staff, and student community service opportunities (8 - 9)**

### **3.3 Encourage faculty and student professional service (10)**

#### *Indicators of Success*

#### **3.1 Develop school-based service programs**

- **Benchmarks**
  - Publish *Picture of Public Health* at least 6 times annually
  - Work with Congregations for Public Health to complete at least two projects annually
  - Facilitate production of Body Love
  - At least 30 students enrolled in undergraduate public health course
  - Develop annual Endowed Public Health Lecture Series
  - Support Black Belt Institute for Public Health annually
  - Award Lou Wooster Public Health Hero award annually

#### **3.2 Facilitate faculty, staff, and student community service opportunities**

- **Benchmarks**
  - 50% of faculty, staff, and students participate in a local community organization
  - Facilitate creation of the Public Health Research Council

#### **3.3 Encourage faculty and student professional service**

- **Benchmark**
  - **80% of faculty and students provide service to professional organizations**

#### Goal 4: Resource Development

**We will work to give our faculty, staff, and students the most state-of-the-art environment possible by identifying new resources and expanding current resources.**

#### *Objectives to accomplish Resource Development*

#### **4.1 Increase donor contributions (1 - 2)**

#### **4.2 Increase scholarship endowments (3)**

#### **4.3 Add new space to accommodate growth in school activities (4)**

#### **4.4 Maintain connections with alumni (5)**

#### **4.5 Expand activities of the Broad Street Committee (6)**

#### *Indicators of Success*

#### **4.1 Increase donor contributions**

- **Benchmarks**
  - Meet or exceed Score Card benchmarks for private gifts
  - Meet or exceed Score Card benchmarks for private financial aid

#### **4.2 Increase scholarship endowments**

- **Benchmarks**
  - Increase scholarship endowments 10% annually
  - Add at least one endowed scholarship annually

#### **4.3 Add new space to accommodate growth in school activities**

- **Benchmark**
  - **Complete annual space assessment**

#### **4.4 Maintain connections with alumni**

- **Benchmarks**
  - 10% annual increase in alumni giving

- 20% annual alumni participation in school activities

#### **4.5 Expand activities of the Broad Street Committee**

- Benchmarks
  - Award annually Lou Wooster Public Health Hero Award
  - Support an annual development activity

#### Goal 5: Work Environment

**We are dedicated to developing the most excellent and diverse faculty, staff, and student body possible.**

#### *Objectives to accomplish Work Environment*

#### **5.1 Attract and retain the most highly qualified faculty, staff, and students (1 – 3)**

#### **5.2 Ensure diversity of faculty, staff, and students (4)**

#### **5.3 Recognize outstanding performance by faculty, staff, and students (5)**

#### *Indicators of Success*

#### **5.1 Attract and retain the most highly qualified faculty, staff, and students possible**

- Benchmarks
  - Meet or exceed Score Card benchmarks for faculty and staff
  - Annually assess faculty satisfaction
  - > 80% staff participation in development activities
  - 100% student participation on appropriate school committees

#### **5.2 Ensure diversity of faculty, staff, and students**

- Benchmark
  - 100% compliance with Diversity and Equity Program goals

#### **5.3 Recognize outstanding performance by faculty, staff, and students**

- Benchmark
  - Annual Awards Program for faculty, staff, and students

## SECTION B: SCHOOL OF PUBLIC HEALTH ACADEMIC PROGRAMS

The School of Public Health offers five degree programs, the MPH, MSPH, MS, DrPH and PhD, representing a variety of areas of specialization. Under the auspices of the School of Public Health, these degrees are offered. Professional degree programs in the Master of Public Health (MPH) and the Doctor of Public Health (DrPH), and the Master of Science in Public Health (MSPH) which is an academic degree program. The Master of Science (MS) (Biostatistics only) and the Doctor of Philosophy (PhD) in several departments are subject to the oversight of the UAB Graduate School which awards those degrees. General requirements and procedures of all programs offered by the school (MPH, MSPH, &DrPH) are summarized on each departmental website. For detailed information on Graduate School degrees (MS and PhD) please consult the Graduate Program Director in your department or the Graduate School. Since specific details of academic programs, administration and curriculum content requirements differ from department to department; faculty should also be familiar with program specific information as described in the School Catalogue and departmental descriptive materials in order to adequately advise their students. Curriculum Planning Sheets for each degree may be obtained from your program coordinator or departmental website. MPH must have a minimum of 42 hours.

Degree	Type	Oversight
MPH	Practice	School
DrPH	Practice	School
MSPH	Academic	School
MS	Academic	School/Graduate School
PhD	Academic	School/Graduate School

<b>Masters and Doctoral Degrees by Department</b>		
Degree: <i>Specialization</i>	Academic	Professional (hours)
<b>Department of Biostatistics</b>		
MPH		√ (45 hours)
MS	√	
MSPH: <i>Clinical Research</i>	√	
PhD	√	
<b>Department of Environmental Health</b>		
MPH: <i>Environmental Health/Toxicology</i> <i>Environmental Health/Occupational Health and Safety</i> <i>Industrial Hygiene</i> <i>Accelerated Program in Industrial Hygiene</i>		√(43) √(60) √(63) √(44)
MSPH: <i>Environmental Health/Toxicology</i>	√	
PhD: <i>Environmental Health Sciences</i> <i>Industrial Hygiene</i> <i>Environmental Management and Policy</i>	√	

<b>Department of Epidemiology</b>		
MPH: <i>Epidemiology</i>		√ (42-60)
MSPH: <i>Clinical Research Epidemiology</i>	√	
PhD	√	
<b>Department of Health Behavior</b>		
MPH: <i>Health Behavior</i>		√ (43-55)
MSPH: <i>Clinical Research</i>	√	
PhD: <i>Health Education/Promotion</i>	√	
<b>Department of Health Care Organization and Policy</b>		
MPH: <i>Health Care Organization Preparedness Management and Policy General Theory and Practice MCH Health Policy and Leadership</i>		√ (46) √(46-52) √(43) √(43-52)
MSPH: <i>Health Policy Outcomes Research</i>	√	
DrPH: <i>Public Health Management</i>		√ (42+)

## COMPETENCIES

For each degree program and area of specialization within each program there are a set of competencies. The School wide MPH competencies are published on the Website while the departmental competencies are listed on the departmental website. These competencies should be provided to students, listed on appropriate syllabi and assessed.

**Competencies:** For each degree program there are a set of competencies that must be achieved. For information on competencies, please review the CEPH technical assistance paper:

[http://www.ceph.org/pdf/Competencies\\_TA.pdf](http://www.ceph.org/pdf/Competencies_TA.pdf)

The specific competencies for each degree can be found within the self study:

<https://www.soph.uab.edu/files/CEPH/2009CEPH.pdf>.

Specifically the competencies for the MPH program are listed below:

<b>Domain: Biostatistics</b>
<b>MPH 1. Describe the roles biostatistics serves in the discipline of public health including applications in other areas of public health and the health sciences.</b>

<b>MPH 2. Apply descriptive techniques commonly used to summarize public health data.</b>
<b>MPH 3. Utilize the logic and language of scientific methods in public health and other life sciences research.</b>
<b>MPH 4. Use key concepts of probability, random variation, and commonly used statistical probability distributions.</b>
<b>MPH 5. Understand and utilize basic biostatistical concepts and distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.</b>
<b>MPH 6. Describe the basic methods of measurement including reliability and validity.</b>
<b>MPH 7. Use basic statistics in testing hypotheses and setting confidence intervals and apply common statistical methods for inference.</b>
<b>MPH 8. Specify preferred methodological alternatives to commonly used statistical methods when assumptions are not met.</b>
<b>MPH 9. Understand analysis of basic experimental designs and apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.</b>
<b>MPH 10. Understand simple and multiple linear regression.</b>
<b>MPH 11. Interpret results of statistical analysis found in public health studies.</b>
<b>Domain: Environmental Health</b>
<b>MPH 12. Specify approaches for assessing, preventing, and controlling environment hazards that pose risks to human health and safety.</b>
<b>MPH 13. Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents.</b>
<b>MPH 14. Specify current environmental risk assessment methods.</b>
<b>MPH 15. Describe genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.</b>
<b>MPH 16. Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.</b>
<b>MPH 17. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.</b>
<b>MPH 18. Develop a testable model of environmental injury.</b>
<b>MPH 19. Describe federal and state regulatory programs, guidelines, and authorities that control environmental health issues.</b>
<b>MPH 20. Identify key sources of epidemiologic data.</b>
<b>MPH 21. Describe disease patterns according to person, place and time.</b>
<b>MPH 22. Define and use basic epidemiologic terms as they are commonly used today.</b>
<b>MPH 23. Calculate and interpret measures of disease in one population, such as risk, rate, incidence, and prevalence.</b>
<b>MPH 24. Calculate and interpret relative measures of disease (relative risk).</b>
<b>MPH 25. Calculate and interpret impact measures of disease (attributable risk).</b>
<b>Domain: Epidemiology</b>
<b>MPH 26. Interpret epidemiologic data with regard to bias, confounding, and precision.</b>
<b>MPH 27. Describe common epidemiologic study designs (e.g., cross-sectional, cohort, and case-control) and their strengths and weaknesses.</b>
<b>MPH 28. Describe the goals and process of screening, and define and interpret the screening measures sensitivity, specificity, and positive predictive value.</b>
<b>MPH 29. Evaluate the strengths and weaknesses of conclusions reached in epidemiologic reports and published studies.</b>

<b>MPH 30. Communicate the interpretation of epidemiologic data to lay audiences.</b>
<b>MPH 31. Describe the importance of epidemiologic data as a basis for public health interventions for disease control.</b>
<b>MPH 32. Describe important legal and ethical issues relating to the collection, use, analysis, and dissemination of epidemiologic data.</b>
<b>Domain: Health Behavior</b>
<b>MPH 33. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.</b>
<b>MPH 34. Identify the causes of social and behavioral factors that affect health of individuals and populations.</b>
<b>MPH 35. Identify individual, organizational, and community concerns, assets, resources and deficits for social and behavioral science interventions.</b>
<b>MPH 36. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.</b>
<b>MPH 37. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.</b>
<b>MPH 38. Describe the role of social and community factors in both the onset and solutions of public health problems.</b>
<b>MPH 39. Describe the merits of social and behavioral science interventions and policies.</b>
<b>MPH 40. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.</b>
<b>MPH 41. Apply ethical principles to public health program planning, implementation and evaluation.</b>
<b>MPH 42. Specify multiple targets and levels of intervention for social and behavioral science programs and /or policies.</b>
<b>Domain: Health Care Organization and Policy</b>
<b>MPH 43. Identify the main components and issues regarding the organization, financing and delivery of health services and public health systems in the US.</b>
<b>MPH 44. Discuss the policy process for improving the health status of populations.</b>
<b>MPH 45. Describe the legal and ethical bases for public health and health services.</b>
<b>MPH 46. Apply principles of strategic management, planning and marketing to public health.</b>
<b>MPH 47. Communicate health policy and management issues using appropriate outlets and effective technologies.</b>
<b>MPH 48. Demonstrate leadership skills for building partnerships.</b>
<b>MPH 49. Apply the principles of program planning, development, budgeting, management and evaluation in organization and community initiatives.</b>
<b>MPH 50. Explain methods of ensuring community health safety and preparedness.</b>
<b>MPH 51. Apply “systems thinking” for resolving organizational issues and public health practice problems.</b>
<b>MPH 52. Apply quality and performance improvement concepts to address organizational performance issues.</b>
<b>MPH 53. Apply research principles to understanding health policy problems and policy issues.</b>

## **CERTIFICATE PROGRAMS**

### **Academic Certificates:**

*Certificate in Statistical Genetics (CSG).* <http://www.soph.uab.edu/ssg/default.aspx?id=72>.

*Certificate Course in Global Health.* <http://www.soph.uab.edu/sparkman/default.aspx?id=30>.

*Certificate in Public Health.* <http://www.soph.uab.edu/certificateprogram>.

### **Non-Academic Certificate:**

*Certificate in Public Health Preparedness.*

<http://www.southcentralpartnership.org/publichealthcertificateprogram>

## SECTION C: ADMINISTRATION POLICIES AND PROCEDURES

The following section addresses common advising issues and provides information that you may find helpful should they arise. Related policy and procedural information is provided elsewhere in this guide. This is not intended to be all-inclusive but rather to raise issues that arise frequently. Suggestions for changes or additions are always welcome.

### Recommendations

For MPH students we recommend that the **program coordinator** serve as the academic advisor and that a faculty member be assigned as the faculty advisor and utilized as needed. MSPH, MS, DrPH and PhD students have faculty advisors, but continue to utilize the program coordinator as a point of contact for administrative questions. These expectations will be set forth in their admission letter and reinforced at orientation.

**Faculty Advisors should meet with their students each semester (phone, email or in person).**

### NEW ADVISEES

Students are admitted to the School of Public Health by individual Departments who also assign each student an advisor. Each faculty member so assigned receives a copy of the letter of admission. While these letters follow a standard format, they may also contain information unique to the academic needs of an individual student. We suggest you keep these letters for future reference. If you would like to review additional information prepared as part of the application process on one or more of your assigned students, the Office of Student and Academic Services can provide this to you or your departmental program coordinator. (Your department may also provide other information with the student's application packet; this may vary by department.) The departmental program coordinator is typically the first point of contact for each new student. She will arrange the initial advising meeting at which time student questions can be addressed and the curriculum plan specific to that student can be reviewed. It is suggested that faculty academic advisors work closely with their departmental program coordinators regarding all matters relating to students, advising, and the accompanying paperwork.

MD/MPH students are advised by the Associate Dean.

We strongly suggest you arrange a face-to-face meeting with each new advisee before the student registers for his/her first semester. This is the appropriate time to review the student's curriculum plan. Though students register online through BlazerNet before they can register, the Registration Access Code (RAC) must be given out, usually by the program coordinator, on your authority. **RACs indicate that the student's courses have been approved by you.** The RAC will change each semester.

### Curriculum Plan

A program of study should be prepared as close to the time of matriculation as possible. In most departments this function is completed by the program coordinator and approved by the faculty. This should be a written plan of when courses and other program requirements are to be completed, and both the student and the advisor should retain a copy. Given the likely need for modifications in the plan, it is suggested that the student and the program coordinator and advisor meet as appropriate each semester to review the plan. After the review by the program coordinator, faculty should meet with the student to approve changes as well as the student's progress in achieving the plan. As it is becoming more difficult to process late registrations, it is in the student's and the advisor's best interest to meet and discuss curriculum plans early each semester. Your program coordinator will provide you with the curriculum planning sheets.

## Honor Code

Each entering student is provided with a copy of the School of Public Health Honor Code and informed by letter of the expectation that he/she will adhere to this code's provisions. The School of Public Health Honor Code supersedes the Graduate School Honor Code. *Faculty members should also be familiar with this document* in order to reply to questions from students and because of their role in responding to possible violations (Appendix). Please note that a suspected violation of the Honor Code, noted by or brought to the attention of a faculty member, must be reported to the Associate Dean regardless of its eventual resolution.

## Grades

Grading Policies: Grading in the School of Public Health is based on a 4.0 scale. The grade of **A** is used to indicate superior performance; **B**, for adequate performance; **C**, for minimally adequate performance. Performance below **C** is recorded as an **F** and negatively affects the student's total quality point rating. Some classes are designated as pass/no pass courses, for which a grade of **P** (passing) signifies satisfactory work and the grade of **NP** (not passing) indicates unsatisfactory work. Temporary notations used by the school are **N** for no grade reported, **I** for incomplete. The **N** denotes late or no submission of a grade by the instructor. An **I** may be requested by a student and submitted at the instructor's discretion, to indicate that a student has performed satisfactorily in the course but due to unforeseen circumstances has been unable to complete requirements. It is the student's responsibility to initiate this discussion and assure completion of the request form. Students requesting consideration of an **I** grade must discuss with the instructor and agree upon a plan for completing course requirements and complete the **Request for Incomplete Grade Form** located on the SOPH Faculty Resource page, <http://www.soph.uab.edu/students/studentforms>. If a permanent grade is not reported by the end of the following term, an **F** will be automatically assigned to replace the **I or N**. **Extension of I grades may be granted only upon written request of the instructor to the Academic Dean.**

Course Repeat Policy: Public Health courses may be repeated using the following guidelines:

1. Only a course with a grade of **C or F** is eligible for repeat.
2. A course can be repeated only once at UAB.

3. A course taken at UAB earning a grade of *C or F* that is repeated at UAB, will have the credit and GPA of the first course removed and will have the credit and GPA of the second course retained. **The UAB transcript will show both courses.**
4. A course taken at another university, that a student requests be transferred to replace the credit of a *C or F* graded course at UAB, must have a *B or better grade* and follow all transfer of credit guidelines. In addition, the GPA will be retained but the credit of the first course dropped and both the credit and GPA retained for the second course. **The UAB transcript will show both courses.**
5. If the *F* was a result of an Honor Code Violation, it remains on the transcript and is always used in GPA calculation.

Any student earning an F in a core or track course must repeat the course and earn a passing grade. Any student earning an F in an elective course must earn or have earned three credit hours of A grades for each credit hour off recorded to maintain good academic standing (i.e. to achieve a 3.0). Several courses in the School are to be graded on a Pass/No Pass basis. These include: all masters or doctoral research courses (with the exception of ENH courses and internships and practicums).

Grade Appeal Policy: The only legitimate base for appealing a grade assigned for School of Public Health courses are:

- a belief that an error was made in the determination of the grade; and
- a belief that a grade was arrived at unfairly or on the basis of inconsistent application among students of the stated evaluation standards.

Should a student believe that either of these circumstances applied and that an appeal is warranted, the following procedures are to be followed within 4 weeks of the receiving the grade:

1. Clarification should be sought from the course instructor in an attempt to resolve the disagreement without further appeal.
2. If the matter cannot be resolved in consultation with the course instructor, the student may submit a written appeal to the Academic Dean requesting consideration of the appeal. **Appeals must be submitted within four weeks after the end of the semester when the disputed grade was received.** This request should include a description of the basis for the appeal and the failed attempt to resolve it with the instructor. Upon receipt of such a request, the Academic Dean will bear responsibility to solicit information relevant to the situation from the student and the course instructor, and on the basis of that information to make a determination for or against the appeal. If in the judgment of the Academic Dean there is a legitimate basis for the appeal, the chair of the course instructor's department will ensure that the assigned grade is appropriately changed.
3. If the Academic Dean determines that there is an insufficient basis for a grade change and rules against the appeal, the student may submit a final written appeal to the Academic Dean requesting him or her to convene a panel of three faculty and one student to consider the appeal and make a recommendation to him or her on its disposition. Similarly, if the Academic Dean rules for the appeal, the Instructor may appeal the decision by going through the same process.

Based on the recommendation of the panel, the Dean will issue a decision. This decision will be final.

4. Appeals of grades in courses taken outside the School of Public Health will be handled according to the policies and procedures of the schools within which the courses reside. Final disposition of grade appeals for courses in Graduate School programs resides with the Dean of the Graduate School. *Approved, Admissions and Graduation Committee, March 1997. Amended January 18, 2008.*

Admit on Probation This option has been eliminated by the graduate school.

Academic Probation Students must maintain a 3.0 grade point average to remain in good academic standing. Those whose grade point averages fall below this level will be placed on academic probation. Program Coordinators and/or the Faculty Advisor should monitor students who have been placed on probation. Students who complete 12 hours of research course work earning more credit hours of NP than P, regardless of grade point average, will be placed on academic probation. Students placed on probation in any term prior to graduation must reestablish good academic standing by earning necessary grades in a sufficient number of hours within two terms or face dismissal from the program. During the probationary period, a minimum of three semester credit hours must be taken each term and no incomplete grades (I or N) can be received. If a student achieves the required grade point average, the probationary status will be lifted. Should the grade point average drop below the required 3.0 average a second time or stay below 3.0 for more than two consecutive semesters, the student will be dismissed from School and the University. The student's academic advisor can petition the Associate Dean for Academic Affairs for an extension of the probationary period and he/she will then petition the Graduate School.

Students on probation warrant particular attention from their advisors. This should include regular communication between advisor and student after the student is placed on probation to monitor that the student is making adequate progress toward removal of the probationary status. Students who have previously taken non-degree course work may use that course work used to remove them from probation but only after they have completed one semester of additional work. Grades of I or N are not allowed while the student is attempting to raise his/her grade point average.

In general, a student's retention in the school is contingent on the faculty's belief that the student is likely to complete the program in a timely fashion. Failure to complete the degree requirements within specified time limits or failure to otherwise exhibit satisfactory progress in an academic program may also be cause for dismissal. ***The student's advisor has a primary role in monitoring academic progress.***

### **Continuous Enrollment and Leave of Absence**

**ALL** students are expected to remain continuously enrolled throughout his or her course of study, unless medical, personal or financial circumstances necessitate a leave of absence. A leave of absence request form **MUST** be completed by any student who is not continuously enrolled (this includes summer vacation break) unless the student is in his/her last semester of coursework. Leaves of absence are generally granted on a semester basis but may be considered for a longer period of time when circumstances warrant such considerations and upon recommendation of the academic or research advisor. Under no circumstances shall students enroll in coursework of any kind at UAB or engage in any work toward completion of a degree while on active leave of absence. This would include sitting for comprehensive examinations, collecting data, being examined for admission to candidacy, and defending dissertations. Students enrolled in courses or otherwise engaged in degree-related work are not on leave and must be enrolled for a minimum of three (3) credit hours. This is also a Graduate School policy and students dismissed because they have not maintained consecutive enrollment will have to apply for re-admission.

Records of students who do not obtain written approval for a Leave of Absence but who fail to enroll in courses for one year, will be archived by the university student system and those students will be administratively withdrawn as a student in the School of Public Health. Conversely, students who do not return from an approved leave of absence will also be administratively withdrawn.

Whether or not a leave of absence is taken, the school allows a maximum of five years from initial matriculation to complete the MPH, MS, and MSPH degrees and a maximum of seven years from initial matriculation to complete the DrPH and PhD degrees. Leave of absence forms can be found on the Schools website under Student Forms.

### **International Students (Leave, I-20s and Reduction of Courseload)**

**Leave:** International students must complete a leave of absence form in the School of Public Health as well as any required documents in the International Scholars and Student Office when taking their vacation.

**I-20:** International students entering into the Masters program are granted 2 years to complete their degree program; therefore, it is imperative that students follow their course of study and the recommended sequence. I-20s should NOT be extended except in extreme situations.

**Reduction of courseload:** International students are required to enroll in 9 hours of credit each semester. International student must obtain a reduction of courseload form from the International Student & Scholar Services office should they take less than 9 hours. **Note: The form authorizes a student to engage in less than a full course of study, but it does not grant permission to take a term off. A student who drops below a full course of study without prior approval of the immigration advisor is considered out of status.**

## Time Limit for Program Completion

The school allows a maximum of five years to complete an MPH or MSPH degree and a maximum of seven years to complete a DrPH or PhD degree, credits that are older than five years cannot be counted toward a master's degree; credits that are older than seven years cannot be counted toward a doctoral degree. Students must maintain satisfactory progress toward a degree, meeting requirements within reasonable time limits or risk dismissal from the program. Leave of absence forms can be obtained from the School's website. Graduate programs (MS and PhD) may establish their own standards for satisfactory progress toward the degree. Students who do not meet these standards

Graduate credits may not generally be used for degree credits after a period of five years. A student may request of the academic dean that credits up to seven years old be validated if such a proposal is approved by their advisor, department chair, and, when appropriate, the Graduate School Dean.

Generally, the duration of degree programs in the School of Public Health are as follows:

MPH	Four to six Semesters to complete
MSPH	Two Years to complete
MS	Two years to complete
DrPH & PhD	Three to five years to complete

## Tuition Assistance

This is typically a high priority agenda item for most students. Tuition assistance decisions are made in April for awards during the subsequent academic year. Tuition assistance policies and procedures, at the departmental, school and university levels, are complex and subject to frequent changes. **Advisors are therefore strongly encouraged to refer students with financial aid questions to Pheandrea Long (934-1961) in the Office of Student and Academic Services.** The communication of erroneous information about tuition assistance and its availability has traditionally been a frequent cause of student concerns (Appendix 2 includes an overview of sources of tuition assistance). Please note that as of fall 1999, tuition assistance for doctoral students has been determined by individual departments. Tuition assistance for master's students has continued to be administered at the School level. Regardless, any and all questions should be referred to the Office of Student and Academic Services to avoid any misunderstandings or conflicts among differing policies. Some departments may have training grants or other sources of funds that are administered at the departmental level.

## Reclassification of Residency

All students registering at the University of Alabama at Birmingham, who do not establish that they are "resident students" shall pay non-resident student tuition. For tuition purposes, U.S. citizens or permanent residents who are not residents of Alabama may be able to establish Alabama residency to be effective in one year. **This process is not automatic.**

## There are Three Methods of Requesting Residency Reclassification

## 1. Academic Common Market

Residents of every Southern Regional Education Board (SREB) state may participate in the SREB Academic Common Market, an agreement that enables students to pursue unique majors offered at public institutions in the other SREB states while paying in-state tuition. If the public institutions in your home state do not offer degree programs in your field of study, it may be possible to arrange a waiver of out-of-state tuition to attend a cooperating public institution of higher education in another participating state. For detailed information and contact information about your state's Academic Common Market representative go to the SREB web site at [www.sreb.org](http://www.sreb.org).

## 2. Alabama Residency Reclassification

In determining residency classification for tuition purposes, the primary issue is one of intent. If a person is in Alabama primarily for the purpose of obtaining an education, that person shall be considered a "non-resident" student. A student seeking residency reclassification has the burden of overcoming the presumption of non-resident student status by demonstrating more substantial non-school related connections to the state than with any other state and the intent to remain here indefinitely. You must begin to establish Alabama residency as soon as you arrive. Documents supporting a reclassification of residency application should be, but are not required to be, dated, issued, or filed twelve months prior to enrollment at UAB. Evidence of connections with Alabama which have been in effect for more than one year prior to application are more supportive of residency than those which have been in effect for less than one year prior to application for reclassification.

**Students who wish to apply for "residency reclassification" and have the required documentation of intent and length of residence should complete the *Residency Reclassification Application* found at and provide the appropriate documentary evidence.** Once residency has been established in this manner, you are considered a resident for the duration of your studies at UAB.

**Such documentation includes (but is not limited to):**

- Copy of Alabama Driver's License
- Proof of Auto Registration in Alabama
- Proof of Bank Accounts in Alabama
- Copy of Voter Registration for Alabama
- Copy of residential/lease agreement

## 3. Alabama Residency Reclassification

(Students receiving institutional support)

**In-state tuition will be considered for School of Public Health students who meet one of the following criteria:**

- School-based tuition assistance that includes some funding for tuition, or
- Externally funded traineeship that includes some funding for tuition, or
- Externally funded traineeship of at least \$1500 per year, even if that traineeship does not include explicit funding for tuition, or
- Fellowship recipients who are enrolled in the School of Public Health as part of their advanced training (e.g., medical residents).
- Working as a "graduate assistant", "teaching assistant", or "research assistant" (meaning students who work in School of Public Health departmentally funded positions assisting with teaching and/or research activities that must be directly related to their education in the School of Public Health). Faculty must verify that the position is related to their educational program.

Students who would like to be considered for Alabama Residency Reclassification based the criteria outlined above should complete the *Application for Reclassification of Alabama Residency for Students Receiving Institutional Support Form* found at <http://www.soph.uab.edu/students/studentforms>.

Once Alabama residency has been established using this method of reclassification, it must be reviewed for renewal each year. If upon reevaluation, your reclassification is not renewed and you do not meet the requirements of the other two methods of residency reclassification, you will be considered to be a “non-resident student”.

## **MPH Core Curriculum Requirements**

All students enrolled in Master of Public Health degree programs regardless of track, must complete the required core curriculum. This consists of required courses in Biostatistics (BST 600 or BST 611/BST 612 for students in BST and EPI), Environmental Health Sciences (ENH 600), Epidemiology (EPI 600 or EPI 610 for students in EPI), Health Behavior (600), Health Care Organization and Policy (HCO 600) and Public Health Integrative Experience (PUH 695). The Public Health Integrative Experience class is a one credit class offered in the Fall and Spring semesters and must be taken in the term of graduation. (Summer graduates take in Spring). Students must also take a SAS 1 hour class and a writing class (GRD727). If a student wishes to take it earlier, special permission must be granted by the Associate Dean for Academic Affairs and only after a written request has been made. Students must also take a SAS 1 hour class and a writing class (GRD727). There are also departmental requirements that must be followed.

MPH Core:

Epi 600 or 610  
BST 600 or 611/612  
HCOP 600  
HB 600  
ENH 600  
PUH 695

Plus Epi 623 (Intro SAS) and GRD 727

Students must also complete the requirement for The Biological Basis of Public Health. There are several ways in which this requirement can be met:

1. A previously earned Medical, Dental, Nursing, or Dietetics degree (registered or registration eligible dietitians only)
2. Extensive and substantial education (earning grades of “B” or better in biological/biomedical courses)
3. Take the Biological Basis of Public Health Exam, earning a grade of 70 or better.

All MPH degree admits were reviewed during the admissions process to determine if the Biological Basis of Public Health Competency Requirement was met based on previous education. The letter of admission from the School of Public Health indicates whether or not the student met the competency requirement. If a waiver was not indicated, the student must plan to take one of the Competency Exams offered during Orientation week.

Internships/Field Placements: All MPH and DrPH students are **required** to complete a public health practice focused field-based internship. Some other degree programs may also have a field-based requirement. Internships are part of the academic course of study and usually the

academic advisor is the course master for that 3 hour credit course. Faculty advisors have an essential role in the administration of student internships. Advisors should be involved with the designated site supervisor and the student in determining the administrative details and expected outcomes (objectives) for the experience, in monitoring the student's progress and in evaluating the experience once it is completed. Internships undertaken away from the Birmingham area are subject to the same oversight, through telephone contact, written reports, email contact and the like. A written plan, developed by and distributed to the student, advisor and site supervisor prior to the start of the experience is required as are student and site supervisor post-internship evaluations. Since these are academic activities, students will be registered for academic credit for the duration of the experience.

Earning academic credit for internships does not preclude payment. Students should be encouraged to find positions that offer financial remuneration as well as excellent public health practice learning opportunities. The internship coordinator routinely distributes to students via email or the SOPH web site notices of internship opportunities that become available. (Please see Appendix for additional information and Internship Forms)

PUH 695: The Integrative Experience MUST be taken in the student's last semester. No student will be allowed to register in any other semester. All students will be registered by the departmental program coordinator. The course is 1 hour credit.

### **Nonacademic Issues**

All non-academic issues should be referred to the Associate Dean.

### **Registration**

In order for a student to be eligible to register for classes during any academic term, the following criteria must be met:

- Must be officially admitted to UAB;
- Financial records with Student Accounting Services must be in good order;
- Must be in academic good standing, which means the student may not be on academic or disciplinary suspension.

Individuals are not allowed to attend university courses unless officially enrolled for class through the appropriate registration process. If an individual wishes to audit a class, they must be officially admitted.

Before a PUH student can register for a class, they must meet with the program coordinator or advisor each semester to receive their Registration Access Code (RAC) for that semester. It is recommended that the student and advisor meet one-on-one prior to registration each semester to review the student's academic progress and discuss course work for the upcoming term.

Academic Holds in Banner: There two types of academic holds in Banner. **Student-specific holds** which relate to a student's academic standing or major and require that the student be

given a Registration Access Code (RAC) by an academic advisor before registering for any classes.

Reasons for student-specific holds:

- Requested by the school to enforce mandatory advising (School of Public Health)
- Student on Academic Warning
- Student on Academic Probation
- Student returning from Academic Suspension
- Returning from Leave of Absence

Students are prompted by the system when it's necessary to obtain a RAC.

**Course-specific holds** prevent a student from registering for a specific class.

Reasons for student-specific holds:

- Prerequisite override needed
- Co-requisite override needed
- Degree level override (e.g., permission for an undergrad to take a graduate level class)
- School restriction approval (e.g., permission to a non-PUH student to take a PUH class)
- Instructor/department approval (permission of instructor) required

Late Registration, Adding or Dropping Courses: Students are expected to register during the normal registration period. Registration deadlines are firm and strictly enforced by the Registrar's Office however a student may file an academic appeal with the Graduate School if extenuating circumstance prevented the student from adding or dropping a class by the add/drop deadline. The appeal must be approved by the Graduate School and the instructor of the class.

Students may add a class through BlazerNet once the term begins if the class is not closed. They will not be assessed a change of course fee if they were previously registered for a class during the early or open registration. If the student was not previously registered, they will be assessed a \$25 late registration fee. If a class has met for the first time and the class is full, the student must complete the registration add form and obtain the signature of the instructor and return the form to the Registrar's Office.

Students may drop a class through BlazerNet until the last day to drop classes without being charged a drop fee.

Withdrawal from courses: Graduate students may withdraw from a course until the last day of the semester (not including finals exam week). If students withdraw from a class, they are still responsible for all tuition and fees associated with the course(s) and will receive a "W" on their academic transcript. Students may withdraw from classes online if they are not withdrawing from all courses. If students wish to withdraw from all courses, they must do so in person at the Registrar's Office.

## **Academic Practices**

Good Academic Standing: Students are considered to be in good academic standing if they maintain a grade point average of at least 3.0 (overall B average) and overall satisfactory performance in pass/no pass courses. Satisfactory performance for pass/no pass courses is defined as earning a "P" in the class. If students fail to meet these standards, they are placed on

academic probation and notified in writing by the Graduate School and copies of the letters are given to the program coordinators. During the probationary period, a minimum of three semester credit hours must be taken each term and no incomplete grades (I or N) can be received. If a student achieves the required grade point average the probationary status will be removed. Students placed on probation in any term prior to graduation must re-establish good academic standing by earning satisfactory grades within two terms. If their grade point average drops below the required 3.0 average a second time or remains below 3.0 for more than two consecutive semesters, students will be dismissed from School and the University. ***The student's advisor has a primary role in monitoring academic progress of their students.***

Academic Program Requirements: Ideally, the department should maintain detailed written descriptions of each of its programs. Any changes to a program must be approved by the EPC. After approval, the changes should be added to the SOPH department webpage, the course catalog and the curriculum planning sheet. The changes must be communicated to all departments to make the necessary corrections to their curriculum planning sheets. Course catalog updates should be given to the Director of Student and Academic Services.

Changing Departments and Programs: A student can request to transfer to another academic degree or track within the same department or across departments. If a student wishes to transfer to another academic degree or track within the same department he/she must complete an Intradepartmental Change of Status Form. If a student wishes to change to a different department, the student must complete an Interdepartmental Change of Status Form. The current advisor should ensure that students are well-aware that they will be subject to the eligibility requirements of the new program/track into which they transfer. New students may not request an Interdepartmental Change until the end of their first semester of enrollment, however, they may request an Intradepartmental Change prior to or within their first semester of enrollment. The student and the current advisor should confer about courses and any special work to be taken on the basis of the requirements of the program and the student's previous experience and career goals. Transfer requests must be signed by all parties listed on the request form. Copies of the forms are submitted to the Graduate School to update the Banner system.

Change of Advisor: An academic advisor is appointed to each new student at the time of admission. Generally, a change of advisor is requested if students change their academic program, track or department. In some cases the advisor may not change. Also, a change may be requested if a faculty member retires or is deceased. When the form is completed and appropriately signed, it should be submitted to the Office of Student and Academic Services for processing.

Transfer of Graduate Credit: A request for transfer of graduate credit may be initiated by a student who wishes to transfer graduate credit from another university, coursework taken in another graduate degree program or coursework taken at the UAB School of Public Health as a non-degree seeking student. Previously earned graduate credit (up to 12 semester hours) with a grade of "B" or better that has not been applied toward another degree is eligible for transfer into the student's current degree program. The following documentation must be submitted:

*(This does not apply for previously earned UAB SOPH non-degree credit)*

- The most recent copy the student's transcript showing all completed course work. The transcript is used to verify that the course was not used towards earning another degree.
- Copy of the course syllabus or course description to determine course comparability.

All transfer of graduate credit requests (with the exception of previously earned UAB SOPH non-degree credit) must be approved by the student's advisor and the Associate Dean. Once the transfer of credit has been accepted, it will be included in the grade point average calculation for the student's current program.

Any previously earned UAB SOPH non-degree credit (up to 12 semester hours) may be requested to transfer to degree-earning by sending an e-mail to the Director of Student and Academic Services.

Course Waiver: Students may request to be waived from a course requirement in which they believe they have gained sufficient knowledge from another course that may have been previously used toward completing another degree. Students must submit a written request along with the waiver form, the course syllabus and a copy of their transcript from the university where they completed their degree. Upon review of the documentation, the advisor and course instructor will determine if they believe the student gained sufficient knowledge of the course material. ***Receiving a waiver of a required class does not remove the obligation to earn sufficient credit hours as required for the degree.*** The student must make up the deficit credit hours.

In the case of "Core" courses, the core instructor must determine if the student can waive the course. Documentation regarding the waiver must be submitted to the Office of Student and Academic Services.

Course Substitution: A student may request a course substitution for a core, track or elective course (with the exception of the MPH core courses). **Courses used toward completing another degree cannot be considered for substitution.** Students must submit the completed form along with a copy of the course syllabus or course description and a copy of their most recent transcript to verify that the course was not used to complete another degree. The form must be signed by the appropriate people and submitted to the Office of Student and Academic Services for processing.

Application for Degree Process for MPH, MS, MSPH, DrPH and PhD: Students in every degree program are required to complete an Application for Degree Form. The form can be found on the Faculty Resources page. The advisor's responsibility is to thoroughly review and verify that all program requirements have been met by checking the curriculum planning sheet as well as any documentation regarding transfers of credit, course waivers, course substitutions or change of grade. All supporting documents must be submitted along with the application for degree to the Director of Student and Academic Services. The application for degree must be signed by the advisor and the department program director. By signing the application for degree, both confirm

that the student has or will complete within the specified term, all requirements for the degree sought. The advisor should also verify that the student is enrolled for at least three credit hours (usually xxx 698/798 or xxx 699/799 course and PUH 695 for MPH programs) in the semester in which the student intends to graduate. A waiver of this requirement may be requested in writing and submitted to the Director of Student and Academic Services to submit to the Graduate School. Students are responsible for keeping up with graduation deadlines. The deadline dates can be found on the SOPH website under Current Students.

Approximately two weeks prior to the end of the semester in which the student plans to graduate, the Recommendation for Master's Degree form should be completed and signed by all required parties. The form should be submitted the Director of Student and Academic Services to obtain the Dean's signature. The form is delivered to the Graduate School for a final signature and kept on file along with the application for degree.

## University Resources

**The University Financial Aid Office** is responsible for administering financial support loans based on need and non-need options. To apply for financial aid, through the University Financial Aid Office, submit the Free Application for Federal Student Aid (FAFSA) or the FAFSA Renewal Application to the processor. Completion of the FAFSA or the FAFSA Renewal Application is required for all university financial aid programs. For more information on applying for loans at UAB, please refer to the web site maintained by the University Financial Aid Office at [http://main.uab.edu/Sites/apply/financial\\_aid/FAFSA/](http://main.uab.edu/Sites/apply/financial_aid/FAFSA/).

*International Students:* Since federal financial assistance programs are limited to U.S. citizens and permanent residents, most international students pay for college using personal or family funds. However, other sources of funding may be available. To learn more go to <http://main.uab.edu/Sites/students/32619/> or contact the International Scholar and Student Services Office at (205) 934-3328 or at [ISSS@uab.edu](mailto:ISSS@uab.edu).

**Disability Support Services** If you have a disability, you are not at a disadvantage. UAB Disability Support Services (DSS) provides a broad array of services and technologies to make the UAB campus – and a UAB education – accessible for everyone. DSS handles each request for services individually, which ensures you receive the accommodations that are appropriate for you. Registering for services is simple. **First, contact DSS at (205) 934-4205 (voice) or (205) 934-4248 (TDD), or visit 516 Hill University Center.** You must present documentation of disability to received DSS services. After DSS receives your completed documentation, you will meet individually with a member of the staff to discuss your accommodations. It's best to register with DSS when you apply to UAB.

**Counseling and Wellness Services and Women's Counseling Services** The Counseling and Wellness Center counselor's role is to listen, attempt to understand personal perspectives, and to be helpful to the fullest extent of their professional training. Free, confidential counseling related to personal growth, human development, and interpersonal relationships is available. The Women's Center offers personal (non-academic) counseling services to currently enrolled UAB students. Issues dealt with include but are not restricted to, eating disorders, relationship problems, sexual assault and abuse, sexual harassment, and stress management. Personal counseling is the primary component of the Women's Center services.

**International Scholars and Students.** The mission of International Scholar and Student Services (ISSS) is to provide quality services, programs, and activities that enhance cultural awareness, international

educational and research opportunities, and global perspectives for students, faculty and staff. ISSS advises foreign students and assists visiting international faculty and students in matters of immigration, federal and state taxation, and orientation to the Birmingham community. Contact the ISSS at (205) 934-3328 or at [ISSS@uab.edu](mailto:ISSS@uab.edu)

**Health Insurance** As a condition of registration, the University requires that all graduate and professional students, including international students on non-immigrant visas, have medical insurance coverage that meets the University's minimum requirements. If you have comparable personal insurance, you must request a waiver of the UAB offer of Viva Health. The waiver form can be found at <http://main.uab.edu/Sites/students/student-health-services/48155/>. UAB offers an accident and illness insurance option for students who do not already have health insurance – and for those who do but want the benefit of additional services. The comprehensive student plan is provided through Viva Health, a member of the renowned UAB Health System. For more information call Viva Health Member Services at (205) 558-7474 or 1-800-294-7780 and request a student insurance packet.

**UAB Student Health Services** UAB requires that all students in health-related fields complete a Medical Health History/Physical Examination Form. The form includes an immunization record that will be important in determining if you have been immunized properly, as is required by the University, for your well being. The form is also invaluable to Student Health Services in providing health care to those of you requiring medical attention. The Student Health Service provides care for the medical needs of UAB students, including prevention, treatment, or counseling. All full-time students in the School of Public Health and all International Students are required to subscribe to the Student Health Plan. All forms and information can be obtained by going to <http://main.uab.edu/Sites/students/student-health-services/48155/>.

**Housing and Residential Life** For a complete guide to UAB student housing including details on roommates, rent, policies, what's in each hall, what to expect, what to bring and much more: <http://main.uab.edu/Sites/students/facilities-finance/housing/>

**Parking and Transportation** Since the UAB area is a densely populated urban area, parking for students on campus is very limited. Spaces in parking lots are not reserved (unless posted as such) and are available on a first-come, first-served basis. A student must register with UAB Parking and Transportation Services if you wish to take advantage of the UAB Parking facilities. For more information contact Parking and Transportation Services at (205) 934-3513 or <http://www.uab.edu/parking/>

**The UAB Escort Service**

The UAB Escort Service can help you stay safe on campus after dark. Call 934-8772 or use one of the designated white telephones and a UAB escort will meet you and accompany to your on-campus destination.

## Section D: Selected University Policies

Many University policies relate to the day to day interactions of students and faculty in the School of Public Health. A few selected policies have been highlighted below. The less lengthy policies are copied in full. For most a link to the UAB webpage is provided.

### 1. Maintenance of High Ethical Standards

See the complete policy at: [www.iss.uab.edu/Pol/HiEthicsMtab.pdf](http://www.iss.uab.edu/Pol/HiEthicsMtab.pdf) - 2007-06-28 - [Text Version](#)

### 2. Student Participation in Proprietary Research

(<http://main.uab.edu/show.asp?durki=95313>)

### 3. Drug Free Campus Policy for Students

The complete policy concerning drug free campus and penalties for violations can be seen at: <http://www.iss.uab.edu/Pol/DrugCampDtab.pdf> - 2001-10-26 - [Text Version](#)

### 4. COMPUTER SOFTWARE COPYING AND USE POLICY

<http://www.iss.uab.edu/Pol/SoftCopyCtab.pdf>

### 5. General Policy Regarding The Use And Consumption Of Alcoholic Beverages

The complete policy is found at:

<http://www.iss.uab.edu/Pol/BeveragesAtab.pdf> - 2001-10-26 - [Text Version](#)

### 6. UAB Policy on Sexual Harassment in the Workplace

<http://www.iss.uab.edu/Pol/SexHarasStab.pdf>

### 7. FERPA (Family Educational Rights and Privacy Act): Understanding the Privacy of Student Records

Go to <https://sa.uab.edu/enrollmentservices/ferpa/> to find the answers to these questions

### 8. University of Alabama at Birmingham COPYRIGHT POLICY

See also: Board of Trustees Rule 509 “Patent Policy” (The terms of this **Copyright** Policy are subservient to the Patent Policy) ...

[http://www.uab.edu/it/instructional/technology/docs/copyright\\_c\\_tab.pdf](http://www.uab.edu/it/instructional/technology/docs/copyright_c_tab.pdf)- 2008-02-04 - [Text](#)

on

9. Diversity Training

Click on this link <http://www.uab.edu/equityanddiversity/>



## **Appendix**

Internships: <http://www.soph.uab.edu/internships>

Practicum: <http://www.soph.uab.edu/internships>

Honor Code: <https://www.soph.uab.edu/students/honorcode>

Honor Code Violation Resources: <https://www.soph.uab.edu/resources/honorcodeviolations>