Catalog of School of Public Health 2000-2001

School of Public Health
Office of Student and Academic Affairs • Ryals Building • 1665 University Boulevard • Birmingham, Alabama 35294-0022

Equal Opportunities in Education and Employment
From the Dean:

Welcome to the UAB School of Public Health—a community of professionals dedicated to improving the health of the citizens of Alabama and the world. We represent a dynamic enterprise of disciplines, perspectives, professions, backgrounds, and interests. Our diversity is our strength.

Today's health care challenges are complex. They involve diseases that we must understand from the cellular level and address at the community level. They involve interventions that we must develop and implement for individuals with full awareness of the implications for public policy. They involve systems of care that are emerging and are very enigmatic. A cadre of educated men and women, competent and well versed in the multiple disciplines and subjects covered in our courses of study will forge the solutions to these health care challenges. We hope you will be among that next generation of bold health professionals and that our School will be your place of discovery and training.

Our multi-disciplined faculty range from epidemiologists to economists, from health educators to health policy analysts, from industrial hygienists to nutritionists, from biostatisticians to virologists. Among them are nationally recognized scientists frequently called upon by international, national, state, and local organizations and leaders to provide their expertise and knowledge to the most difficult health care issues. Further testimony to the faculty's acclaim can be found in their successful competition for research funds. With a mere 68 faculty, our School ranks second in extramural support among the 12 schools on the UAB campus. This standing is all the more remarkable in a University identified by the Carnegie Foundation as one of the top 20 research institutions in the country. In our various programs of study you can be assured that you are being mentored by those on the cutting edge of their fields.

We are not resting on our successes. We strive for new ways to discover and to learn. A few years ago we made a commitment to improve our curriculum to better prepare our students for the challenging and changing world that awaits you in the 21st century. We know that you will face public health issues unimagined today, just as those trained before you were surprised by smallpox, polio, cholera and HIV. To meet these challenges, whatever they may be, we feel that the well-educated public health professional of the 21st century must be a strong critical thinker, able to synthesize, integrate and apply knowledge to real-world situations. Our new curriculum is being designed and implemented with this in mind. It will bring the frontlines of the public health battleground to you so that when you leave us you will have enduring skills to take to future public health battlegrounds. Your education also will be broadened by your fellow classmates. Our active student body is more than 400 strong. While many are from Alabama, our students also hail from 19 countries and 26 states. Their experiences and backgrounds are rich and varied. Your classes will bring together returned Peace Corps volunteers, health care providers, employees of a variety of health care organizations, and recent graduates of many different baccalaureate and graduate educational programs. Through this experience you will be better prepared to excel in tomorrow's diverse work environments.

Our brief history of 20 years is already rich in accomplishments and tradition. Graduates of our School have served as directors of the Centers for Disease Control and Prevention and as advisors to U.S. Presidents, health ministers, and numerous other elected officials. Others hold significant positions in prestigious research institutions, and in public and private health organizations such as health departments and health maintenance organizations. Many courageously work on the front lines to combat emerging diseases, to make the workplace safer, and to protect the health of the most vulnerable in our society. We want you to join them!

You can and should join the ranks of these
leaders. By learning about our degree programs, you will be a step closer. On behalf of the faculty, staff, students, and graduates of our School, I invite you to visit us to learn more about these programs and your future as a health professional.

Our faculty and staff look forward to meeting you. We are enjoying our new Ryals School of Public Health Building, a state-of-the-art facility in the heart of campus. We think you will like it here. Not just because of new environs, but because of the people you will meet. Our faculty and staff have adopted a set of values to uphold. These include respect for every individual; open and honest communication; positive, constructive, supportive behavior; appreciation for diversity; teamwork; integrity; excellence; and making a positive difference in the community.

We want you to be a part of our vision and values.

Eli I. Capilouto, D.M.D., M.P.H., Sc.D.
Dean, School of Public Health
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**Overview and Historical Perspective**

Until 1976, UAB's graduate program in public health and epidemiology was located within the School of Medicine. The chairman of that department also served as chairman of the public health division in the School of Community and Allied Health Resources. In 1976, the joint Department of Public Health was formed between the Schools of Medicine and Community and Allied Health Resources. In 1977, the department notified the Council on Education for Public Health of its intention to qualify for status as an accredited School of Public Health. By 1978, the Department of Public Health had achieved full accreditation as the nation's 20th School of Public Health.

The school remained a joint department of the Schools of Medicine and Community and Allied Health until 1981. In that year, the board of trustees approved the creation of the School of Public Health as the sixth and youngest health professional school at UAB. Today, the School of Public Health has full responsibility for admission and graduation of its students, as well as for the administrative management of its public health degree programs. Administrative responsibility for the school's M.S. and Ph.D. programs remains that of the Graduate School.

**Mission of the School of Public Health**

The Mission of the School of Public Health is to lead in developing, disseminating and applying knowledge to prevent disease and promote health in the human population. Because of its inherent breadth, public health is comprised of many disciplines. Thus, the school achieves its mission by bringing the various disciplines together to educate individuals who will be working to prevent disease and improve the health of the school's constituent populations. These individuals include experienced public health and other health professionals, undergraduates with educational backgrounds in the sciences, and persons from developing countries with health-related backgrounds. An implicit part of this mission is a commitment to increase and validate, through research and practice, the body of knowledge upon which the school's educational programs are necessarily based.

**Organization and Governance**

To carry out its mission and goals, the School of Public Health is organized by academic departments, centers, and functional units that report administratively to the dean. Six academic departments and five centers are based in the school. The basic academic unit of the school is the department, with each one responsible for its academic, research, and service programs. The six departments offer training in more than 20 major specialty areas. In addition, the centers and departments engage in numerous interdisciplinary training programs with the Graduate School and various health-professional and other schools at UAB, as well as with other colleges and universities. The school's Mid-South Program for Public Health Practice is involved in a number of initiatives to strengthen the relationship between academic public health and public health practice.

The UAB School of Public Health is accredited by the Council on Education for Public Health (CEPH), an independent agency recognized by the U.S. Department of Education to accredit schools of public health and certain graduate programs offered in educational settings other than schools of public health. The CEPH is located at 1015 Fifteenth Street, NW, Washington, D.C. 20005, (202) 789-1050.

**Departments**

The academic departments of the School of Public Health represent the fundamental disciplines of public health. They are:

**Department of Biostatistics**: Faculty and students in this department are involved in activities relating to the development and understanding of biostatistical models with their associated statistical theory and to the
application of these models to the analysis of data collected in many different experimental situations. These experimental situations include statistically designed laboratory experiments, prospective and retrospective epidemiological studies, survey research, behavioral research, and clinical research including, but not limited to, clinical trials.

**Department of Environmental Health Sciences:** The faculty and programs of this department place emphasis on effects of chemicals on DNA, risk assessment, biological monitoring tools for assessing chemical exposure, dermal absorption of chemicals, non-point source water pollution modeling and control, application of geographic information systems, analysis and evaluation of airborne microbes and associated respiratory diseases, aerosol behavior, biological effects of radiation, innovative methods for monitoring airborne chemicals, novel approaches to assessing exposures of general or occupational populations to chemical hazards, bioconcentration of chemicals in humans, and control of exposure to environmental and occupational hazards.

**Department of Epidemiology and International Health:** This department encompasses research and educational foci in epidemiology, the distribution and determinants of disease in humans, with particular emphasis on cancer, occupational and environmental epidemiology, infectious diseases, population genetics, reproductive health and chronic diseases; and in international health, a multidisciplinary approach to tropical infectious diseases, public health nutrition, environmental hygiene, reproductive health and program management in developing countries and underresourced areas of the United States.

**Department of Health Behavior:** This department focuses on health promotion and disease/disability prevention through behavior change at the individual, group, and community levels. Students are trained to develop, implement, and evaluate behavior change programs on a wide variety of health-related issues such as HIV/other sexually transmitted diseases, chronic diseases, smoking cessation, exercise promotion, and dietary change.

**Department of Health Care Organization and Policy:** Research and instructional foci in this department are health economics, public health administration and planning, health policy, outcomes research, and health services evaluation.

**Department of Maternal and Child Health:** The educational and research foci of the department encompass perinatal and reproductive epidemiology; child health and development; the health of children with chronic conditions and special health care needs; the health of adolescents and women of child-bearing age; and family and community health. The skills taught are needs assessment and performance measurement; program administration, management and community-based evaluation; population-wide health status monitoring, assessment and research; community outreach, advocacy and coalition building; and policy development and analysis.

**Governance**

The faculty charter describes the faculty governance structure of the school. The Faculty Council, the Educational Policy Committee, and the Admissions and Graduation Committee are standing committees of the faculty. In addition, three standing committees advise the dean on academic and administrative matters: the Executive Committee, the Faculty Affairs Committee, and the Financial Aid Committee. Several workgroups have also been established to guide the school’s strategic planning efforts.

**Organizations**

**STUDENT GOVERNMENT**

The school’s Student Government Association (SGA) is led by a council of 10 students elected by the student body each fall. The SGA is responsible for fostering an academic, professional, and social environment for students of the School through interaction with faculty, staff, alumni, and other professionals. It is also responsible for promoting student involvement in the School, University, and community through service, programming, and special events. The SGA council also presents the suggestions and concerns of students to School officials.

**ALUMNI CHAPTER**

The UAB School of Public Health Chapter of the National Alumni Society is committed to upholding the mission of the School. Two alumni representatives who serve as president and vice-president lead the Chapter, working closely with the School’s Director of Alumni Relations.
The Alumni Chapter provides a vehicle for alumni involvement with the School in many ways. Alumni provide input through periodic surveys, share their knowledge and expertise with students through lectures and presentations, and serve as mentors and internship supervisors. They also assist with student recruiting and career services.

To learn more about the School's alumni activities, visit its Internet site at:
http://www.uab.edu/PublicHealth/Alumni/AlumniHome.html

You may also contact Ms. Joan Ohrn, Director of Alumni Relations at (205) 934-7799 or by email at Ohrn@uab.edu.

Delta Omega is the national honorary society for graduate students in public health. Members are inducted annually based upon outstanding performance in scholarship, teaching, and community service in the public health arena.

Candidates are selected from each of the following three groups: (1) students who are candidates for a graduate degree in public health; (2) faculty members at the School of Public Health; and (3) alumni actively engaged in public health work. The Upsilon Chapter, established in 1989, has inducted members (students, alumni, and faculty) who promote scholarly pursuits in public health at the UAB School of Public Health and in the community at large.

Resources and Facilities

The Frank and Kathleen Ellis Ryals School of Public Health Building opened its doors in the Fall of 1996. The six-floor, 120,000 square foot building located in the heart of the campus houses the administrative offices, classrooms, and student support services, and faculty from all departments. The modern classrooms, computer labs, and student lounge in the Ryals Building are in close proximity to the Lister Hill Library of the Health Sciences. The school's laboratories will be located in other buildings on campus until all of the space in The Ryals Building is complete.

Centers

Center for Community Health Resource Development: Recognized nationally by the Association of Academic Health Centers as a “jewel in the crown of UAB,” this center has a rich history of community partnership to improve the health and well being of Alabama citizens. It is a model that supports health promotion and disease prevention initiatives between academic health centers and communities. Located in the School of Public Health, the center serves the entire university as an outreach mechanism for community-based health initiatives. From a twenty year alliance with the Alabama Cooperative Extension System (ACES), the center has established a grass roots presence in communities statewide. Using a community health resource development approach, in alliance with ACES, the center engages the scholarship, teaching, and outreach activities of the school and other units across the UAB campus to build community capacity through partnerships that empower individuals, families, and communities to meet local health needs.

Development of county health councils, community health advisors, distance learning programs for public health practitioners, lay and professional health updates, and comprehensive school health programs are examples of the scope and variety of the center’s activities.

Deep South Center for Occupational Health and Safety: This center was created in 1981, and its mission is to develop professionals who protect and promote the health and safety of workers through multidisciplinary education, research, and outreach. It consists of academic programs in industrial hygiene in the Department of Environmental Health Sciences of the UAB School of Public Health, occupational health nursing in the UAB School of Nursing, occupational medicine in the UAB Department of Family Medicine, and ergonomics and occupational safety in the College of Engineering at Auburn University. The Center also includes a continuing education program in the UAB School of Public Health. The Deep South Center is one of 15 education and research centers throughout the nation partially supported by the National Institute of Occupational Safety and Health of the U.S. Department of Health and Human Services.

John J. Sparkman Center for International Public Health Education (SCIPHE): Federally endowed in 1980, SCIPHE’s mission is to develop, implement, and promote educational programs designed to prepare public health workers and educators who con-
tribute to the general health and well-being of populations in developing countries. Achievement of the mission includes the offering of short courses, as well as training and continuing education programs on-site in the host countries. An additional goal is for members of the UAB academic community to gain experience from work in other countries that may be applied in the U.S. Affiliations with the center have included: the University of the West Indies (Jamaica); Universidad Peruana Cayetano Heredia (Peru); International Centre for Diarrheal Disease Research (ICDDR, B) (Bangladesh); CeSSIAM (Guatemala); University of Zimbabwe (Zimbabwe); Beijing Medical University (China); Shandong Medical University (China); Pirigov Medical University (Vinnitsa, Ukraine); Lokmanya Tilak Medical College (Mumbai, India); Aga Khan University (Karachi, Pakistan); University of Zambia (Lusaka, Zambia); UNICEF; UNAIDS; PAHO; and WHO.

**UAB Center for Health Promotion (CHP):** The CHP has continued to be supported since 1993 with funding from the Centers for Disease Control and Prevention (CDC) as well as with UAB funding as a result of its designation as a university-wide center. The theme of the center is: Bridging the Gap Between Public Health Science and Practice in Risk Reduction Across the Lifespan Among African Americans and Other Underserved Communities. To facilitate its mission to promote interdisciplinary research, training, and service in health promotion and disease prevention, the CHP has established core units to support community-based initiatives for research, training and service that provide support in areas which include: developing and maintaining community partnerships; project assessment and evaluation; survey research methods; analytic approaches to large surveillance datasets; behavioral assessment and intervention methods; health communication research methods; and biopsychosocial laboratory-based research methods. Through core funding, the CHP undertakes community-based demonstration projects, and through other sources of extramural funding, the CHP supports a variety of other research projects in health promotion and disease prevention.

**Lister Hill Center for Health Policy:** Federally endowed in 1987, the Lister Hill Center has a university-wide mission to facilitate the conduct of health policy research, to disseminate the findings of that research beyond the usual channels of academic publication, and to sponsor the Lister Hill Health Policy Fellows program. The center draws on scholars from throughout the university to address issues of health care access, financing, organization, delivery, and outcomes, with particular emphasis on prevention strategies. The center publishes UAB Health Policy Research, a precis of policy research for regional and national policy makers. It sponsors an intramural grants program in health policy/health services research. Current areas of research include health care markets and managed care, maternal and child health, application of management strategies to public health organizations, and health care outcomes.
**Applicant Information**

**Where to Write for Information**

Inquiries concerning M.P.H., M.S.P.H., Dr.P.H. programs in the School of Public Health and requests for application forms should be directed to the UAB School of Public Health, Office of Student and Academic Services, Suite 120, Ryals Building, 1530 3RD AVE S Birmingham, Alabama 35294-0022. Telephone (205) 934-4993. Find us on the web at www.uab.edu/PublicHealth.

Inquiries and requests for information concerning the M.S. and Ph.D. programs should be directed to:

UAB Graduate School
Hill University Center, Room 511
1530 3RD AVE S
Birmingham, Alabama 35294-1150
Telephone (205) 934-8227 or on the web at www.uab.edu/graduate.

**Where to Send Applications**

A completed application package consists of the following:

- Completed application form
- Application fee (non-refundable)
- Official transcripts from each college or university attended
- Resumé
- Official score report for the required entrance examination (this should come directly from the appropriate testing service)
- Three reference letters
- Statement of career goals
- For international applicants, an official score report from the TOEFL examination, if the student has not received a degree from an English-speaking institution
- Affidavit of financial support (international students only). The U.S. Immigration and Naturalization Service (INS) requires U.S. universities to have documentary proof of adequate financial support before they can issue a Certificate of Eligibility which is used to obtain a visa for entrance into this country or for transfer from another U.S. university. Original letter on official stationary must be submitted from the financial institution in which the student’s sponsor has readily available funds, or in some cases the student must have deposited the full amount of the first year of study based on 6 hours per quarter and living expenses (approximately $15,887.00) with the university prior to the Certificate of Eligibility being issued. For further information, contact the Center for International Programs, Room 318, Hill University Center, Birmingham, Alabama 35294, (205) 934-3328 or sfrazer@uab.edu.

Applicants to the M.P.H., M.S.P.H., Dr.P.H. programs should send these materials to:

UAB School of Public Health
Office of Student and Academic Services
Suite 120, Ryals Building
1530 3RD AVE S
Birmingham, AL 35294-0022

Applicants to the M.S. and Ph.D. programs should send these materials to:

UAB Graduate School
Hill University Center, Room 511
1530 3RD AVE S
Birmingham, Alabama 35294-1150

**Deadlines for Application**

The deadline for submission of application materials is April 1. Master’s students should plan to begin studies only in the fall term of each year. The weekend program in Health Care Organization accepts applications at any time. Doctoral students are strongly encouraged to matriculate in the fall; to ensure full consideration for financial assistance, completed applications should be submitted by February 15.

**Admissions Requirements**

**MASTER’S DEGREE PROGRAMS (M.P.H., M.S., M.S.P.H.)**

The established overall minimum requirements for admission are:

- A bachelor’s degree from an accredited institution
• A Graduate Record Examination (GRE) or equivalent (e.g. GMAT, LSAT, MCAT) score. Both the score and the percentile on each of the verbal, quantitative and analytic sections of the examination will be evaluated. This requirement may be waived for M.P.H. or M.S.P.H. applicants with advanced degrees (e.g. Ph.D., M.D.) from an accredited institution when a written request is submitted by the applicant and the department approves this request. Waiver allowances vary. M.S. applicants must submit a test. Failure to submit a GRE score may affect your ranking for consideration for tuition assistance.

• For international applicants who did not complete a degree at an English-speaking institution, a score on the Test of English as a Foreign Language (TOEFL) examination.

Other aspects of an applicant’s record, such as career achievement, professional experience, and clarity of career goals also are important. Admissions decisions are based on an overall assessment of the adequacy of an applicant’s educational and professional preparation for the successful completion of graduate study in the degree track area selected. Each program or track within a given department may set additional requirements for admission. Therefore, applicants should refer to the individual program descriptions for details.

The established overall minimum requirements for admission are:

• A bachelor’s degree from an accredited institution (Ph.D.)
• M.P.H. or equivalent degree (Dr.P.H.)
• A Graduate Record Examination (GRE) or equivalent (e.g. GMAT, LSAT, MCAT) score. Both the score and the percentile on each of the verbal, quantitative, and analytic sections of the examination will be evaluated. Failure to submit a GRE score may affect your ranking for consideration for tuition assistance.

• For international applicants who did not complete a degree at an English-speaking institution, a score on the Test of English as a Foreign Language (TOEFL) examination. Those who have an M.D., D.M.D., D.V.M., O.D., L.L.D., or J.D. degree, or an equivalent degree from an acceptable institution, are encouraged to apply. Students who do not hold one of these advanced degrees must possess a bachelor’s degree and present a demonstrated aptitude for pursuing study in the health field, adequate training in mathematics and the natural and/or behavioral sciences, or qualifications in a relevant professional capacity.

Although not a requirement for admission, applicants are encouraged to seek counseling from the assistant dean for academic affairs and from other appropriate faculty members before making a final decision regarding application since departments often have more specific program requirements. Applicants should refer to appropriate departmental sections in this catalog, which begin on page 14.

Tuition and Fees

TUITION

Tuition as of 2000 is $110 per credit hour for Alabama residents and Academic Common Market residents and $220 per credit hour for out-of-state and international students. Students enrolled in joint or concurrent degree programs may incur slightly higher tuition costs. Tuition and fees are subject to change at the beginning of any term. These estimates do not include lab fees or charges assessed when courses are taken at another school.

ACADEMIC COMMON MARKET

The Academic Common Market is an interstate agreement among southern states for sharing academic programs. Participating states are able to make arrangements for their residents who qualify for admission to enroll in specific programs in other states on an in-state tuition basis. Most southern states participate in this program. To find out if the degree and major in which you are interested qualifies under this program, contact your state representative to the Academic Common Market.

For general information about the Academic Common Market, and for application forms, contact: Ann Creech, Program Assistant for Contract Programs, Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, Georgia 30318 (telephone 404-875-9211). It is the responsibility of the student to obtain approval in writing from the appropriate state coordinator for participation in the Academic Common Market. Approval must be obtained prior to enrollment in the School of Public Health.
The following is a list of fees that are to be paid in addition to tuition. These fees are subject to change.

Student Service Fee ($23 per quarter, plus $5 per additional credit hour) . . . . variable

Student Building Fee (per quarter) . . . . $18

Student Recreation Center Fee ($1 per credit hour) . . . . variable

Student Health Processing Fee (one time charge)
  U.S. Citizen . . . . . . . . . . . . . . . . . . $5
  International Students . . . . . . . . . . . $25

Student Health Fee*
  U.S. citizens and permanent residents (per quarter) . . . . $45
  International students (per quarter) . . . . $45

Hospitalization Insurance* (per year, single coverage, $1,408 spouse, $1,000 per child) . . . . . . . $675

Hepatitis B Vaccine**
  Paid at time of treatment . . . . . . . . $135

Weekend M.P.H. Program Administrative Fee (per course) . . . . $45

Environmental Health Lab Fees . . . . . . . $35

Learning Resource Fee (per credit hour) . . . . . . . $9

Financial Assistance

Tuition and Stipend Support

The school recognizes that some students have difficulty completing requirements for an advanced degree because of financial constraints. The school makes some funds available for tuition assistance to master’s students who are in good academic standing and who demonstrate superior academic qualifications or who demonstrate extreme and unanticipated financial hardship. Individual departments make some funds available for tuition assistance and stipend support to qualified doctoral students. Tuition and stipend support is not available in the first year of study for foreign students.

Tuition assistance funds awarded through the School of Public Health are made possible by generous contributions of the school’s faculty, staff, alumni, and friends to the Public Health Education Endowment Fund. Additional sources of funding include the federal traineeship program for U.S. citizens and permanent residents, and scholarships for disadvantaged students. In addition, individual programs within the school may offer competitive scholarships for students who show particular promise. For detailed information on School of Public Health tuition assistance, contact the Office of Student and Academic Services at (205) 934-4993.

UAB provides tuition and stipend support for graduate students in M.S. or Ph.D. programs in the form of assistantships and fellowships, and provides support specifically targeted to qualified minority students in any graduate degree-seeking program. Students may also qualify for work-study or federal family education loan programs through the University. For information on university-sponsored financial assistance programs, contact the UAB Office of Student Financial Aid at (205) 934-8223.

Veterans Benefits

Veterans who contemplate enrollment and are eligible for educational benefits through the Department of Veterans Affairs should follow this procedure:

1. Obtain the proper forms from, and file an application with, the UAB Office of Veterans Affairs, Room 516, Hill University Center, 1530 3RD AVE S, Birmingham, Alabama 35294-1150; telephone (205) 934-8115. Four to six weeks are required to secure proper processing of an application by the DVA.

2. Present proof of enrollment each term to the Office of Veterans Affairs.

3. If tutoring is required, consult the UAB Office of Veterans Affairs. This office maintains a list of tutors in all subjects for students so that they may take advantage of the DVA allowance for special tutoring.

Registration

Each fall term, students are given a copy of the School of Public Health Academic Calendar/Class Schedule for the academic year. This spiral-bound reference guide includes a term-by-term synopsis of important dates and course schedules, departmental contact information, graduation deadlines, and a master course list. Students should refer to this academic calendar when planning educational programs and schedules.

Approximately three weeks prior to registration each term, the UAB Class Schedule is available in the Office of Student and
Academic Services. This schedule lists course information and gives full details on registration dates and procedures. Students should become familiar with this information to avoid unnecessary problems each term.

Students typically register for nine to twelve hours of course credit. Students who are working enroll part-time. Students must meet with their assigned advisor prior to registration to review academic progress and discuss coursework for the upcoming term. Before the student can complete registration, the advisor should make sure that the “advisor sign-off” code has been entered into the student's computer record. Telephone registration details can be found in the front of the UAB Class Schedule. Students who do not telephone register will be required to complete a registration form, obtaining the appropriate signatures and presenting the form to the Registrar's Office for processing. Some courses may require the signature of the instructor and/or academic dean. The UAB Class Schedule will usually indicate when this is necessary.

Students should also pay particular attention to course-change updates, found on their registration receipts and on bulletin boards in the school.

### LATE REGISTRATION, ADDING OR DROPPING COURSES

Students are expected to register during the normal registration period and only for courses they intend to complete. Registering late and adding or dropping courses is possible, however, only until the date specified in the UAB Class Schedule published each term.

Students who wish to add or drop a course must complete an add/drop form. Any change in registration, including dropping and adding courses, must be approved by the student’s advisor. In order to add and/or drop a course prior to the first day of classes, the student must complete an add/drop form and obtain the signature of the advisor. Students who wish to add courses after the first day of classes must have the instructor's signature as well as the advisor's signature. The completed form, including all appropriate signatures, must be submitted to the registrar’s office for processing.

### WITHDRAWAL FROM COURSES

Students should register only for courses that they intend to complete, unless unusual circumstances require withdrawal. The withdrawal deadlines and procedures are specified in the UAB Class Schedule. Not attending class does not constitute withdrawal, either academically or with respect to tuition charges.

### Continuing Education Credits

Physicians pursuing a master’s degree in public health may receive up to 50 credit hours per year of continuing medical education (CME) credits as well as academic credit for all 600-level courses except practica, preceptorships, and research courses. Application forms may be obtained by writing or calling the AMA Office of Physician Credential and Qualifications, 515 North State Street, Chicago, Ill 60610 (312) 464-4672.
**Degree Programs**

A complete listing of degree programs can be found on page 43.

As of the Fall term, 2001, the University of Alabama at Birmingham will be adopting a semester calendar. The 2000-2001 academic year will be a transition year, from the existing quarter-based calendar to the semester-based calendar. Students entering the School of Public Health in the 1999-2000 or 2000-2001 academic year who may not finish all requirements for their degree programs by the Fall of 2001, should be aware of this change and the potential for some disruption. As always, the School and the student agree to the terms described in the catalog the year in which the student matriculates; any and all degree requirements for the program a student enters under this particular catalog (2000-2001) will be honored, regardless of the change in the calendar.

**MASTER OF PUBLIC HEALTH**

Students pursuing the M.P.H. degree acquire competency in the fundamental public health disciplines: the basic public health sciences; data analysis and policy analysis; communications; program planning and administration; public health systems and the organization of health services in the United States and abroad; recognition and analysis of ethical or legal issues in public health and professional practice; cultural, behavioral, genetic, environmental, political, geographic, and socioeconomic factors in health; the global nature of health and the needs of special populations, such as mothers and children, ethnic minorities, and vulnerable populations; and in the integration of core public health disciplines in public health problem decision-making processes.

Students with prior health professional degrees or experience may be eligible for an academic program that can be completed in one year of full-time study. Students lacking such prior qualifications will pursue a more extensive program requiring at least one and a half years of study and usually including field experience or an internship. Individual program requirements will vary. Degree requirements common to all specialty areas include completion of the 18- to 21-hour core M.P.H. curriculum (only IH 602 may be waived under certain circumstances) as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 601</td>
<td>Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>BST 602</td>
<td>Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>ENH 600</td>
<td>Fundamentals of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>EPI 600</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HB 650</td>
<td>Behavioral Science and Health: An Overview</td>
<td>3</td>
</tr>
<tr>
<td>HCO 600</td>
<td>Introduction to Population-Based Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>IH 602</td>
<td>Biological Basis of Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18-21</strong></td>
</tr>
</tbody>
</table>

The faculty have recently approved a plan to revise this M.P.H. core curriculum. The new M.P.H. integrated core curriculum will be offered beginning Fall 2001, coincident with the shift to a semester calendar. To avoid disruption, students entering M.P.H. programs in the Fall of 2000 must complete all core requirements by Fall 2001.

All M.P.H. students must also complete SPH 690, The Public Health Integrative Experience. This course, based in the case-study method, is designed to be taken in the last term of study just prior to graduation. Actual public health cases are analyzed by teams of students from across the disciplines of public health; in addition, new cases, reflecting emerging areas of interest or controversy in public health, are developed by multi-disciplinary groups of students.

**MASTER OF SCIENCE IN PUBLIC HEALTH**

The Master of Science in Public Health (M.S.P.H.) is an academic research degree designed for those students seeking specialization in one area of public health. The M.S.P.H. is offered in Clinical Research, Environmental Health Sciences, Epidemiology, and Health Policy and Outcomes Research. These programs combine didactic research instruction and applied research experience in the chosen discipline in order to prepare students for further study toward the Ph.D. or for research or specialized technical positions in government, industry, academia or private institutions. All M.S.P.H. students complete a research project/thesis. All M.S.P.H. students take core courses in biostatistics and epidemiology and complete a minimum of 15

12
hours of methodologic and specialty area courses. Students are strongly encouraged to enroll in other core public health courses. Individual M.S.P.H. programs require additional courses specific to the area of study. Please refer to their catalog descriptions for further details.

**M.S.P.H. Minimum Requirements:**

- BST 601 Biostatistics I . . . . . 3 credit hours
- BST 602 Biostatistics II . . . . . 3 credit hours
- EPI 600 Introduction to Epidemiology . . . . . 3 credit hours

A minimum of nine credit hours of research methodologic instruction.
A minimum of six credit hours in the area of specialization.
A minimum of nine credit hours of research project/thesis work.

Minimum Total Credit Hours Required = 40

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**DOCTOR OF PUBLIC HEALTH**

The purpose of the Dr.P.H. program is to provide education and training at an advanced level that allows graduates to pursue careers as practicing public health professionals in public health agencies, the private sector, and other types of settings. As a result, such individuals have a broader educational preparation than those in more research-oriented programs. Dr.P.H. programs are offered in the following specialty areas: International Health, Public Health Nutrition, Environmental Health, and Maternal and Child Health. Note: For the 2000-2001 academic year, applications are not being accepted for the Dr.P.H. in International Health or Public Health Nutrition. Degree requirements include the successful completion of program-specific courses, a written qualifying examination and a dissertation research project.

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**DOCTOR OF PHILOSOPHY**

The Ph.D. degree is offered within the Departments of Environmental Health Sciences, Epidemiology, Health Behavior, and Biostatistics. In environmental health sciences, the degree is intended to prepare scientists for careers in environmental health research, including toxicology and industrial hygiene, and is committed to the identification, evaluation, and control of hazards to human health. Education and research in both areas are emphasized in this program.

The Ph.D. in epidemiology emphasizes methodology of epidemiologic study design and data analysis. Admissions are very competitive. Applicants should have earned a Master of Public Health degree or its equivalent with a strong background in epidemiology and statistics.

The Ph.D. program in health education/promotion provides students with coursework and practical experience to become leading practitioners and researchers in health education and health promotion. The program combines the resources of academic units from the University of Alabama (UA) and the University of Alabama at Birmingham (UAB), utilizing the research expertise common to schools of public health along with the didactic, professional emphasis found in colleges of education.

The Ph.D. program in biostatistics is a research-oriented curriculum, with emphasis on the interconnections between probability and statistics and the experimental sciences. The program also provides supporting graduate work for advanced degree candidates in the biological, social, physical, and basic health sciences, as well as electives for students in the clinical and other health areas.

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**PROFESSIONAL OPTION**

**WEEKEND M.P.H. PROGRAM**

The school offers a program with a curriculum designed for working professionals who wish to pursue an M.P.H. degree. Interested students should contact the Office of Student and Academic Services, (205) 934-4993, for information on specific program offerings.

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**Coordinated Master of Public Health/Doctor of Medicine (M.D.) Program**

The school offers a coordinated Master of Public Health and Doctor of Medicine program in cooperation with the UAB School of Medicine for students pursuing medical education who have career interests in public health or disease prevention practice or research. Public health education can be pursued during medical school training in a flexible format. This dual training will prepare students for research-oriented careers as clinical investigators or for practice-related careers such as public health physicians in governmental agencies, rural health centers, or international health organizations. Beyond the specific course requirements, the program allows students to pursue an individually tailored curriculum in an area of their choosing.
Admission: Students must be admitted to the UAB School of Medicine M.D. program before being considered for the Coordinated M.D./M.P.H. Program. Interested students will have the School of Medicine forward their application materials to the School of Public Health and will also be asked to submit a School of Public Health career goals statement and to indicate a primary area of interest, to facilitate the assignment of an academic advisor. Students may elect to apply to both programs at the same time or to the M.P.H. program after they have matriculated to medical school. It is anticipated that the majority of students will devote a year to the M.P.H. degree, between the third and fourth years of medical school. Alternatives to this arrangement will be considered by the student and his or her advisor. It is expected that both programs will be completed within five years, at which time both degrees will be awarded.

Curriculum: The curriculum has been designed to be partially integrated into the medical school curriculum to facilitate completion of both programs and the integration of knowledge across programs. A course titled “Epidemiology in Medicine and Public Health” will be jointly taught by faculty of both schools and offered as part of the medical school curriculum. A second course, “Introduction to Population-Based Health Programs,” will be offered in a condensed two-week version during the summer. Students will complete the required Public Health Integrative Experience by enrolling in a two-to-four month, three-to-six credit hour public health rotation to be jointly developed by faculty of the two schools and incorporated into the fourth year of the medical curriculum. Depending on the career orientation of the student, the experience will have either a research or a public health practice focus.

This is a coordinated dual degree track. Graduation from the M.P.H. program is contingent on completion of all requirements for the M.D. degree. In the event a student does not complete medical school but wishes to complete the Master of Public Health, the student may be considered for transfer into another M.P.H. program and then must complete all requirements for the M.P.H. degree program chosen.

The Department of Biostatistics in the School of Public Health offers a M.P.H. degree in biometry which stresses data management, applications of biostatistical models for data analysis, computer generation of these analyses and interpretation of results. Through the UAB Graduate School, the department also offers M.S. and Ph.D. degrees in biostatistics. The M.S. and Ph.D. curricula provide a balanced approach to the study of statistical theory in relation to applications, especially those in biomedical and public health areas.

Members of the department conduct research in statistical methodology and applications, as well as in fundamental problems of modeling biomedical systems. Much of the department’s research is collaborative in nature involving participation in projects from basic science, clinical medicine, public health and other health-related areas, both within and outside UAB. Members of the department are actively involved in the development of grant proposals in these fields. This participation involves experimental design, form design, database design, data quality control, data analysis, and formal interpretation of results. At present, there are 12 faculty members, including emeritus professors, in the department.

Career Opportunities

Nationwide and locally, there are more jobs available for persons with graduate degrees in biometry and biostatistics than there are qualified individuals to fill them. Depending upon their education, experience and interests, graduates from our programs typically are able to choose from employment opportunities available in national, state or local public health agencies, research institutions or foundations, industry or academic institutions.
**Master of Public Health (in Biometry)**

This degree is intended primarily for those persons who are interested in careers in database management and statistical analysis in public health, health care, and related settings, but who do not have the advanced mathematical training necessary for other degrees in Biostatistics. These can include persons who are from decision-making positions in public health or health care, as well as persons interested in working effectively with research teams to provide support for study design, data collection and quality assurance, database design and quality control, statistical programming, and report generation.

The M.P.H. in Biometry is a professional degree that includes course work in all areas of public health and emphasizes a mixture of good database management techniques and the application of commonly used statistical models in biomedical and public health settings. The M.P.H. emphasizes sound database collection and management practices, good design principles for statistical databases, quality assurance, data analyses using appropriate statistical software, and the ability to summarize the results accurately and lucidly in order to communicate them to other members of a programmatic or an investigative team or to an outside audience, both verbally and graphically, all in a public health context.

**Admission:** Applicants should have completed one course in calculus and have proficiency in computing. The department requires a TOEFL score of at least 600 of all foreign students whose native language is not English. The GRE and GPA requirements are the same as those for the UAB School of Public Health.

**Curriculum:** The program consists of a minimum of 67 hours, of which 26 are in the M.P.H. core, including SPH 690, the Public Health Integrative Experience (note, BST 621 and BST 622, each four credit hours substitute for BST 601 and BST 602 in the M.P.H. core); 29 are in Biostatistics, including Biometrical consulting and Biostatistics electives; and six are in a selected area of public health of interest to the student, to which the biostatistical knowledge and skills being acquired can be applied. The program also includes a summer internship, typically in an applied setting, for six credit hours.

**Learning Objectives:** In addition to the core learning objectives for all M.P.H. degrees, students completing the M.P.H. in Biometry will be able to:

- provide support for study design, data collection and quality assurance, database design and quality control, statistical programming, and report generation as a member of a public health program or research team;
- apply principles of study design, data collection instrument design, database quality assurance and statistical analyses;
- program statistical analyses using appropriate methods and statistical packages and interpret and discuss results;
- generate appropriate presentation quality graphics of the results; and
- describe the application of these skills in a chosen area of emphasis within public health.

### Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core 1 ........................</td>
<td>23</td>
</tr>
<tr>
<td>Biometry Track ........................</td>
<td>29</td>
</tr>
<tr>
<td>BST 619 Data Collection and Management</td>
<td>3</td>
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<tr>
<td>BST 623 Statistical Analysis III: Regression Analysis</td>
<td>4</td>
</tr>
<tr>
<td>BST 624 Intermediate Topics in Analysis of Variance</td>
<td>4</td>
</tr>
<tr>
<td>BST 626/627 Data Management and Reporting with SAS</td>
<td>3</td>
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<tr>
<td>BST 655 Logistic Regression</td>
<td>3</td>
</tr>
<tr>
<td>BST 665 Introduction to Survival Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BST 690 Biometrical Consulting</td>
<td>3</td>
</tr>
<tr>
<td>BST Electives ........................</td>
<td>6</td>
</tr>
<tr>
<td>Non-BST Electives ........................</td>
<td>6</td>
</tr>
<tr>
<td>Internship ........................</td>
<td>6</td>
</tr>
<tr>
<td>SPH 690 Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong> ........................</td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

\*Students in the biometry track will take BST 621-622, each for four credit hours, instead of BST 601-602.

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**Master of Science in Public Health in Clinical Research**

The M.S.P.H. in Clinical Research is an academic research program designed jointly by faculty from the Schools of Medicine and the School of Public Health to develop the clinical research skills of faculty within academic medical and health centers. The program is offered as a post-doctoral training program, primarily aimed at fellows and faculty members interested in building skills for the conduct of clinical research and is designed to provide research skills to individuals with strong skills in their content area.

**Admissions:** Applicants must have an earned doctorate or advanced research degree, meet the School’s guidelines for GRE and GPA scores and present a TOEFL score of 600.
or higher if English is not their first language.

**Curriculum:** Students must complete 15 credit hours of required Biostatistics courses; 12 hours of required Epidemiology courses; three credit hours each of required Health Behavior and Health Care Organization and Policy courses; at least one three credit hour elective; and nine hours of thesis research, for a total of 45 hours.

**Learning Objectives:** Students completing the M.S.P.H. in Clinical Research will be able to:

- develop independent research projects and programs;
- recognize various study designs and apply them appropriately;
- apply biostatistical training to implement relatively simple study designs;
- describe data collection and management issues;
- apply biostatistical methods in evaluating hypotheses and assessing programs;
- apply a cross-disciplinary perspective to clinical research; and
- utilize a scientific framework in reporting study results.

**Coursework**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 601 Introduction to Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>BST 602 Introduction to Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>BST 603 Applied Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BST 608 Statistical Modeling in Clinical and Epidemiological Studies</td>
<td>3</td>
</tr>
<tr>
<td>BST 704 Design and Conduct of Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>EPI 600 Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPI 610 Principles of Epidemiological Research</td>
<td>3</td>
</tr>
<tr>
<td>EPI 626 SAS Programming</td>
<td></td>
</tr>
<tr>
<td>EPI 680 Topics in Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>HB 720 Advanced Theory and Practice in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>HCO 677 Patient-Based Outcome Measurement</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Masters Project</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

**Department of Environmental Health Sciences**

M.P.H., M.S.P.H., Dr.P.H., Ph.D.
Henry Forman, Ph.D., Professor and Chair

**Faculty**

Professors: Forman, Jacobs, Rahn, Roy;
Associate Professors: Dillon, Oestenstad;
Assistant Professors: Richard, Harper, Liu

Environmental health scientists work for industry, government, and academia to estimate and mitigate environmental exposures to chemical, biological, and physical stressors. The department is committed to education and research in the identification, evaluation, and control of these human health hazards. Specific research interests of faculty in the department include effects of chemicals on DNA, risk assessment, biological methods for treating hazardous wastes, biological monitoring tools for assessing chemical exposure, dermal absorption of chemicals, non-point source water pollution modeling and control, application of geographic information systems, analysis and evaluation of airborne microbes and associated respiratory diseases, aerosol behavior, biological effects of radiation, innovative methods for monitoring airborne chemicals, novel approaches to assessing exposures of general or occupational populations to chemical hazards, bioconcentration of chemicals in humans, and controlling exposures to environmental stressors.

The department offers six options among the M.P.H., M.S.P.H., Dr.P.H., and Ph.D. degree tracks. These options are explained in the respective degree sections.

**Career Opportunities**

Nationwide, shortages of specialists in environmental health, occupational safety and health, industrial hygiene, environmental toxicology, and environmental engineering have created a demand for personnel that exceeds
supply. Graduates from our programs readily find employment in private industry; state and local public health agencies; federal, public, and private environmental agencies, academic institutions, and consulting firms.

**GENERAL ADMISSION REQUIREMENTS**

In addition to the School of Public Health admission requirements, applicants to the M.P.H. Plan B and the M.S.P.H. degrees are expected to meet the following minimum requirements. The applicant should have a bachelor’s degree in one of the physical, chemical, biological, medical, or engineering sciences. Regardless of the degree, appropriate coursework in biology, chemistry, and physics is important. Minimally, a student should have chemistry through freshman chemistry, and overview courses in organic and physical chemistry are recommended. In the area of biology, applicants should have mastered at least three courses from the biological sciences from the following: physiology, anatomy, molecular and/or cell biology, microbiology, and ecology. A year of calculus is recommended. Applicants who do not meet the minimum requirements may be expected to complete remedial work before admission. In considering the grade point average of the applicant, the department particularly emphasizes the grade point average for science and mathematics courses taken at the undergraduate level.

**M.P.H. LEARNING OBJECTIVES**

The objectives of the M.P.H. program enable the student to:

- describe the distribution of chemical, physical, and biological agents in the environment and occupational environment, and have knowledge of the diseases of other adverse health effects that may result from exposure to these agents;
- apply the process of assessing the risk of adverse health outcomes due to exposure to environmental agents, and communicating these risks to the lay public and scientific community;
- recognize and explain the strengths and weaknesses of technical and behavioral interventions to reduce environmental risks;
- outline regulatory, management, and technological considerations relative to the use, control, and disposal of chemical, physical, and biological agents;
- critically evaluate published scientific reports relative to environmental or occupational health and safety issues;
- integrate environmental health with the other core disciplines in public health in decision-making processes; and
- (for Plan B students) acquire experience in applying environmental health practice in a non-academic setting.

**MASTER OF PUBLIC HEALTH – PLAN A**

It is important for prospective students to understand that the M.P.H. Plan A is considered a professional degree. Persons applying to Plan A degree tracks should have at least two years of previous professional experience in the area that they wish to study. These degree tracks are considered to be a continuation of one’s professional experience and are intended to augment the information that one has already learned through that experience.

The M.P.H. Plan A is also available to physicians and lawyers who wish to gain an understanding of public health in order to continue the primary practice of medicine or law. Thus, those persons may enter this degree track without previous professional experience provided that their intentions are to continue to practice in their original chosen field.

**Master of Public Health (in Environmental Health/Toxicology or in Occupational Health and Safety)**

**Curriculum:** Students must complete the basic M.P.H. core courses and an additional 24 credit hours in the department core, as well as the appropriate track requirements. The course of study can usually be completed in one academic year of full-time study.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core</td>
<td>18-21</td>
</tr>
<tr>
<td>Department Core</td>
<td>12</td>
</tr>
<tr>
<td>ENH 620 Environmental and Occupational Disease</td>
<td>12</td>
</tr>
<tr>
<td>ENH 650 Essentials of Environmental &amp; Occupational Toxicology</td>
<td>12</td>
</tr>
<tr>
<td>ENH 651 Risk Assessment of Environmental Hazards</td>
<td>12</td>
</tr>
<tr>
<td>SPH 690 The Public Health Integrative Experience</td>
<td>12</td>
</tr>
<tr>
<td>Occupational Health and Safety Track</td>
<td>12</td>
</tr>
<tr>
<td>ENH 621 Fundamentals of Industrial Hygiene</td>
<td>12</td>
</tr>
<tr>
<td>ENH 670 Fundamentals of Occupational Safety</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>(OR) Environmental Health/Toxicology Track</td>
<td>12</td>
</tr>
<tr>
<td>ENH 602 Environmental Management</td>
<td>12</td>
</tr>
</tbody>
</table>
These tracks are designed to provide an intensive educational experience for students without previous experience but who have a strong commitment to either environmental health science or to occupational health and safety and hazardous substances. Calculus, although not required, is highly recommended. In addition to didactic coursework, these tracks require a three-month internship which is arranged by the program.

**Master of Public Health (in Industrial Hygiene/Hazardous Substance or in Environmental Health/Toxicology)**

**Curriculum for Industrial Hygiene:** Students must complete the basic M.P.H. core courses and an additional 57 credit hours of coursework. The M.P.H. Plan B degree will consist of a 21 month (7 term) program designed to offer students comprehensive training in the fields of occupational health and safety with emphasis in hazardous substances management. The three-hour internship, in which principles learned in the classroom are put into practice, is conducted during the summer following completion of the first year and is generally a paying job in industry or government. The degree can be obtained in 21 months of full-time study.

**Curriculum for Environmental Health:** Students must complete the basic M.P.H. core courses and an additional 49 hours of coursework. Electives are chosen in consultation with the student’s advisor and should be selected to fit the student’s interests, career goals, and academic needs. It is strongly recommended that students in this track who wish to emphasize toxicology take CH 561 and CH 562 (Biochemistry I and II) as electives. The three-hour internship, in which principles learned in the classroom are put into practice, is conducted during the summer following completion of the first year and is generally a paying job in industry or government. The degree can be obtained in 21 months of full-time study.
M.S.P.H. Degree Programs

Learning Objectives

The objectives of the M.S.P.H. program are to assure that students will:

- describe the distribution of chemical, physical, and biological agents in the environment and in the occupational environment;
- apply quantitative methods to measure the concentration or intensity of these agents;
- identify and describe the diseases or other adverse health effects that may result from exposure to these agents and the risk of those outcomes;
- explain control interventions to reduce or eliminate exposures to these agents;
- recognize regulatory and management considerations relative to these agents;
- critically evaluate published scientific reports and;
- design a sound methodological study to test a new hypothesis, conduct the study, analyze the resulting data and prepare a report of the study.

Admission: Students without previous experience, but who have a strong commitment to environmental health science may be admitted. In addition to the didactic coursework, this option requires a three-month internship, which is arranged by the program.

Curriculum: Students must complete the basic M.S.P.H. core classes and an additional 56 hours of coursework. Electives are chosen in consultation with the student’s advisor and should be selected to fit the student’s interests, career goals, and academic needs. It is strongly recommended that students in this track who wish to emphasize toxicology take CH561—Biochemistry I and CH562—Biochemistry II as electives. The three-hour internship, in which principles learned in the classroom are put into practice, is conducted during the summer following completion of the first year and is generally a paying job in industry or government. The degree can be obtained in 21 months of full-time study.

### M.S.P.H. Core

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>M.S.P.H. Core</td>
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</tr>
<tr>
<td>Department Core</td>
<td>21</td>
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</tbody>
</table>

### Department Core

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENH 602 Environmental Management</td>
<td>3</td>
</tr>
<tr>
<td>ENH 620 Environmental and Occupational</td>
<td>3</td>
</tr>
<tr>
<td>Diseases</td>
<td>3</td>
</tr>
<tr>
<td>ENH 650 Essentials of Environmental &amp;</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Toxicology</td>
<td></td>
</tr>
<tr>
<td>ENH 651 Risk Assessment of Environmental</td>
<td>3</td>
</tr>
<tr>
<td>Hazards</td>
<td></td>
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<tr>
<td>ENH 660 Fundamentals of Air Pollution</td>
<td>3</td>
</tr>
<tr>
<td>ENH 663 Fundamentals of Water Pollution</td>
<td>3</td>
</tr>
<tr>
<td>ENH 697 Preceptorship in Environmental Health.</td>
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<tr>
<td><strong>Environmental Health and Toxicology Track</strong></td>
<td><strong>35</strong></td>
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<tr>
<td>BST 607 Statistical Applications in</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Health</td>
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### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENH 601 Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EPI 616 Environmental Epidemiology</td>
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</tr>
<tr>
<td>ENH 695 Environmental Health Seminar</td>
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<tr>
<td>ENH 698 Master’s Directed Research or</td>
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<tr>
<td>ENH 699 Master’s Project Research</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total 65**

### Master of Science in Public Health (Industrial Hygiene)

The M.S.P.H. in industrial hygiene is an academic research degree that combines didactic research instruction and applied research experience for students with or without previous work experience. The industrial hygiene program is designed to develop the students’ understanding of the interrelationships between the basic sciences and the causes and prevention of occupationally related diseases. Graduates of the program will be capable of developing systematic approaches to identifying and controlling problems in industrial hygiene, designing and implementing research programs to measure the level of worker exposure to hazardous agents, and instituting necessary control measures.

The industrial hygiene program is a component of the Deep South Center for Occupational Health and Safety, one of 15 Education and Research Centers partially supported by the National Institute for Occupational Safety and Health (NIOSH). The M.S.P.H. program in industrial hygiene is accredited by the Technology Accreditation Commission of the Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, Maryland 21202, Telephone: (410) 347-7700. Members of this commission include the American Academy of Industrial Hygiene.

Admission: Students without previous experience, but who have a strong commitment to occupational health and safety, may be admitted.

Curriculum: Students must complete the basic M.S.P.H. core and an additional 60 hours of coursework. Included in the curriculum is a three-month internship in which principles learned in the classroom are put into practice. These are generally paid positions in industry. More than 60 industries nationwide have participated in this program.
Doctor of Public Health (Dr.P.H.)

The Dr.P.H., while not considered a research oriented degree, does require students to conduct an original research project, which is usually of an applied, policy, or health systems delivery nature. The undertaking of research teaches essential problem-solving and analytical skills that will serve the student in the applied public health, environmental health, or occupational health settings where graduates will likely work.

Dr.P.H. Degree Learning Objectives

The Dr.P.H. in Environmental Health is a professional degree designed to prepare students with a minimum of three years previous experience in environmental health to assume administrative and leadership roles in public health. The program is designed to build on knowledge that students have developed through their previous professional experience that will enhance their ability to assume roles of leadership as public health professionals. The general learning objectives of the Dr.P.H. degree include:

- select the appropriate tools for evaluating and controlling environmental exposures that may lead to adverse effects on humans or the ecosystem;
- implement or use environmental policies, processes, and technology to minimize impact on the environment as a result of human endeavors.

The learning objectives of the Dr.P.H. program in Occupational Health and Safety will enable the student to:

- apply chemical, biological, physical, and biostatistical tools for evaluating exposure levels resulting from work activities;
- thoroughly explain different engineering, administrative, and personal techniques for controlling occupational and consumer exposures.

Admission: Students applying to the Dr.P.H. program must have an M.P.H. or equivalent degree. Applicants with related master’s degrees or other advanced degrees will be admitted contingent upon the requirement that they complete the M.P.H. core course requirements as part of their didactic requirements. In addition, at least four years of professional experience in environmental or occupational health is required.

Curriculum: Since doctoral applicants are expected to have completed the M.P.H. degree, or its equivalent, they should have a working knowledge of the fundamentals of epidemiology, biostatistics, and environmental/occupational health. The emphasis of the program is on preparing individuals for leading roles in industry and government, consequently, the curriculum is oriented toward policy issues. A minimum of 33 hours of coursework and electives are required. A minimum of 18 hours is required from the department core curriculum. Elective courses are selected by the student and his/her faculty advisor, and should be preparatory for the dissertation. Students with the M.P.H. can complete the degree in 3 to 4 years of full-time, focused work.

Coursework Hours

Credit Hours

Public Health (one course)
HCO 600 Health Care Policy 3
HCO 607 Public Health Law 3

Epidemiology (two courses)
EPI 610 Principles of Epidemiologic Research I 3
EPI 616 Environmental Epidemiology 3
EPI 617 Occupational Epidemiology 3

Statistics (one course)
BET 602 Regression Analysis from the Applied Perspective 3
An Advanced, Computer-based Course 3

Risk Assessment (one course)
ENH 711 Risk Assessment of Environmental Hazards 3
Doctor of Philosophy (Ph.D.)

The Ph.D. program in environmental health sciences prepares scientists for careers in research, environmental program management, and policy analysis. Education and research in the identification, evaluation, and control of hazards to human health are emphasized in this program. Students may concentrate on a wide variety of areas including exposure assessment, environmental chemistry, non-point source water pollution, risk assessment and management, environmental toxicology, and industrial hygiene. Graduates are qualified to assume upper-level positions in the public or private sector in management, teaching, research, or consulting. Graduates are particularly qualified for teaching or research positions in academic institutions that require sound research training.

Ph.D. Learning Objectives

The Ph.D. in the Department of Environmental Health is an academic research degree. In addition to understanding the advanced concepts of environmental health sciences as they are related to environmental health, industrial hygiene, or environmental toxicology, graduates of this program are expected to develop skills that will enable them to identify and define questions of environmental health importance, design research studies to address these questions, and to complete a program of research that demonstrates abilities as an independent investigator.

The general learning objectives of the Ph.D. will allow students to:

• critically analyze the environmental health literature, identify environmental health problems, and formulate research hypotheses to address these problems;
• design original research for the evaluation of hypotheses;
• conduct all aspects of the proposed research in a manner that will provide accurate data and prepare a comprehensive report of the research;
• successively defend the methods, results, and conclusions drawn from the research in a public forum; and
• communicate new knowledge through the published literature.

In addition to the general learning objectives, students must demonstrate an understanding of the advanced concepts of environmental health sciences as they are related to environmental health, industrial hygiene, and environmental toxicology as evidenced by:

• knowledge of the essentials of pathophysiology and toxicology and ability to apply these principles to the occurrence of diseases among human populations;
• understanding of the dispersion of contaminants in the air, water, and land phases of the environment and how these contaminants affect human health;
• understanding of the appropriate techniques necessary to collect and analyze environmental, medical, and biological samples;
• the ability to use chemical, biological, physical and biostatistical tools for evaluating exposure to environmental or occupational toxins;
• the ability to quantitatively assess the probability that environmental agents or processes present a significant risk to human health or the environment; and
• the ability to implement or use environmental policies, processes, and technology, to minimize the impact of human activities on the environment and on human health.

Admission:

Particular emphasis is placed upon students’ interest and their commitment to research. The Ph.D. degree requires an original and carefully thought out research dissertation. Students with previous experience and therefore specific ideas for research are particularly encouraged to apply. The general admission requirements for the department apply for Ph.D. applicants, however, a previous master’s degree is also required. Those students who do not have a master’s degree in an appropriate area of environmental health must meet the department’s course requirements for the M.S.P.H. in environmental health and toxicology or industrial hygiene, depending upon the focus of the Ph.D. dissertation research.

Curriculum: Ph.D. students are expected to complete the department core course requirements, as well as those courses necessary to prepare them to conduct their dissertation research. The required core courses include an advanced, computer-based statistics course, ENH711-Risk Assessment of Environmental Hazards, and one of EPI616-Environmental Epidemiology or EPI617-Occupational Epidemiology. Other courses preparatory to dissertation research will be
determined by the student in consultation with his/her academic advisors.

Department of Epidemiology and International Health

H. Michael Maetz, V.M.D., M.P.H., Professor and Chair of the Department

Programs in Epidemiology

M.P.H., M.S.P.H., Ph.D.

Faculty

Professors: Delzell, Go, Kaslow, Maetz, Roseman; Associate Professors: Allen, Barbone, Hovinga, Macaluso, Sathiakumar, Waterbor; Assistant Professors: Brown, Funkhouser, Howard, McGwin, Phillips; Research Assistant Professor: Beall

The principal mission of the Programs in Epidemiology is to provide all students in the School of Public Health with epidemiology training that is suited to their career objectives. A second major objective is to carry out research that contributes to the understanding of the causes of major diseases and the methods for their control.

Career Opportunities

The continued importance of diseases such as HIV/AIDS, other infectious and chronic diseases, and certain injuries, have highlighted the nationwide shortage of qualified epidemiologists. Graduates find employment in public health agencies, research organizations and foundations, industry, public and private health services delivery organizations, academe, and international agencies.

Epidemiology Master’s Programs’ Learning Objectives

Graduates with a Master’s degree in epidemiology (M.P.H. and M.S.P.H.) are expected to:

• describe the epidemiology of the most important diseases, injuries, and causes of death in the United States;
• apply the principles of epidemiology study design and analysis;
• recognize the circumstances in which specific designs are appropriate for an investigation and to identify strategies to minimize and prevent bias in studies;
• design data collection, entry, and management procedures for epidemiological studies;
• compute and interpret the most common epidemiological measures of disease occurrence and association; and
• analyze published reports of epidemiological studies and to critically evaluate the data presented.

In addition, graduates of the M.S.P.H. degree program are also expected:

• propose a methodologically sound study design for the evaluation of a new hypothesis;
• manage one or more components of a research project, including form design, database design and management, statistical analysis and report writing.

Master of Public Health (in Epidemiology)

This program is intended for persons who anticipate careers in public health practice or research. In addition, students who wish to enter doctoral-level training should consider majoring in epidemiology at the master’s level.

Admission: This track is open to any student who has been accepted at the master’s level in the School of Public Health. Students should meet the minimum requirements for admissions to the School of Public Health in either the Plan A or Plan B program. The applicant’s educational background should include college-level courses in the biological sciences and mathematics.

Plan A

Curriculum: For the M.P.H. - Plan A program - A minimum of 40-43 credit hours is required for students with a prior advanced degree in a biological or health-related field, or for those with at least four years of relevant health-related work experience. The curriculum consists of 18-21 hours of core M.P.H. courses, plus additional epidemiology and biostatistics credit hours to meet the total program requirement. This program can be completed in three to four academic quarters.

M.P.H. – PLAN A PROGRAM

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core</td>
<td>18-21*</td>
</tr>
<tr>
<td>Epidemiology Track</td>
<td>15</td>
</tr>
<tr>
<td>EPI 610 Principles of Epidemiologic Research</td>
<td>3</td>
</tr>
<tr>
<td>EPI 625 Quantitative Methods in Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>EPI 625L Quantitative Methods in Epidemiology Lab</td>
<td>0</td>
</tr>
<tr>
<td>EPI 626 Introduction to SAS</td>
<td>1</td>
</tr>
<tr>
<td>EPI 627 Introduction to SAS-LAB</td>
<td>1</td>
</tr>
<tr>
<td>SPH690 The Public Health Integrative Experience</td>
<td>3</td>
</tr>
</tbody>
</table>
At least one of the following:
EPI 602 Epidemiology of Chronic Diseases . . . . . . 3
EPI 605 Epidemiology of Infectious Diseases . . . . 3
Epidemiology/Biostatistics Electives, to make total
Total (minimum) 40-43

*18 hours if IH 602 is waived.

PLAN B

Curriculum: Students without a prior doctor-
al degree or relevant experience must com-
plete the M.P.H. - Plan B program, which requires a minimum of 60 hours of course-
work including the M.P.H. core (18-21 hours), epidemiology track requirements, and
 electives in epidemiology/biostatistics and other public health courses, an integrative
experience, and electives. A full-time student can complete the program in five quarters.

 M.P.H. – PLAN B PROGRAM

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core (includes IH 602)</td>
<td>18-21*</td>
<td>18</td>
</tr>
<tr>
<td>Epidemiology Track</td>
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<tr>
<td>EPI 602 Epidemiology of Chronic Diseases</td>
<td>. . . . . .</td>
<td>3</td>
</tr>
<tr>
<td>EPI 605 Epidemiology of Infectious Diseases</td>
<td>. . . . . .</td>
<td>3</td>
</tr>
<tr>
<td>EPI 610 Principles of Epidemiologic Research</td>
<td>. . .</td>
<td>3</td>
</tr>
<tr>
<td>EPI 625 Quantitative Methods in Epidemiology</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>EPI 625L Quantitative Methods in Epidemiology Lab</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>EPI 626 Introduction to SAS</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EPI 627 Introduction to SAS-LAB</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SPH690 The Public Health Integrative Experience</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Selectives and Electives</td>
<td></td>
<td>to make total</td>
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<tr>
<td>Total (minimum)</td>
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<td>60</td>
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</table>

*18 hours if IH 602 is waived.

A list of suggested electives can be found in the departmental handbook.

*Graduate level courses in other departments or schools may be substituted for substantive or ana-
lytical electives with advisor’s approval.

Master of Science in Public Health (in Epidemiology)

The M.S.P.H. program in epidemiology is an academic research degree. It is intended pri-
marily for persons who wish to focus on training in epidemiologic research. It provides an
intensive concentration in epidemiology, both methodologic and substantive, and a research
experience. Interest and ability in quantitative methods are necessary.

Admission: This program is primarily designed for persons who hold the M.D.,
D.D.S., D.V.M., O.D., or Ph.D. degree in a biological science and who wish to acquire
training in epidemiologic research for application within their discipline. However, others
who desire specific training in epidemiology and biostatistics, as compared to the broader
master’s-level training available in the M.P.H. program, will also be considered for admission.

Curriculum: In general, the M.S.P.H. student in epidemiology must complete a research project worth nine to 15 credit hours,
3 M.P.H. core courses (9 credits), 12 or more credit hours of courses offered by the De-
partments of Epidemiology and Biostatistics and additional credit hours as necessary to
total 40 credit hours.

Doctor of Philosophy (in Epidemiology)

The Ph.D. program emphasizes epidemiologic
study design and data analysis. The pro-
gram is designed to prepare exceptionally qualified individuals for a career of research
and teaching. Admission is competitive. Applicants should have earned a Master of
Public Health degree, a Master of Science degree, or the equivalent, with a strong back-
ground in epidemiology and statistics. Students who complete the degree will master
the skills required for conducting independent research in epidemiology, with a firm back-
ground in epidemiology, biometry, and information management. Specific areas of concen-
tration include occupational, injury, chronic disease, infectious disease, molecular epidemi-
ology and epidemiologic methods.

Further details of the program may be
obtained by contacting Dr. Jeffrey Roseman at
(205) 934-7128.

Programs in International Health

M.P.H., Dr.P.H.

FACULTY

Professors: Mason, Vermund; Associate Pro-
fessor: Jolly; Assistant Professors: Gibney, Kimerling

The Program in International Health has two
academic areas of instruction: international
health and public health nutrition. Collaborative
programs with foreign research
institutions and health agencies to conduct
teaching, research and service activities are
presently underway in Bangladesh, Jamaica,
Guatemala, and Peru, as well as several other
developing countries. Some of these programs are under the sponsorship of the John J. Sparkman Center for International Public Health Education. In conjunction with the Gorgas Memorial Institute of Tropical and Preventive Medicine, the Department also offers a special course in Clinical Tropical Medicine, taught annually in Lima, Peru.

**UAB-PEACE CORPS MASTER’S INTERNATIONAL PROGRAM**

This cooperative master’s degree program is coordinated by the International Health faculty and the U.S. Peace Corps. Students complete approximately 15 to 18 months of public health coursework in preparation for 24 months of Peace Corps service in a health-related assignment. This program provides an excellent opportunity for students without overseas experience to enhance their future employment prospects. Applicants may apply to one of several participating departments, but must be accepted by both the UAB School of Public Health and the Peace Corps to qualify for this program. **Please indicate an intent to apply to this program on the School of Public Health Application.** To obtain an application or more information about Peace Corps service, call (800) 424-8580; www.peacecorps.gov

**Areas of Instruction**

**INTERNATIONAL HEALTH**

The objectives of the master’s degree programs in international health are to:

- identify and describe public health conditions, practices, and issues in developing countries;
- analyze the public health problems of people in developing countries;
- plan, implement, and evaluate programs appropriate for improving health conditions in developing countries;
- apply techniques from developing nations to solve certain health problems in underresourced and/or multi-cultural settings in the United States;
- demonstrate basic communication skills in at least one foreign language; and
- complete a field experience in a developing country, applying theoretical concepts in solving public health problems.

**PUBLIC HEALTH NUTRITION**

The objectives of the master’s degree programs in public health nutrition are to:

- demonstrate proficiency in utilizing basic and applied aspects of nutrition;
- apply practical skills in data management, administration and management relevant to

**Foreign Language Requirement:** Due to the importance of language skills in carrying out the field experience and obtaining future employment, students in all international health degree programs are required to show proficiency in at least one foreign language by the time they complete their degree. Native English speakers must either pass an oral proficiency exam or complete one year of college-level language courses while at UAB to develop basic communication skills in another language. A more complete description of this requirement is available upon request.

**Field Experience:** All M.P.H. Plan B students in international health must complete a 10-12 week internship in a developing country. The work performed while overseas usually forms the basis of a student’s Master’s-Level Project Research paper. The department will assist students in locating placements in research institutions, government health agencies, or non-governmental organizations. Formal relationships have been established with such organizations as CARE and World Vision to facilitate placements for some students. Students who have previous work experience in a developing country may be eligible to substitute elective coursework for the field placement, or perform their field work in a domestic (U.S.) setting. Participants in the Peace Corps Master’s International degree program use their Peace Corps service to satisfy this degree requirement.

**Career Opportunities:** Expansion of the field of public health in developing countries has increased the need for qualified professionals who can apply their expertise to improving the health standards of these countries. Graduates of our programs have found employment overseas with governmental agencies such as the U.S. Centers for Disease Control and Prevention, non-governmental organizations such as Save the Children and Helen Keller International, and with immigrant and Native American health agencies and philanthropic foundations in the U.S. Foreign graduates have assumed positions in ministries of health, public and private health agencies, and academia.
health departments and other health agencies;
• carry out administrative, educational, and research activities in public health nutrition programs;
• apply classroom or laboratory knowledge to the solution of nutrition problems in field settings in the U.S. or at the international level.

Field Experience: All M.P.H. Plan B students in public health nutrition must complete a 10–12 week internship; the work performed during the internship may form the basis of a student’s Master’s-Level Project Research paper. The department will assist students in locating placements in research institutions, state and local government health agencies, or non-governmental organizations. Students who have previous work experience in public health nutrition may be eligible to substitute elective coursework for the field placement.

Career Opportunities: Demand for public health nutritionists continues to grow due to increased health awareness among the general population, and by nutrition and food assistance programs sponsored by public and private agencies. Graduates of our program may find employment in federal, state and local public health and related agencies, non-governmental organizations, industry, research institutions, or academia.

Degree Programs

Master of Public Health (in International Health)

M.P.H. – PLAN A

Admission: Applicants should hold an M.D., Ph.D., D.M.D. or D.V.M. degree, or R.N. or R.D. certification, or have substantial professional experience in public health or a related field.

Curriculum: Students are required to take the school-wide M.P.H. core (18-21 credit hours) as well as the international health core (14 hours). Nine hours of elective courses are also required, as well as an Integrative Experience (3 hours). Students must also demonstrate proficiency in a foreign language. A minimum of 44-47 credit hours are required for the M.P.H. Plan A degree, which takes approximately 12 months to complete.

Coursework

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core</td>
<td>18–21</td>
</tr>
</tbody>
</table>

Students are encouraged to take IH 610 (Environmental Hygiene in Developing Countries) instead of ENH 600 (Fundamentals of Environmental Health) to meet the MPH core requirement.

International Health Core 14*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH 600 Introduction to International Health</td>
<td>2</td>
</tr>
<tr>
<td>IH 601 Tropical Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>IH 608 Project Planning in International Health</td>
<td>3</td>
</tr>
<tr>
<td>IH 616 Applications of Assessment and Evaluation Strategies in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>IH 705 Nutrition in Developing Countries</td>
<td>3</td>
</tr>
</tbody>
</table>

Integrative Experience 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPH 690 The Public Health Integrative Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives 9

Total 44-47

*Other IH courses may be substituted for IH core courses with departmental approval.

Suggested Electives:
Students should discuss with their academic advisor which electives would best suit their needs and interests. A list of suggested electives can be found in the departmental handbook

M.P.H. – PLAN B

Admission: This degree program is designed for those without an advanced or clinical degree or substantial experience in a health-related field.

Previous experience overseas (Peace Corps or other volunteer service), foreign language proficiency, and/or a background in health or science are helpful but not required for admission.

Curriculum: A minimum of 59-62 credit hours is required for the M.P.H. Plan B in International Health, which takes 18-21 months to complete. In addition to the M.P.H. core (18-21 credit hours), students take 17 hours of core courses in International Health, and 12 hours of electives. A 3-hour Integrative Experience serves to prepare the student for his or her Field Experience (3 hours). The 6-hour Master’s-Level Project Research course results in a final research paper. Students must also demonstrate proficiency in a foreign language. Individual course plans are designed in consultation with each student’s academic advisor based on a student’s experience and interests.
Master of Public Health (Joint Program in International Health and Epidemiology)

This joint program allows students to develop skills in both subject areas. Students learn about identifying and preventing health problems in developing countries while at the same time gaining a deeper understanding of the determinants, distribution, and control of diseases in specified populations. In addition to the M.P.H. core, students take required and elective courses in each subject area. Students in the Plan B option complete a field placement in a developing country and a research project prior to graduation. Proficiency in a foreign language is also required.

Joint International Health and Epidemiology Learning Objectives

The objectives of the joint M.P.H. Degree program include those of the individual elements in both programs. In addition, graduates of the joint M.P.H. program are expected to:

- evaluate the factors which determine health and quality of life in less developed countries and to integrate them into appropriate control and intervention efforts
- collect, analyze, and interpret information which may be used to improve the scope and delivery of health programs, with only minimal supervision.

### M.P.H. – PLAN A

**Admission:** Applicants should hold an M.D., Ph.D., D.M.D. or D.V.M. degree, or R.N., or R.D. certification, or have substantial professional experience in public health or a related field.

**Curriculum:** In addition to the M.P.H. core (18-21 credit hours), students take 12 hours of International Health courses and 11 hours in Epidemiology. An Integrative Experience (3 hours) is required for graduation. The entire program (47-50 hours) takes approximately 12 months to complete.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.P.H. Core</strong></td>
<td>18-21*</td>
</tr>
<tr>
<td>Students are encouraged to take IH 610 (Environmental Hygiene in Developing Countries) instead of ENH 600 (Fundamentals of Environmental Health) to meet the MPH core requirement.</td>
<td></td>
</tr>
<tr>
<td><strong>International Health Core</strong></td>
<td>17</td>
</tr>
<tr>
<td>IH 600 Introduction to International Health</td>
<td>2</td>
</tr>
<tr>
<td>IH 601 Tropical Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>IH 603 Reproductive Health in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>IH 608 Project Planning in International Health</td>
<td>3</td>
</tr>
<tr>
<td>IH 616 Applications of Assessment and Evaluation Strategies in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>IH 705 Nutrition in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td><strong>Field Experience/Research Courses</strong></td>
<td>12</td>
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<tr>
<td>IH 619 Field Experience in International Health</td>
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<tr>
<td>IH 699 Master’s Level Project Research</td>
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<td>SPH 690 The Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59-62</td>
</tr>
</tbody>
</table>

*18 hours if IH 602 is waived.

### M.P.H. – PLAN B

**Admission:** This degree program is designed for those without an advanced or clinical degree or substantial experience in a health-related field. Previous experience overseas (Peace Corps or other volunteer service), for-
eign language proficiency, and/or a background in health or science are helpful, but not required for admission.

**Curriculum:** Students complete a minimum of 71-74 credit hours: the M.P.H. core (18-21 hours); 20 hours in International Health and 21 hours in Epidemiology. An Integrative Experience, Field Experience, and Master’s-Level Research Project are also required for graduation. Students must also demonstrate proficiency in a foreign language. This program can be completed in 18-24 months.

### Coursework Hours

<table>
<thead>
<tr>
<th>M.P.H. Core</th>
<th>18-21*</th>
</tr>
</thead>
</table>

Students are encouraged to take IH 610 (Environmental Hygiene in Developing Countries) instead of ENH 600 (Fundamentals of Environmental Health) to meet the MPH core requirement.

<table>
<thead>
<tr>
<th>International Health Core</th>
<th>20</th>
</tr>
</thead>
</table>

Required courses:
- **IH 610 Introduction to International Health** 2
- **IH 601 Tropical Infectious Diseases** 3
- **IH 608 Project Planning in International Health** 3
- **IH 616 Applications of Assessment and Evaluation Strategies in Developing Countries** 3
- **IH 705 Nutrition in Developing Countries** 3

Select at least two of the following:
- **IH 603 Reproductive Health in Developing Countries** 3
- **IH 604 Introduction to Public Health Microbiology** 3
- **IH 605 Molecular Biology for Public Health** 3
- **IH 606 Organization of NGO-Sector Health Programs in Developing Countries** 3
- **IH 607 Public Health Issues in Disasters and Complex Emergencies** 3
- **IH 615 Special Topics in International Health** 3
- **IH 618 Public Health Demography** 3
- **IH 620 Nutritional Biochemistry I** (also NTR 618/718) 3
- **IH 708 Nutrition, Immunity and Infection** (also NTR 708) 3
- **IH 720 Nutritional Biochemistry II** (also NTR 619/719) 3

**Epidemiology Courses** 21

Required Courses:
- **EPI 602 Epidemiology of Chronic Diseases** 3
- **EPI 605 Epidemiology of Infectious Diseases** 3
- **EPI 610 Principles of Epidemiologic Research** 3
- **EPI 626, 627 Introduction to SAS and Lab** 2
- **EPI 625, 625L Quantitative Methods in Epidemiology and Lab** 4

Choose at least two of the following:
- **EPI 601 Vaccinology** 3
- **EPI 603 Injury—Epidemiologic Principles and Prevention Strategies** 3
- **EPI 616 Environmental Epidemiology** 3
- **EPI 617 Occupational Epidemiology** 3
- **EPI/IH 621 AIDS/HIV and STD’s** 3
- **EPI 630 Data Analyses Using EPI INFO** 3
- **EPI 714 Cardiovascular Epidemiology** 3
- **EPI 788 Principles and Methods in Molecular Epidemiology** 3
- **MCH 710 Perinatal Epidemiology** 3

Field Experience/Research Courses 12

| IH 619 Field Experience in International Health | 3 |
| IH 699 Master’s Level Project Research | 6 |
| SPH 690 The Public Health Integrative Experience | 3 |

Total 71-74

*18 hours if IH 602 is waived.

**M.P.H. – PLAN B**

### Admission

**PLAN B**—18-21*

<table>
<thead>
<tr>
<th>Public Health Nutrition Track</th>
<th>18</th>
</tr>
</thead>
</table>

Required courses:
- **HCO 601 Health Economics** 3
- **HCO 609 Organizational Concepts Applied to Health Programs** 3
- **IH 620 Nutritional Biochemistry I** (also NTR 618/718) 3
- **IH 720 Nutritional Biochemistry II** (also NTR 619/719) 3

Select at least two of the following:
- **IH 705 Nutrition in Developing Countries** 3
- **IH 708 Nutrition, Immunity and Infection** (also NTR 708) 3
- **MCH 607 Nutrition in Maternal and Child Health** 3

**Integrative Experience** 3

| SPH 690 The Public Health Integrative Experience | 3 |

**Electives (see suggested electives under Plan B)** 3

**Total** 42-45

*18 hours if IH 602 is waived.

**M.P.H. – PLAN B**

**Admission:** This degree program is designed for those without an advanced or clinical...
degree or substantial experience in a health-related field.

A background in the basic biomedical sciences and/or nutrition is helpful but not required for admission.

Curriculum: Students complete the M.P.H. core (18-21 credit hours) as well as 12 hours of public health nutrition courses and five elective courses (15 hours). An Integrative Experience (3 hours), Field Experience (3 hours) and Master’s Project (6 hours) are required for graduation. The minimum of 57-60 required credit hours can be completed in 18-21 months of study.

<table>
<thead>
<tr>
<th>Credit Coursework</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core</td>
<td>18-21*</td>
</tr>
<tr>
<td>Public Health Nutrition Core</td>
<td>12</td>
</tr>
<tr>
<td>IH 620 Nutritional Biochemistry I (also NTR 618/718)</td>
<td>3</td>
</tr>
<tr>
<td>IH 705 Nutrition in Developing Countries</td>
<td>3</td>
</tr>
<tr>
<td>IH 708 Nutrition, Immunity and Infection (also NTR 708)</td>
<td>3</td>
</tr>
<tr>
<td>IH 720 Nutritional Biochemistry II (also NTR 619/719)</td>
<td>3</td>
</tr>
<tr>
<td>Field Experience/Research Courses</td>
<td>12</td>
</tr>
<tr>
<td>IH 639 Field Experience in Public Health Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>IH 699 Master’s Level Project Research</td>
<td>6</td>
</tr>
<tr>
<td>SPH 690 The Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>57-60</td>
</tr>
</tbody>
</table>

*18 hours if IH 602 is waived.

Suggested Electives:
A list of suggested electives can be found in the departmental handbook.

Doctor of Public Health (in International Health or Public Health Nutrition)

Note: applications are not being accepted for the Dr.P.H. programs in International Health or Public Health Nutrition for the 2000-2001 academic year.

The principal objective of the Dr.P.H. program is to train students to be independent researchers in the field of international health, with a particular emphasis on conducting population-based studies.

Admission: Successful applicants must have a prior M.P.H. or equivalent degree. A minimum of two years of relevant work experience is highly recommended. Applicants with related master’s degrees or other advanced degrees may be admitted contingent upon the requirement that they complete the M.P.H. core courses (18-21 credit hours) in addition to their Dr.P.H. didactic requirements.

Curriculum: All students must complete a minimum of 33 credit hours of didactic coursework and 18 credit hours of research. Didactic coursework must include IH 730 (Doctoral Seminar in International Health) and at least 12 credit hours of advanced field research methods courses (at least two courses in biostatistics and one in epidemiology). Individual course plans may have additional requirements and are developed in consultation with the academic advisor, based on the student’s interests and background. After the doctoral coursework is completed (in approximately one year), students must successfully complete written and oral qualifying examinations. In addition, students must choose a dissertation topic, conduct their research, write a dissertation, and defend their work at an oral examination. Students in international health must also show proficiency in at least one foreign language before graduation. The program takes approximately three years to complete post M.P.H.

Department of Health Behavior

M.P.H., Ph.D.
James M. Raczynski, Ph.D., Professor of Public Health and Chair of the Department

FACULTY

Professors: Dignan, Raczynski, Tucker; Associate Professors: Clark, Coombs, Galvin; Assistant Professors: Bellis, Davies, Green, Grimley, Kohler, Mukherjee, Pulley; Instructors: Goodson, Stalker

The Department of Health Behavior brings together teaching, research, and service activities to promote healthy lifestyle behaviors within populations. The major instructional goals of the department are to: (1) train health promotion specialists/behavioral scientists to develop and evaluate health education and health promotion programs; (2) to provide doctoral training in health education and behavioral science; and (3) train health professionals to participate effectively in public health programs.

Health behavior students learn to develop behavior change programs utilizing theories and methods from the social and behavioral sciences. Students also learn state-of-the-art
techniques and methods for health program evaluation. Students are encouraged to become involved with faculty research projects on health-related problems such as HIV/AIDS and other sexually transmitted diseases, tobacco and other substance abuse, poor dietary practices, cardiovascular disease, cancer, and intentional or unintentional injuries. These research projects aim to better the health and well-being of children, adolescents, minorities, and other populations.

**Career Opportunities**
Demand for qualified behavioral scientists and health educators is increasing. Graduates of our master’s degree programs are typically employed in public and private agencies at the local, state, and national levels. They work to develop and evaluate health promotion and disease prevention programs. Graduates of our doctoral program go on to research and service careers in academic settings or public agencies such as the Centers for Disease Control and Prevention.

**Health Behavior Master’s Programs’ Learning Objectives**
The objectives of the M.P.H. in Health Behavior degree program and the coordinated M.P.H./Ph.D. program are to enable the student to:
- explain and apply social and behavioral science theories as they relate to public health;
- critically examine health behavior literature;
- develop and implement health promotion/disease prevention programs; and
- apply evaluation principles and procedures to effectively assess health promotion and disease prevention programs.

In addition to the above, the M.P.H. in Behavioral Science degree program will enable the student to:
- explain and apply social and behavioral science research methods as they relate to public health;
- develop, implement, and evaluate behavioral research; and
- gain professional experience in public health or health care settings.

**Master of Public Health (in Health Behavior)**

### M.P.H. – PLAN A

The Master of Public Health-Plan A Program is designed for experienced public health practitioners with an advanced degree in a health-related field and/or a minimum of two years of full-time health-related work experience. Students are taught to understand factors that affect health behaviors and to develop and evaluate behavioral interventions that promote lifestyle changes. Emphasis is placed on both qualitative and quantitative approaches in the evaluation of health promotion programs. Students complete a minimum of 43 credit hours. Although there is no thesis requirement for the M.P.H.-Plan A program, a major paper, prepared under the direction of a Department of Health Behavior faculty member, is required.

**Admission:** Applicants should have a strong academic record and meet the minimum requirements for admission to the School of Public Health. All applicants to Plan-A must have an advanced health professional degree and/or at least two years of full-time health-related work experience.

**Curriculum:** In addition to the public health core requirements for the M.P.H.-Plan A program, students in this track take an additional 22 hours in health promotion/behavioral science coursework. A full-time student taking nine to 12 hours a term can complete the M.P.H. core, health behavior specialty courses, and major paper in 12 months. Students who take fewer than nine hours per term will usually take two to three years to complete this degree program. Students are strongly encouraged to take health behavior track courses, HB 600 through HB 650, in sequence.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core</td>
<td>18–21*</td>
</tr>
<tr>
<td>Health Behavior Track</td>
<td>22</td>
</tr>
<tr>
<td>HB 600 Introduction to Public Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HB 630 Health Communications: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HB 641 Research Methods in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>HB 643 Health Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HB 690 Behavioral Science Tutorial Experience</td>
<td>4</td>
</tr>
<tr>
<td>Health Behavior Electives (2 courses)</td>
<td>6</td>
</tr>
<tr>
<td>Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPH 690 Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43–46</strong></td>
</tr>
</tbody>
</table>

*18 hours if IH 602 is waived.*

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Department of Health Behavior 29
Master of Public Health (in Behavioral Science)

M.P.H. – PLAN B

The M.P.H.-Plan B program is designed to train individuals for public health practice, research positions, or doctoral study. This program is for students with a bachelor’s degree and less than two years of work experience in public health. A six-hour internship is required following completion of core coursework. The M.P.H.-Plan B program also requires completion of a research project demonstrating the student’s ability to apply behavioral science research methods. This project is prepared under the direction of a Department of Health Behavior faculty member.

All students must take a minimum of 60 hours of graduate credit. Students are strongly encouraged to take health behavior track courses, HB 600 through HB 650, in sequence.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH Core</td>
<td>18-21*</td>
</tr>
<tr>
<td>Health Behavior Track</td>
<td>39</td>
</tr>
<tr>
<td>BST 619 Data Collection, Management and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HB 600 Introduction to Public Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HB 630 Health Communications: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HB 641 Research Methods in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>HB 643 Health Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HB 697 Internship in Behavioral Science</td>
<td>6</td>
</tr>
<tr>
<td>HB 699 Master’s-Level Project Research</td>
<td>6</td>
</tr>
<tr>
<td>HB 720 Advanced Theory and Practice in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>Health Behavior Electives (three courses)</td>
<td>9</td>
</tr>
<tr>
<td>Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPH 690 Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60-63</strong></td>
</tr>
</tbody>
</table>

*Assumes that students are waived out of BST 601 and 602 only.

Coordinated Master of Public Health / Doctor of Philosophy (Psychology or Sociology)

This dual degree program is offered in cooperation with the UAB Departments of Psychology and Sociology, and the University of Alabama at Tuscaloosa Department of Psychology. This program enables students to obtain an M.P.H. degree in Health Behavior simultaneously with a Ph.D. in Psychology or Sociology.

Admission: Applicants for this program must first be admitted to the Ph.D. program of interest. Applicants must meet the minimum requirements for admission into the School of Public Health.

Curriculum: The M.P.H. degree requires a minimum of 42 credit hours*. Selected M.P.H. required courses, such as Biostatistics I and II, will be waived in this coordinated program when students can demonstrate that they have taken an equivalent course in the Ph.D. program. Because this is a coordinated dual degree track, graduation from the M.P.H. program is contingent on completion of all requirements for graduation from the Ph.D. program. If a coordinated degree student drops out of the Ph.D. program, he/she must apply for transfer to either the M.P.H. A or B track.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core*</td>
<td>15</td>
</tr>
<tr>
<td>Health Behavior Track</td>
<td>24</td>
</tr>
<tr>
<td>HB 600 Introduction to Public Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HB 630/730 Health Communications: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HB 641 Research Methods in Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>HB 643 Health Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HB 611 Mental Illness as a Public Health Issue</td>
<td>3</td>
</tr>
<tr>
<td>Three elective courses</td>
<td>9</td>
</tr>
<tr>
<td>Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td>SPH 690 Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

*Assumes that students are waived out of BST 601 and 602 only.

Doctor of Philosophy (in Health Education and Health Promotion)

The Ph.D. program in health education/promotion provides students with instruction and research experience to become practitioners and scientists in health education and health promotion. The program combines the resources of academic units from the University of Alabama (UA) and the University of Alabama at Birmingham (UAB) and utilizes the research expertise common to schools of public health along with the didactic, professional emphasis found in colleges of education. The specific objectives of the program are to enable the students to:

- Develop the skills to effectively plan, implement, and evaluate health education/pro-
motion intervention programs;
• Develop theoretical knowledge from related social and behavioral sciences;
• Develop the knowledge and skills to become independent researchers, demonstrated by completion of a dissertation; and
• Complete a substantive research experience integrating objectives 1 through 3.

The Ph.D. program requires completion of a minimum of 72 hours of graduate credit, satisfactory performance on comprehensive exams, and completion of a doctoral dissertation.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Education/Promotion Core Courses</strong></td>
<td>12</td>
</tr>
<tr>
<td>HB 750 Advanced Theoretical and Scientific</td>
<td></td>
</tr>
<tr>
<td>Basis of Health Education and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HB 760 Planning and Administration of Health</td>
<td></td>
</tr>
<tr>
<td>Education and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HB 770 Doctoral Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Research and Statistical Methods Courses</strong></td>
<td>12</td>
</tr>
<tr>
<td>EPI 610 Principles of Epidemiological Research</td>
<td>3</td>
</tr>
<tr>
<td>HB 643 Health Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>BST 619 Data Collection, Management and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SOC 701 Data Management and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BST 603 Regression Analysis from the Applied</td>
<td>3</td>
</tr>
<tr>
<td>Perspective</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>EPR 609 Statistical Methods and Research in</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Research and Statistical Methods</strong></td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Social Science Concentration Electives</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Research Internship Electives</strong></td>
<td>12</td>
</tr>
<tr>
<td>HB 798 Doctoral Level Directed Research</td>
<td>12</td>
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<tr>
<td><strong>Dissertation Research</strong></td>
<td>12</td>
</tr>
<tr>
<td>HB 799 Dissertation Research</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

Specific courses needed for completion of the advanced research and statistical methods requirement may vary and require approval by the student’s academic advisor. Specific courses for the social science concentration are selected by the student and her/his academic advisor. Students may transfer credits from comparable graduate courses completed previously if those courses were not used to complete another degree.

Doctoral students wishing to pursue further training in epidemiological methods are advised to take 15 additional credit hours in epidemiology besides the three credit hours required of all doctoral students. Specific courses are chosen by the student and her/his academic advisor. Twelve of the 15 additional credit hours in epidemiology can be counted as part of the 24 credit hour block of research and statistics courses required in the doctoral program. Thus, completion of all epidemiology courses requires taking an additional three credit hours beyond the minimum required for the degree.

**Research Internship**

A research internship is required. The internship gives students an opportunity to engage in a meaningful research experience by working with ongoing research projects. The internship may be carried out in any one of the three academic units contributing to the Ph.D. program or with approved research projects in other academic units at UA or UAB, or with the CDC, NIH, or other governmental or private agencies.

**Comprehensive Exam**

Doctoral students are required to take comprehensive examinations before beginning a dissertation. At a minimum, the exam covers the scientific and theoretical basis of health education and health promotion, the design and evaluation of health promotion programs and research methods in health promotion. Prior to taking the comprehensive exam, students must have completed the Health Education/Promotion Core Courses, the Social Science Concentration Courses, and a minimum of 12 hours of the Research and Statistical Methods Courses.

**Doctoral Dissertation**

The doctoral dissertation is designed to provide students with a comprehensive and original research experience, and it requires the completion of a minimum of 12 hours of dissertation credit. Students complete credits for the dissertation after the completion of coursework and comprehensive exams.
Programs in the Department of Health Care Organization and Policy (HCOP) are designed to provide training and education at the master’s level for those desiring a professional career in the analysis of health services policy options, outcomes research, or in the management of public health services resources. The didactic programs of the department require that students master the major concepts of:

- health economics,
- public health management and planning,
- health policy,
- outcomes research, and
- health services evaluation.

The instructional programs of the department address the need for:

- Administrators with training in management, law, public health policy, health economics, epidemiology, and biostatistics;
- Individuals with specific training in health policy analysis;
- Individuals capable of assessing treatment protocols and outcomes;
- Professionals with training in both law and public health;
- Individuals pursuing other professional degrees desiring an emphasis in health care; and
- Enhanced skills of established health workers, clinicians, or other professionals through didactic training in Public Health and Health Care Organization.

The department offers M.P.H. degree options in health care organization, general theory and practice, health policy, and outcomes research. Also offered are a coordinated Master of Public Health/Juris Doctor program, a coordinated Master of Public Health/Master of Business Administration program, a coordinated Master of Public Health/Doctor of Optometry program, a coordinated Master of Public Health/Master of Public Administration program. The department offers an M.S.P.H. option in health policy and outcomes research and a coordinated M.S.P.H./Ph.D. degree program with the Department of Psychology.

**Career Opportunities**

Rapid changes taking place in both the private and public sectors of health care and related industries have created a need for a broad spectrum of qualified professionals to manage complex institutions, organizations, and public health services delivery programs. Additionally, these changes have created an increased demand for professionals with expertise in policy analysis, outcomes research, strategic planning, and health economics. Depending on their educational background, experience, and interests, graduates of our programs typically find positions at all levels of federal, state, and local public health agencies, industry, consulting firms, traditional and non-traditional health services delivery organizations, managed care organizations, voluntary organizations, federal and state legislative offices, research organizations, or law firms.

**Master of Public Health (in Health Care Organization)**

The M.P.H. in health care organization is designed to train individuals for management positions in public health. Students are introduced to the public health system and the fundamental skills necessary for practice in the public health sector. In addition, required coursework includes basic management disciplines and selected content in economics, finance, marketing, and law.

**Health Care Organization and Policy Learning Objectives**

- describe the economic, legal, organizational, and political underpinnings of the U.S. health system;
- apply principles of management, finance, marketing, accounting, and strategic planning in health care organizations; and
- apply basic planning and management skills necessary for successful administration of health care organizations.

**Admission:** Applicants to the Master of Public Health in Health Care Organization are considered year-round. Students can be admitted any term. Applicants must meet the general admission requirements for the Master of Public Health degree program. Applicants with a previously earned doctoral degree may, upon request, be waived from the requirement to submit a GRE score. **Two years of health-related work experience or a health-related bachelor’s degree is required.**

**Curriculum:** Students in this track take 45 to 48 credit hours. The work can generally be completed in two years or less. Applicants considering this track should be aware that some of the courses can only be taken on weekends.
Master of Public Health (in General Theory and Practice)

This program is available to students who prefer a generalist background rather than a more specialized track with additional course requirements. The instructional program is formulated by students and their advisors to meet the specific needs of practicing professionals and to provide a broad, interdisciplinary review of public health theory and practice.

General Theory and Practice Learning Objectives

• describe the economic, legal, organizational, and political underpinnings of the U.S. health system;
• analyze clinical issues in health care from a public health perspective; and
• describe public health principles and programs.

Admission: Students must meet the general admission requirements for the Master of Public Health degree program. Only persons with doctoral level professional degrees or extensive senior level experience in public health may apply to this program. Applicants with a previously earned doctoral credential may, upon request, be waived from the requirement to submit a GRE score.

Curriculum: In addition to the M.P.H. core, students in this program are required to take the public health law and public health policy courses. Other electives are selected to total a minimum of 42-45 hours. This track can usually be completed in one academic year.

Master of Science in Public Health (in Health Policy and Outcomes Research)

The M.S.P.H. in Health Policy and Outcomes Research program is designed to equip students with the knowledge and skills to investigate the health-related and economic effects of medical interventions, public health programs, and public policy decisions. Emphasis is placed on the use of quantitative research methods in such areas as health economics, health services research, policy analysis, and pharmacoeconomics. The program prepares individuals for careers as policy analysts and outcomes researchers in clinical research, public health, and health care industry settings.

Health Policy and Outcomes Research Learning Objectives

• describe the economic, legal, organizational, and political underpinnings of the U.S. health system;
• apply theoretical principles of health economics;
• apply analytic skills necessary to assess the outcomes of medical interventions and population-based public health programs;
• critically evaluate health policy research and outcomes research studies and resulting recommendations; and
• design and implement health policy and outcomes research studies and draw appropriate conclusions.

Admission: The track is open to students with a bachelor’s degree. At least a 3.0 on a 4.0 scale undergraduate grade point average and a minimum combined score of 1,000 points on the verbal and quantitative portions of the GRE are desirable for admission.

Curriculum: Students are required to take 45 to 51 hours. Depending on the student’s
interests, health policy electives or outcomes research electives should be selected. For students with health related or biological degrees and significant health care experience, six hours of electives are required. For students without such degrees and experience, twelve hours of electives are required. Students in this track will take HCO 699 Master’s Level Research Project for nine hours.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Coursework</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S.P.H. Core</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>BST 601 Biostatistics I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BST 602 Biostatistics II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPI 600 Introduction to Epidemiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>HCO 601 Health Economics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 670 Social &amp; Ethical Issues in Public Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 677 Patient-Based Outcomes Measurement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 693 Policy Analysis: Modeling &amp; Simulation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 720 Health Insurance and Managed Care</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 721 Decision Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 722 Cost-Effectiveness Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6 - 12</td>
<td></td>
</tr>
<tr>
<td>AH 722 Regression Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BST 619 Data Collection and Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BST 655 Applied Logistic Regression</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BST 665 Clinical Trials and Survival Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BST 704 Design of Clinical Trials</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HB 714 Survey Research Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 603 Public Health Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 607 Public Health Law</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 675 Improving Quality and Outcomes</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 694 Special Problems in Policy Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Experience</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>HCO 699 Master’s Level Project Research</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45-51</td>
<td></td>
</tr>
</tbody>
</table>

Coordinated Master of Public Health/ Juris Doctorate Program

The department offers a coordinated Master of Public Health and Juris Doctorate degree program in cooperation with the Cumberland School of Law at Samford University, also located in Birmingham. The purpose of the program is to offer future attorneys exposure to the broad areas of public health.

Coordinated M.P.H./J.D. Learning Objectives
- describe the economic, legal, organizational, and political underpinnings of the U.S. health system;
- acquire a health care field concentration for individuals seeking a J.D. degree.

Admission: Students enrolled in this program must be enrolled at the Cumberland School of Law. In order to be admitted to the coordinated program, a student must have a GPA of 2.5 at the end of the first year of law school. A minimum law school GPA of 2.5 each semester and a minimum 3.0 GPA each term in public health are required for students to continue in the coordinated program. Interested students should contact the Office of Student and Academic Services at the School of Public Health for M.P.H. application materials and Cumberland Law School for J.D. application materials.

Curriculum: The J.D. degree requires 90 semester hours of coursework, and the M.P.H. degree requires 42-45 semester hours. In the coordinated program, 12 hours of public health courses will be credited toward the J.D. degree, and 12 hours of law courses will be credited toward the M.P.H. degree. A minimum of 30 credit hours must be taken in the School of Public Health.

This is a coordinated dual degree track, and, as such, graduation from one program is contingent on completion of all requirements for graduation from the other program.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Coursework</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core</td>
<td>18–21*</td>
<td></td>
</tr>
<tr>
<td>Coordinated Juris Doctor Track</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>HCO 601 Health Economics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO 603 Public Health Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPH 690 The Public Health Integrative Experience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HCO Elective (if IH 602 is waived)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Transfer of credit from the following law school courses:</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Torts I and II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts I and II</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>42-45</td>
<td></td>
</tr>
</tbody>
</table>

*18 hours if IH 602 is waived.

Coordinated Master of Public Health/ Master of Business Administration Program

This program’s purpose is to provide students without relevant advanced degrees and/or without previous public health experience with those skills necessary for advanced positions in health management. Also, students with experience and/or a relevant advanced degree who wish to pursue a health management credential with broad applicability should seriously consider this coordinated program.
Coordinated M.P.H./M.B.A.
Learning Objectives
• describe the economic, legal, organizational, and political underpinnings of the U.S. health system;
• apply the principles of management and strategic planning in health care organizations;
• apply skills necessary for advanced positions in health management;
• demonstrate leadership skills necessary for managing a health care organization;
• apply finance, accounting, marketing, planning and management skills necessary for successful administration of health care organizations; and
• acquire a health care field concentration for individuals seeking a Master of Business Administration degree.

Admission: Students admitted to this program will have at least a bachelor’s degree. Students are admitted separately to the M.P.H. and M.B.A. programs. The School of Business should be contacted for M.B.A. application materials and the School of Public Health should be contacted for M.P.H. application materials. Admission is competitive, and is based on a weighted formula combining GPA and GMAT scores. Applicants desiring more information on the formulas should consult the Graduate School Catalog under the M.B.A. program. An undergraduate calculus course is also required for admission.

Curriculum: Students in this track complete the M.P.H. core, as well as 21 credit hours of additional HCOP courses and 36 hours of Graduate School Management courses, for a total of at least 75 credit hours. The work can be completed in two to three academic years. MBA 609 and/or MBA 633 may be waived on the basis of appropriate undergraduate work. In such cases, M.B.A. electives may be substituted. This is a coordinated dual degree track, and, as such, graduation from one program is contingent on completion of all requirements for graduation from the other program.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Core</td>
<td>18–21*</td>
</tr>
<tr>
<td>Health Care Organization Courses</td>
<td>21</td>
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<tr>
<td>HCO 601 Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HCO 603 Public Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>HCO 609 Organizational Concepts Applied to</td>
<td>3</td>
</tr>
<tr>
<td>Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HCO 612 Strategic Management in Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>HCO 720 Health Insurance and Managed Care</td>
<td>3</td>
</tr>
<tr>
<td>SPH 690 The Public Health Integrative Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

•18 hours if IH 602 is waived.

Coordinated Master of Public Health/Doctor of Optometry Program
Vision disorders and eye diseases are major public health problems, both nationally and internationally. Optometrists with training and experience in public health are needed to assess community needs for vision care services, to determine which factors contribute to treatment and prevention of visual system anomalies, to develop and apply quality assurance systems, to participate and provide leadership in health-related agencies, and to foster public awareness of the need for vision care. An individual qualified both in optometry and public health is expected to have the capability to develop, administer, and evaluate eye and vision health programs in research projects; design and conduct epidemiological field studies; use statistical methods in data analysis of case-control and cohort studies; develop and implement vision health education programs; and develop occupational health and eye safety programs.

Coordinated M.P.H./O.D.
Learning Objectives
• describe the economic, legal, organizational, and political underpinnings of the U.S. health system;
• acquire a public health field concentration for individuals seeking a doctor of optometry degree; and
• apply population-based sciences and meth-
ods of public health as they relate to vision and vision disorders.

**Admission:** Applicants to the concurrent M.P.H./O.D. program must meet the following requirements: enrollment and good standing in the School of Optometry, interview by M.P.H./O.D. committee in the School of Optometry, approval and recommendation by the dean of the School of Optometry, and admission to the School of Public Health.

**Curriculum:** Students in the concurrent M.P.H./O.D. program are expected to complete the curriculum of the optometry professional program, the M.P.H. core requirements, and eight additional courses in the M.P.H. program for a total of 42 credit hours. Work in the public health program can be completed over a four-year period, including summers. Students may begin their M.P.H. program in the summer prior to their entering the optometry professional program.

This is a coordinated dual degree track, and, as such, graduation from one program is contingent upon completion of all requirements for graduation from the other program.

- **Credit Coursework**
  - M.P.H. Core ........................................ 18
  - **Coordinated Doctor of Optometry Track** ........ 24
    - HCO 601 Health Economics ........................ 3
    - HCO 603 Public Health Policy ........................ 3
    - HCO 607 Public Health Law .......................... 3
    - SPH 690 The Public Health Integrative Experience ......................................................... 3
  - Electives ............................................. 12

- **Total** 42

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**Coordinated Master of Public Health/Master of Public Administration Program**

The M.P.H./M.P.A. degree program provides students with the knowledge base of public health and the skills required to work effectively in a responsible, administrative position in the public sector. Through this coordinated degree program, students in the M.P.H. program can satisfy some of their requirements through courses in the M.P.A. program and vice versa.

**Coordinated M.P.H./M.P.A. Learning Objectives**

- describe the economic, legal, organizational, and political underpinnings of the U.S. health system (both tracks);
- apply skills required to work effectively in an administrative position in the government sector based on public health principles and programs. (both tracks);
- apply the principles of management and strategic planning in health care organizations (management track);
- apply basic planning and management skills necessary for administration of health care organizations (management track);
- critically evaluate health policy research studies and resulting recommendations (policy track); and
- design and implement health policy studies and draw appropriate conclusions (policy track).

**Admission:** Students entering this program must meet the minimum requirements for admission into the School of Public Health. The student must apply to and be admitted to both programs. The graduate school should be contacted for M.P.A. application materials and the School of Public Health should be contacted for M.P.H. application materials.

**Curriculum:** The M.P.H./M.P.A. program requires the satisfactory completion of at least 60 credit hours. Students must complete both M.P.H. and M.P.A. core requirements and a minimum of 24 hours must be completed from each program. Students may choose either of two program options—health policy analysis or management. It is anticipated that a full-time student can complete the dual curriculum in three years. Part-time students may take up to five years to complete their studies. This is a coordinated dual degree track, and, as such, graduation from one program is contingent upon completion of all requirements for graduation from the other program.

- **Credit Coursework**
  - M.P.H. Core ........................................ 18-23*
  - BST 601 Biostatistics I or MPA 686 Research Design and Introduction to Statistics .................. 3*
  - BST 602 Biostatistics II or MPA 687 Statistical Analysis ......................................................... 3*
  - ENH 600 Fundamental of Environmental Health ................................................................. 3
  - EPI 600 Introduction to Epidemiology ..................... 3
  - HB 650 Behavioral Science and Health ............ 3
  - HCO 600 Introduction to Population Based Health Programs ............................................ 3
  - IH 602 Biological Basis of Public Health ........ 3*
  - **MPA Core** ........................................ 15
  - MPA 659 Scope of Public Administration: National and Subnational ...................................... 3
  - MPA 660 The Public Policy-Making Process ........ 3
  - MPA 661 Administrative Theory and Behavior ...... 3
  - MPA 664 Human Resources Management ............. 3
  - MPA 666 Public and Nonprofit Budgeting ........... 3

- **Total Core Requirements** ........ 33-38 Credit Hours

---

**Academic Programs**
Coordinated Master of Science in Public Health/Doctor of Philosophy (Psychology)

The department offers coordinated Master of Science in Public Health and Ph.D. degrees in cooperation with the Department of Psychology at the University of Alabama at Birmingham or at the University of Alabama (Tuscaloosa).

Coordinated M.S.P.H./Ph.D. (Psychology) Learning Objectives

- describe the economic, legal, organizational, and political underpinnings of the U.S. health system;
- apply theoretical principles of health economics;
- apply analytic skills necessary to assess the outcomes of medical interventions and population-based public health programs;
- critically evaluate health policy research and outcomes research studies and resulting recommendations; and
- design and implement health policy and outcomes research studies and draw appropriate conclusions.

Admission: To be considered for this program, students must first be admitted to the Ph.D. program in psychology at the University of Alabama (Tuscaloosa) or the Ph.D. in clinical psychology in the Department of Psychology at the University of Alabama at Birmingham. Students must meet the admission criteria for the School of Public Health and remain in good standing in their Ph.D. program.

Curriculum: The M.S.P.H. degree requires a minimum of 39-45 hours. Students in this coordinated program will be waived from the biostatistics requirement upon documentation of successful completion of Advanced Statistics I and II in the Ph.D. program. This is a coordinated dual degree track, and, as such, graduation from one program is contingent on completion of all requirements for graduation from the other program. Students may emphasize health policy issues or outcomes research issues through six hours of approved electives. In addition, all students must complete a nine credit hour research project.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S.P.H. Core</td>
<td>3-9</td>
</tr>
<tr>
<td>BST 601 Biostatistics I</td>
<td>3</td>
</tr>
<tr>
<td>BST 602 Biostatistics II</td>
<td>3</td>
</tr>
<tr>
<td>EPI 600 Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>(BST 601 and 602, Biostatistics I and II, waived upon successful completion of Ph.D. program's advanced statistics sequence)</td>
<td></td>
</tr>
<tr>
<td>Outcomes Research Track</td>
<td>21</td>
</tr>
<tr>
<td>BST 704 Design of Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>HCO 601 Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HCO 670 Social &amp; Ethical Issues in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HCO 677 Patient Based Outcomes Measurement</td>
<td>3</td>
</tr>
<tr>
<td>HCO 720 Health Insurance &amp; Managed Care</td>
<td>3</td>
</tr>
<tr>
<td>HCO 721 Decision Analysis for Public Health and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HCO 722 Cost-Effectiveness Analysis for Public Health and Medicine</td>
<td>3</td>
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<tr>
<td>Approved Electives</td>
<td>6</td>
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<tr>
<td>Choose two of the following</td>
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<tr>
<td>AH 722 Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BST 605 Clinical Trials and Survival Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HB 643 Health Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HB 714 Survey Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HCO 603 Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>HCO 607 Public Health Law</td>
<td>3</td>
</tr>
<tr>
<td>HCO 693 Policy Analysis: Modeling &amp; Simulation</td>
<td>3</td>
</tr>
<tr>
<td>Research Experience</td>
<td>9</td>
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<tr>
<td>HCO 699 Master's Level Research Project</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>39-45</td>
</tr>
</tbody>
</table>
Department of Maternal and Child Health

M.P.H., Dr.P.H.
Greg R. Alexander, M.P.H., Sc.D., Professor and Chair of the Department

FACULTY

Professors: Alexander, Klerman; Associate Professors: Hickey, Petersen, Telfair; Assistant Professor: Cecil, B. Mulvihill; Research Associate Professor: Pass

This department focuses on promoting and enhancing the health of children, their families and communities, with the goal of improving the overall health status of this and future generations. Emphasizing the practice-based application of prevention-oriented public health principles, the curriculum prepares students to undertake application-directed research, to plan, implement and administer programs, and to develop and guide policies to assure the health of children and families throughout the life cycle. A multi-disciplinary approach is used in teaching, research, and community service activities in order to develop the analytical, administrative, advocacy/policy, and leadership skills needed to prepare for present and emerging roles at community, state, and national levels in government, academic, and private sectors. The educational and research foci of the department encompass: perinatal and reproductive epidemiology; child health and development; the health of children with chronic conditions and special health care needs; the health of adolescents and women of child-bearing age; and family and community health. The skills taught are needs assessment and performance measurement; program administration, management and community-based evaluation; populationwide health status monitoring, assessment and research; community outreach, advocacy and coalition-building; and policy development and analysis.

Effective in Fall 2001 the Department of Maternal and Child Health will institute a revised Master of Public Health degree curriculum. The Department will offer two M.P.H. programs, the Enhanced MCH Skills Program (formerly Plan B) and the Advanced Leadership and Practice Program (formerly Plan A). Each incorporates the School's integrated M.P.H. core curriculum and the Department's core curriculum in Maternal and Child Health. Students enrolled in the Enhanced MCH Skills Program may select one of two emphasis areas: Data/Analytic Skills or Policy/Advocacy Skills. Applicants will be admitted to the Enhanced MCH Skills Program or the Advanced Leadership and Practice Program depending on their career aspirations, educational goals, academic background, and professional experience. Individuals interested in obtaining more specific information about the new M.P.H. programs in MCH should contact the Department.

CAREER OPPORTUNITIES

The health and developmental needs of mothers, children and their families is a traditional focus of public health. Individuals who combine an in-depth knowledge of the health problems faced by children and their families, with skills in data analysis, needs assessment, program development and implementation, management, evaluation, policy analysis, and advocacy are in great demand. Graduates of this department find positions in local, state, and federal agencies; in health care organizations; in academic institutions; and in advocacy, professional, and other public and private organizations.

Master of Public Health (in Maternal and Child Health)

The M.P.H. in maternal and child health is designed to educate individuals who will plan, administer, and evaluate programs in maternal and child health. The educational program provides information about the special problems faced by women and children, including children with special health care needs, and their families. The program develops and integrates skills from epidemiology, statistics, management, health promotion, and evaluation, and demonstrates their application in problem solving and systems development.

Admissions: Applicants must meet the admission requirements of the School of Public Health. Applicants are admitted to Plan A or Plan B, depending on their academic background and professional experience.

M.P.H. Learning Objectives (Plan A and Plan B)

• describe the health problems faced by women and children within the broader context of public health;
• apply the tools of biostatistics and epidemiology to analyze problems faced by women and children; and
• apply current policies and programs direct-
ed at women and children and how they are developed by being able to:
• conduct needs assessments in the MCH area;
• plan and implement programs;
• monitor and evaluate programs; and
• administer MCH-related programs.

Curriculum for Plan A: Students must complete a minimum of 42 credit hours (or 45 if not exempt from IH 602) for an M.P.H. degree in MCH. Usually 18 hours are in the M.P.H. core curriculum (or 21 if not exempt from IH 602), 15 in the MCH core curriculum, three in an integrative experience, and the remainder in elective courses. Plan A students may complete the program in a one-year, full-time, weekday format, or in a two-year, combination weekend/Friday format. Applicants should be aware that the MCH core curriculum is only available on Fridays.

**M.P.H. – PLAN A**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.P.H. Core</strong></td>
<td>18–21*</td>
</tr>
<tr>
<td><strong>Maternal and Child Health Core</strong></td>
<td>18</td>
</tr>
<tr>
<td>MCH 600 Issues in MCH</td>
<td>3</td>
</tr>
<tr>
<td>MCH 601 Programs and Policies in MCH</td>
<td>3</td>
</tr>
<tr>
<td>MCH 605 Basic Research Methods for Maternal and Child Health Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>MCH 609 Needs Assessment and Program Planning in MCH</td>
<td>3</td>
</tr>
<tr>
<td>HCO 618 Management Concepts in Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>SPH 690 The Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>variable</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>42–45</td>
</tr>
</tbody>
</table>

•18 hours if IH 602 is waived.

Curriculum for Plan B: Students must complete a minimum of 57-60 credit hours for an M.P.H. degree in MCH. Usually 21 hours are in the core, 15 in the MCH core curriculum, six in field placement, three in an integrative experience, and the remainder in electives. Plan B students can complete the program in 6-7 quarters of full-time study. The field placement is full-time usually during the summer quarter between the first and second years of the program.

**M.P.H. – PLAN B**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.P.H. Core</strong></td>
<td>18–21*</td>
</tr>
<tr>
<td><strong>Maternal and Child Health Core</strong></td>
<td>24</td>
</tr>
<tr>
<td>BST 619 Data Collection, Management, and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or MCH 605 Basic Research Methods for Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>MCH 600 Issues in MCH</td>
<td>3</td>
</tr>
<tr>
<td>MCH 601 Programs and Policies in MCH</td>
<td>3</td>
</tr>
<tr>
<td>MCH 609 Needs Assessment and Program Planning in MCH</td>
<td>3</td>
</tr>
<tr>
<td>HCO 618 Management Concepts in Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>SPH 690 The Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>variable</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>57-60</td>
</tr>
</tbody>
</table>

•18 hours if IH 602 is waived.

**Doctor of Public Health (in Maternal and Child Health)**

The Doctor of Public Health (Dr.P.H.) program in Maternal and Child Health (MCH) is designed to prepare students for advanced administrative, research and teaching positions. Upon completion of the program, graduates will be able to assume academic positions, to be employed as MCH epidemiologists, policy analysts, and evaluation specialists or to be program directors. Graduates may also assume senior administrative positions in health care organizations serving families or in MCH-related advocacy programs. These positions may be in the public or private sector at the local, state or federal level.

**Admission Requirements**

• An M.P.H. or equivalent degree in public health.
• Experience in MCH. Preference to applicants with experience in MCH administration, teaching, or research.
• Applicants with an M.P.H. or equivalent degree not in MCH will take the MCH master’s level core, unless exempted. These courses will not apply toward the required credit hours.
• Applicants with advanced non-public health degrees can be admitted directly into the Dr.P.H. program, but must successfully complete the M.P.H. and MCH core courses.
• Applicants with only a bachelor’s degree but with exceptional academic records or rich professional experience will be considered. They must be admitted into the M.P.H. program prior to applying to the Dr.P.H. program and complete the M.P.H. and MCH core courses (except the Integrative Experience) before being accepted into the Dr.P.H. program.
• Applicants must submit GRE scores taken within five years. The program is seeking...
students with combined Verbal and Quantitative scores of 1200. The minimum score for admittance is 1000. Admission decisions are based on overall assessment of academic achievement, experience, and career goals.

- International applicants who did not complete a degree at an English-speaking institution must score at least 550 on the TOEFL.

**Dr. P.H. Learning Objectives**

- describe health problems faced by women and children within the broader context of public health;
- apply current policies and programs directed at women and children and how they are developed;
- monitor and evaluate programs; and
- conduct practice-based research on the health problems of mothers and children, on service delivery, or in using the tools of policy analysis to examine maternal and child health issues.

**Program Requirements**

1. **Competency in MCH Core Areas:** Each student is expected to demonstrate competency in each of the MCH master’s level core courses.

2. **MCH Doctoral Core Course Selectives:** 15 credit hours required, selected with approval of advisor and doctoral advisory committee from MCH course list (see MCH course description section of this catalog).

3. **Quantitative and Methodological Course Requirements:** 12 credit hours required
   a) 3 credit hours required in a multivariate analysis course, e.g., BST 603, BST 655.
   b) 9 additional selective credit hours are required in a research or analytic skill area.

4. **Electives:** 15 credit hours required
   Electives, at the masters level or above, may be selected from the previously listed courses, from other School of Public Health courses, or from anywhere within the university with advisor approval.

5. **Required Seminar** (credit hours do not apply toward the Dr. P.H. degree requirements)
   MCH 796 Doctoral Seminar in Maternal and Child Health
   (1 credit hour per quarter)

6. **Additional Course Offerings** (credit hours do not apply toward the Dr. P.H. degree requirements)

**Coordinated Master of Public Health (in Maternal and Child Health)/ Master of Science in Nursing**

The coordinated M.S.N./M.P.H. degree is designed to address the dynamic health care needs of women and children. This program prepares nurse practitioners to participate in the development, implementation, and evaluation of innovative maternal and child health (MCH) programs and policies. This dual degree builds on the synergy generated through two complementary curriculum tracks. In this educational experience, advanced clinical skill is combined with expertise in program planning and evaluation.

**Admissions:** Students are admitted separately to the M.P.H. and M.S.N. degree programs and must meet admission requirements in both the School of Public Health and the School of Nursing at UAB.

**M.P.H./M.S.N. Learning Objectives**

- describe the health problems faced by women and children with the context of public health;
- apply current policies and programs directed at women and children and how they are developed;
• demonstrate skill in providing clinical services to women and children;
• plan, implement, and administer MCH programs;
• demonstrate skill in the provision of primary care that includes health promotion and prevention of specific disorders and injury;
• demonstrate early identification and treatment or referral for treatment of health problems; and
• manage chronic conditions to avoid complications and promote optimal physical, psychological, and social functioning.

Curriculum: The coordinated M.S.N./M.P.H. degree can be completed in two years of full time study. At the completion of the coordinated degree, graduates are eligible to take the certification examination for pediatric nurse practitioner, family nurse practitioner, or women's health nurse practitioner, depending on the specialty course of study. All five required MCH courses are given on Fridays only.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.P.H. Required Core</td>
<td>18</td>
</tr>
<tr>
<td>Maternal and Child Health Core</td>
<td>18</td>
</tr>
<tr>
<td>MCH 600 Issues in Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>MCH 601 Programs and Policies in MCH</td>
<td>3</td>
</tr>
<tr>
<td>MCH 605 Basic Research Methods for MCH Practitioners</td>
<td>3</td>
</tr>
<tr>
<td>MCH 609 Needs Assessment and Program Planning in MCH</td>
<td>3</td>
</tr>
<tr>
<td>HCO 618 Management Concepts in Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>SPH 690 The Public Health Integrative Experience</td>
<td>3</td>
</tr>
<tr>
<td>M.S.N. Courses</td>
<td>34-37</td>
</tr>
<tr>
<td>NUR 604 Diagnostic Process</td>
<td>3</td>
</tr>
<tr>
<td>NUR 612 Advanced Physiology and Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>NUR 613 Pharmacology and Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td>N_H 620 Advanced Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>N_H 621 Advanced Nursing II</td>
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</tr>
<tr>
<td>N_H 623 Advanced Nursing III</td>
<td>3</td>
</tr>
<tr>
<td>N_H 685 Practicum I</td>
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<tr>
<td>N_H 686 Practicum II</td>
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<td>N_H 687 Practicum III</td>
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<td>N_H Nursing Support Course</td>
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<tr>
<td>N_H 692 Residency; Nursing and Public Health Role Integration</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>70-73</td>
</tr>
</tbody>
</table>

Coordinated Master of Public Health/Master of Social Work (in Maternal and Child Health)

The M.S.W./M.P.H. degree program is coordinated between the School of Social Work at the University of Alabama (M.S.W.) and the Department of Maternal and Child Health (M.P.H.). The coordinated program prepares social workers for interdisciplinary practice in public health programs concerned with the promotion and improvement of the health of diverse populations, including women, children, and families. Students who have been admitted to the M.S.W. program in the School of Social Work and wish to pursue the coordinated degree option should contact the Department of Maternal and Child Health. Students will attend classes in Tuscaloosa and Birmingham.

Admissions: Students who choose the coordinated degree plan will be required to first secure admission to the University of Alabama (Tuscaloosa) School of Social Work (for the M.S.W.) and, at the end of the first semester, to apply separately to the Department of Maternal and Child Health (for the M.P.H.). Acceptance into the M.S.W. program does not automatically insure acceptance into the M.P.H. program and vice versa.

M.P.H./M.S.W. Learning Objectives
• describe the health problems faced by women and children within the context of public health;
• apply the tools of biostatistics and epidemiology to analyze problems faced by women and children;
• apply current policies and programs directed at women and children and how they are developed;
• plan, implement, and administer MCH programs;
• demonstrate a solid foundation of training in both social work and public health principles and skills necessary for individuals interested in leadership positions at the community, state, and national levels; and
• apply social work and public health principles necessary for working with underserved and rural communities.

Curriculum: The coordinated M.S.W./M.P.H. degree can be completed in two academic years (including two summers) of full-time study. Depending on the student's social work concentration, the total number of hours is 83-86. The concentrations are Children, Youth and Families; Services in Health; and Planning and Management. Students in the coordinated program will complete courses in the Plan B M.P.H. program in Maternal and Child Health.
### Coursework

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>M.P.H. Required Core</th>
<th>Maternal and Child Health Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-21*</td>
<td>MCH 600 Issues in Maternal and Child Health</td>
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<tr>
<td></td>
<td>MCH 601 Programs and Policies in MCH</td>
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<td></td>
<td>MCH 609 Needs Assessment and Program Planning</td>
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<td></td>
<td>HCO 618 Management Concepts in MCH</td>
<td>3</td>
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<tr>
<td></td>
<td>MCH 619 Social Work in Public Health</td>
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</tr>
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<td></td>
<td>MCH 661 Extended Fieldwork in Maternal and Child Health</td>
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<tr>
<td></td>
<td>SPH 690 The Public Health Integrated Experience</td>
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</table>

### M.S.W. Courses

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>SW 500 History and Philosophy of Social Work</th>
<th>SW 543 Practice with Children, Youth and Families</th>
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<tbody>
<tr>
<td></td>
<td>SW 510 Human Behavior</td>
<td>SW 575 Policy and Legal Aspects</td>
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<tr>
<td></td>
<td>SW 520 Research Methods in Social Work</td>
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</tr>
<tr>
<td></td>
<td>SW 540 Practice with Individuals and Families</td>
<td></td>
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<tr>
<td></td>
<td>SW 541 Practice with Groups</td>
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<tr>
<td></td>
<td>SW 542 Practice with Communities</td>
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<td></td>
<td>SW 539 Seminar</td>
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<td></td>
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<td>SW 544 Models, Methods, Theories</td>
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<td></td>
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<td>SW 590 Field Education</td>
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<tr>
<td></td>
<td></td>
<td>SW 515 Psychopathology</td>
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<td></td>
<td></td>
<td>SW 595 Field Experience</td>
</tr>
</tbody>
</table>

### Required courses in the three concentrations

#### Children, Youth, and Families

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>SW 543 Practice with Children, Youth and Families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SW 575 Policy and Legal Aspects</td>
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</tbody>
</table>

#### Services in Health

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>SW 548 Introduction to Community Health Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SW 521 Social Work and Community Health Policy</td>
</tr>
</tbody>
</table>

#### Planning and Management

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>SW 536 Management and Administration in the Social Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SW 504 Budget Development and Fiscal Management</td>
</tr>
</tbody>
</table>

### Total

83-86

*18 hours if IH 602 is waived.*
# Summary of Degree Programs Offered

## Biostatistics
- **M.P.H.** - Biometry
- **M.S.P.H.** - Clinical Research
- **M.S.** - Biostatistics
- **Ph.D.** - Biostatistics

## Environmental Health Sciences
- **M.P.H.** - Environmental Health/Toxicology Plan A
- **M.S.P.H.** - Environmental Health/Toxicology Plan B
- **M.S.P.H.** - Industrial Hygiene
- **Dr.P.H.** - Environmental Health

## Epidemiology
- **M.P.H.** - Epidemiology Plan A
- **M.S.P.H.** - Epidemiology Plan B
- **Ph.D.** - Epidemiology

## International Health
- **M.P.H.** - International Health Plan A
- **M.P.H.** - International Health Plan B
- **M.P.H.** - International Health/Epidemiology Plan A
- **M.P.H.** - International Health/Epidemiology Plan B
- **M.P.H.** - Public Health Nutrition Plan A
- **M.P.H.** - Public Health Nutrition Plan B
- **Dr.P.H.** - International Health
- **Dr.P.H.** - Public Health Nutrition

## Health Behavior
- **M.P.H.** - Health Behavior Plan A
- **M.P.H./Ph.D.** - Behavioral Science Plan B
- **M.P.H./Ph.D.** - Coordinated Master of Public Health and PhD (Psychology or Sociology)
- **Ph.D.** - Health Education and Promotion

## Health Care Organization and Policy
- **M.P.H.** - Health Care Organization
- **M.S.P.H.** - General Theory and Practice
- **M.P.H.** - Health Policy and Outcomes Research
- **M.P.H./J.D.** - Coordinated Master of Public Health and Juris Doctorate
- **M.P.H./M.B.A.** - Coordinated Master of Public Health and Business Administration
- **M.P.H./O.D.** - Coordinated Master of Public Health and Doctor of Optometry
- **M.P.H./M.P.A** - Coordinated Master of Public Health and Public Administration
- **M.S.P.H./Ph.D.** - Coordinated Master of Public Health and PhD (Psychology with University of Alabama or UAB)

## Maternal and Child Health
- **M.P.H.** - Maternal and Child Health Plan A
- **M.P.H.** - Maternal and Child Health Plan B
- **M.P.H./M.S.N.** - Coordinated Master of Public Health and Master of Science in Nursing
- **M.P.H./M.S.W.** - Coordinated Master of Public Health and Master of Social Work
- **Dr.P.H.** - Maternal and Child Health

## Schoolwide Degree Program
- **M.P.H./M.D.** - Coordinated Master of Public Health and Doctor of Medicine

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*Please indicate on your application whether you are applying to the Master's International (MI) Program (cooperative master’s program with the Peace Corps).*
Student Responsibility

Enrollment in the School of Public Health constitutes a commitment to abide by the practices and regulations of the university as stated in catalogs or other published material. Enrollment also constitutes acceptance of the responsibility to know all academic requirements and a commitment to abide by the Honor Code of the School of Public Health.

The School of Public Health Honor Code, jointly developed and adopted by students and faculty, assumes all students are honorable and honest. This assumption holds in all dealings between students and faculty, yet there is a recognition that both faculty and students have a responsibility for maintaining the academic integrity of the school. This means that both students and faculty have an obligation to take action whenever a breach of the code is suspected.

The honor code bars acts of lying, cheating, plagiarism, or stealing. Violations are punishable and may warrant, at a maximum, permanent dismissal from the school. The code is in effect for all examinations and other educational activities. Each degree-seeking student receives a copy of the honor code and the honor court enforcement procedures upon enrollment.

In the Fall of 1996, the School of Public Health adopted a set of core values that all faculty, staff, and students are expected to honor. These include respect for every individual; open and honest communication; positive, constructive, and supportive behavior; appreciation for diversity of individuals; teamwork; integrity. The School strives to promote a community where everyone is welcomed and where we can together, continue to work toward achievement of our vision.

Grading System

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 research classes are designated as pass/fail 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 letter 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. Students requesting consideration of an “I” grade must discuss with the instructor and agree upon a plan and a schedule for completing course requirements. If no permanent grade is 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 assistant dean for academic affairs.

### CUMULATIVE CREDITS AND GRADE POINT AVERAGE

**Semester Hours Earned**
The student’s “semester hours earned” are increased by:
1. earning a grade of C or better in a course for which the student was registered on a regular (letter grade) basis, or
2. receiving a P grade in a course taken on a pass/fail basis.

**Semester Hours Attempted**
The student’s “semester hours attempted” are increased by:
1. receiving an A, B, C, or F in a course for which the student was registered on a regular basis, or
2. receiving an NP grade in a course taken on a pass/no pass basis.

**Quality Points**
Four quality points are awarded for each semester hour for which the student receives a grade of A, three quality points are awarded for each semester hour in which a B is earned,
and two quality points are awarded for each semester hour in which a \( C \) is earned.

**GRADE POINT AVERAGE**
The grade point average is determined by dividing the total quality points awarded by the semester hours attempted.

**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, requested as transfer 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 dropped of the first course and both the credit and GPA retained for the second course. The UAB transcript will show both courses.

**ACADEMIC PERFORMANCE**

**GOOD ACADEMIC STANDING**
For a student to maintain good academic standing, a grade point average of at least 3.0 (\( B \) average) and overall satisfactory performance on pass/no pass courses are required. Satisfactory performance on pass/no pass courses is defined as the earning of at least as many \( P \) grades as \( NP \) grades combined.

**SATISFACTORY PROGRESS AND TIME LIMITS**
Each student is expected to remain continuously enrolled throughout his or her course of study, unless personal or financial circumstances necessitate a leave of absence. Under no circumstances shall students engage in any work toward completion of a degree while on active leave of absence. Whether or not a leave of absence is taken, the school allows a maximum of five years to complete an M.P.H. or M.S.P.H. degree and a maximum of seven years to complete a Dr.P.H. 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 in the Office of Student and Academic Services.

**PROBATION AND ACADEMIC WITHDRAWAL**
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. Students who complete 12 hours of research coursework 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 re-establish good academic standing by earning necessary grades in a sufficient number of hours within two terms or face dismissal from the program.

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.

**Probationary Admission**
Students who are admitted on probation must demonstrate their ability to progress satisfactorily through the program by maintaining at least a 3.0 grade point average throughout the first 12 credit hours of coursework completed within two terms. If a 3.0 grade point average is not achieved in the first 12 credit hours, the student will be dismissed from the school.

**Readmission**
When a student has been dropped for failing to meet scholastic or other degree requirements, readmission will be considered only with a recommendation from the faculty responsible for the program. The student’s petition for readmission should be supported by a statement from the faculty concerned.
that justifies a readmission decision. The statement should clearly set forth conditions that the student must meet in order to establish good standing.

**Transfer of Credit**

Previously earned graduate credit (up to 12 semester hours) that has not been applied toward another degree is eligible for transfer into the student’s current degree program if the following criteria are met:

1. An official transcript showing the coursework must be on file.
2. Course content information must be provided to determine comparability.
3. The courses must be graduate level.
4. The courses must not have been used to complete another degree.
5. No grades below B will be acceptable.

All transfers must be initiated by the student through the Office of Student and Academic Services and require the approval of the advisor, department chair, and academic dean. Transfer of credit, including non-degree credit, cannot take place until one term of coursework toward a degree has been completed and/or until probationary status has been removed. Once the transfer of credit has been accepted, it will be included in the grade point average calculation in the student’s current program.

**Leave of Absence Policy**

A leave of absence may be granted under special circumstances. Leaves of absence are generally granted for a one-year period but will be considered for shorter or longer time periods when circumstances warrant such considerations. Students who do not obtain prior written approval for leave of absence but who fail to enroll for two consecutive terms (excluding summer term) will be dropped as students in the School of Public Health. A student who is dropped from the school for not requesting leave, or for not returning to school when the period of leave is up, may obtain an expedited readmission upon recommendation of the department.

Degree-seeking students in the School of Public Health are expected to be continuously enrolled throughout their course of study. (The only exception to this is the summer term, which students may take off without penalty; international students must be enrolled as full time students for three consecutive terms before they can take a term off. It is understood that degree-seeking students may at some time during the course of their education need to take some time off for financial, personal or other reasons. Students in good academic standing may request a leave of absence at any time for any number of terms up to one year (or longer upon the recommendation of their academic or research advisor). Students on leave of absence or otherwise not enrolled (i.e. during the summer term) shall not enroll in classes, nor engage in any field or research work related to their degree. This would include sitting for comprehensive examinations, being examined for admission to candidacy, and defending dissertations. Students enrolled in courses or otherwise engaged in degree-related work (e.g. research or field experiences, or sitting for exams) are not on leave and must be enrolled for a minimum of three credit hours.

Students who wish to return to school within five years from the drop date may do so under the following conditions: the student presents transcripts from any other university or college attended since leaving the School of Public Health; the student wishes to return to the same department, degree, and track he or she was in at the time of leave is up; the student completes an application for readmission form and obtains the appropriate signatures of approval.

**The Academic Advisor**

The academic advisor’s role is to assist the student in the selection of required courses and electives, to monitor the student’s progress, and, last but not least, to provide appropriate guidance and assistance when problems arise. The student’s department assigns the advisor at the time the student is admitted. Every effort is made to match students and advisors who have compatible interests. Any student, with the concurrence of the current and proposed advisor, may change advisors whenever such a change is desired. The required form can be obtained from the Office of Student and Academic Services.

**The Research Project**

Research projects are required in the M.S. and M.S.P.H. programs. Details and procedures
for completing the master's project may be obtained from the directors of the respective M.S. and M.S.P.H. programs.

**ADMISSION TO CANDIDACY**

(M.S., Dr.P.H., Ph.D.)

Admission to candidacy takes place when the student has satisfied the didactic course requirements, passed the written qualifying examinations, and presented a satisfactory oral and written proposal of the planned research. Students must also be in good academic standing to be admitted to candidacy.

**Final Defense of Project/Dissertation**

(M.S.P.H., M.S., Dr.P.H., Ph.D.)

Within the M.S.P.H., M.S., Dr.P.H., and Ph.D. programs, the results of a student’s research are presented in a written project report or dissertation that represents a genuine contribution to the knowledge base in the student’s major field. In addition to submitting the written document, the candidate must make a public presentation of the research findings. Guidelines and regulations concerning project/dissertation preparation may be obtained from the Office of Student and Academic Services or, for Ph.D. programs, from the Graduate School.
Course Descriptions

Biostatistics (BST)

BST 401. Introductory Descriptive and Inferential
Statistics.—Organization and presentation of data, interpretation of tables, graphs, and statistical findings. Application of statistical skills to data from social science experiments and clinical settings emphasized. Prerequisites: MA 102 or equivalent or permission of instructor. 3 hours.

BST 491. Special Topics.—1-3 hours.
BST 498. Research Problems.—1-6 hours.

BST 521-524. Statistical Analysis and Design of Experiments.—Application of statistics techniques; tests of significance and confidence intervals; simple and multiple linear regression; experimental designs; analysis of variance. Prerequisite: For terms after the first, each preceding term. 4 hours each term, includes 1 hour for required laboratory.

BST 531. Introduction to Probability.—Sample spaces; discrete and continuous random variables; probability mass, density, and distribution functions; moments; transformations of random variables; limiting distributions. 3 hours.

BST 532. Introduction to Inference.—Point and interval estimation, tests of hypotheses. Sufficiency, maximum likelihood estimation, Neyman-Pearson theorem, Rao-Blackwell theorem, and other classical theories. Prerequisite: BST 531. 3 hours.

BST 533. Introduction to the Theory of Linear Models.—Distribution of quadratic forms; least squares; properties of least squares estimators; Gauss-Markov theorem; multiple linear regression and design models; other estimation methods for linear models. Prerequisites: BST 531-532. 3 hours.

BST 535. Statistical Methods in Biological Assay.—Dose-response relationships and potency estimation; graded responses and analysis of symmetric assays; quantal responses, dilution assays; designs and models in current research. 3 hours.

BST 540. Nonparametric Methods.—One- and two-sample rank tests; nonparametric confidence intervals and measures of association; analysis of variance of ranked data; goodness of fit tests; nonparametric regression models. 3 hours.

BST 560. Introduction to Biomathematics I.—Formulation of mathematical models in the study of selected biological systems. Modeling issues, model crafting, model evaluation. Prerequisite: MA 244. 3 hours.

BST 561. Introduction to Biomathematics II.—Deterministic and probabilistic models with discrete and continuous variables. Comparisons using selected examples. Prerequisite: BST 560. 3 hours.

BST 562. Introduction to Biomathematics III.—Analysis of selected models. Parameter estimation. Interplay between experiments and models. Prerequisite: BST 561. 3 hours.

BST 570. Sampling Methods.—Fundamental principles and methods of survey sampling. Simple random, stratified and cluster sampling; questionnaire design; problems of non-response and sources of non-sampling error; surveys. 3 hours.

BST 601-602. Biostatistics I and II.—(Also BSTW 601-602.) Logic and language of scientific methods in public health and other life science research; use of basic statistics in testing hypotheses and setting confidence intervals; simple and multiple linear regression; analysis of basic experimental designs. Prerequisite: BST 601 for BST 602. 3 hours each.

BST 603. Regression Analysis from the Applied Perspective.—Application of linear models to public health problems. Fitting straight lines to data, multiple variables, matrix approaches, tests, examination of residuals. Limitations and pitfalls in use of techniques. Prerequisites: BST 601-602. 3 hours.

BST 604. Research Topics in Biometrical Analysis.—Computing resources and utilization of various statistical packages for biometrical analysis; multiple regression, logistic regression, discriminant analysis and simple genetic analyzes. Epidemiologic topics include risk functions, adjustments for confounding and their relationships to statistical techniques discussed. Prerequisites: BST 601-602. 3 hours.

BST 605-606. Methodology in Research I and II.—Probability and statistics from the viewpoint of the medical and biological investigator; sampling models; decision making; analysis and interpretation of research data. 3 hours each term.

BST 607. Environmental Sampling and Exposure Assessment.—Application of statistical techniques including use of the lognormal distribution for environmental and occupational health exposure assessment problems. Spacial and temporal correlations are discussed. Appropriate analysis techniques are described for these situations. Statistical software packages are utilized in the computer lab. Prerequisites: BST 601-602.

BST 608. Statistical Modeling in Clinical and Epidemiological Studies.—Provide an understanding of modeling approaches to address the challenges of "real life" data sets in the framework of linear models as they relate to clinical and epidemiological studies. Prerequisites: BST 601, 602 and 603. 3 hours (Howard)

BST 610. Modeling Biological Systems I.—Deterministic mathematical models in study of biological processes. Formulation and analysis of models with emphasis on relationship to biological systems. Prerequisite: Differential Equations. 3 hours.

BST 660. Simulation Laboratory I.—Prerequisite: Concurrent registration in BST 610. 1 hour.

BST 611. Modeling Biological Systems II.—Probability theory and probabilistic modeling; convolution, compounding, birth and death processes. Application of statistical inference to biomathematics. Prerequisites: BST 610 and BST 631. 3 hours.

BST 661. Simulation Laboratory II.—Prerequisite: Concurrent registration in BST 611. 1 hour.

BST 612. Modeling Biological Systems III.—Useful mathematical concepts including power series expansions, asymptotic expansions, nonlinear transformations for acceleration of convergence of series expansions, general orthogonal systems and expansions, Fourier series and integrals, Walsh functions, fast Fourier transforms and spectral analysis. Prerequisites: BST 610-611. 3 hours.
Course Descriptions

**BST 613. Modeling Biological Systems IV.**—Systems analysis. Element identification, physical and chemical principles governing interactions. Relation between biological reality, systems models and mathematical models. Prerequisites: BST 610-612. 3 hours.

**BST 617. Design and Analysis of Clinical Dental Research.**—Provides an overview of the basic statistical skills required in the reading of medical/dental literature. Emphasis is on understanding concepts and not on computational techniques. 2 hours.

**BST 619. Data Collection and Management.**—Basic concepts of study design, forms design, quality control, data entry, data management and data analysis. Hands-on experience with data entry systems, e.g., DBASE, and data analysis software, e.g., PC-SAS. Exposure to other software packages as time permits, e.g., Harvard Graphics and PC-Tools. Prerequisites: BST 601-602 or equivalent; previous computer experience or workshop on microcomputers highly recommended. 3 hours.

**BST 620. Applied Matrix Analysis.**—Vector and matrix definitions and fundamental concepts; matrix factorization and application. Eigenvalues and eigenvectors, functions of matrices, singular and ill-conditioned problems. 3 hours.

**BST 621-622. Statistical Analysis I and II.**—More intensive coverage of applications of elementary statistical techniques used in BST 601-602. For biometry majors and others with sufficient mathematical background. Prerequisites: Full calculus sequence and linear (matrix) algebra. BST 621 is a prerequisite for BST 622. 4 hours each, includes 1 hour for required laboratory.

**BST 623. Statistical Analysis III.**—Linear and multiple regression; weighted and nonlinear regression; variable selection methods; modeling techniques; regression diagnostics and model validation; systems of linear equations. Matrix approach to analysis. Prerequisites: Full calculus sequence, linear (matrix) algebra and BST 621-622. 4 hours, includes 1 hour for required laboratory.

**BST 624. Statistical Analysis IV.**—Intermediate experimental design and analysis of variance models. Matrix approach to analysis; Fractorial and nested (hierarchical) designs; blocking; repeated measures designs; Latin squares; incomplete block designs; fractional factorials; confounding. Prerequisites: Full calculus sequence, linear (matrix) algebra and BST 621-623. 4 hours, includes 1 hour for required laboratory.

**BST 626. Introduction to Data Management and Computer Using the SAS System.**—At the conclusion of this course, students should be able to read raw data into an SAS dataset using one of several methods, and they should have well developed facility with concatenate, interleave, and merge (1 to 1, 1 to many, many to many) capabilities. Other special topics will include use of arrays; iterative do loops; special SAS package and interpretation of results. Prerequisites: BST 621-624, BST 631 and BST 632. Spring. 3 hours.

**BST 631. Probability.**—Intuitive background and axiomatic probability; change and credibility; probability space and random variables; distribution theory; probability generating, moment generating and characteristic functions; limit theorems. Prerequisite: Full calculus sequence. 3 hours.

**BST 632. Inference.**—Small sample distributions; estimation theory, optimum properties of estimators; elementary theories of tests of hypotheses; asymptotic theory; maximum likelihood estimators; Bayesian inference. Prerequisites: Full calculus sequence and BST 631. Winter. 3 hours.

**BST 633. Theory of Linear Models.**—Treatment of linear statistical models from the point of view of infinite model theory; obtaining of results about model components; introduction to nonlinear models. Estimation by general least squares; minimum absolute deviations; maximum likelihood; weighted least squares; generalized least squares. Prerequisites: Full calculus sequence, linear (matrix) algebra, BST 631 and BST 632. Spring. 3 hours.

**BST 640. Introduction to Nonparametric Inference.**—Properties of statistical tests; order statistics and theory of extremes; median tests; goodness of fit; location and scale parameter estimation; confidence intervals. Prerequisite: BST 621-624, BST 631 and BST 632. 3 hours.

**BST 642. Numerical Analysis I.**—Quadrature, interpolation, rational approximation, numerical solution of ordinary differential equations, iterative solution of algebraic equation in single variable. Prerequisites: MA 252 with grade of C or better and either MA 263 or CS 210. 3 hours.

**BST 643. Numerical Analysis II.**—Mathematical stability and ill conditioning, discretization error, convergence of iterative methods, rounding error. Prerequisite: BST 642. 3 hours.

**BST 645. Discrete Data Analysis.**—Analyses for multi-way tables; measures of association and of agreement; loglinear and logit models; ordinal discrete data; matched pairs; repeated categorical response data; asymptotic theory; direct and indirect adjustment of table; iterative proportional fitting; models of change. Prerequisites: BST 621-624 and BST 631-633. 3 hours.

**BST 650. Introduction to Stochastic Processes.**—Poisson processes; random walks; simple diffusion and branching processes; recurrent events; Markov chains; stochastic processes with discrete sample spaces. Prerequisite: BST 631. 3 hours.

**BST 655. Applied Logistic Regression.**—Analysis of binary response data using logistic regression models. Maximum likelihood method; regression diagnostics; ordinal, proportional odds, logistic regression; nominal polytomous logistic regression. Emphasis on problem definition, appropriate analysis using the SAS software package and interpretation of results. Prerequisites: BST 601-602 or equivalent. BST 653 or equivalent recommended. 3 hours.

**BST 665. Clinical Trials and Survival Analysis.**—Design and analysis of clinical trials; sample size computation; properties of survival distributions; estimation and hypothesis testing for survival parameters. Prerequisites: BST 621-623, BST 631 and BST 632. 3 hours.

**BST 670. Applied Sampling.**—Various sampling schemes used in population research; methods of implementation and analyses associated with schemes. Prerequisites: BST 601-602. BST 619 recommended. 3 hours.

**BST 671. Sampling Theory.**—Simple random; stratified; cluster; ratio regression; systematic sampling. Sampling with equal or unequal probabilities of selection; optimization; properties of estimators; non-sampling errors. Prerequisite: BST 631. 3 hours.

**BST 675. Statistical Genetics.**—Probability models for genotypes and phenotypes; tests of genetic hypotheses and estimation of parameters; theories of random mating, evolution, and genetic drift; inbreed-
ing; non-random mating patterns. 3 hours.

**BST 680. Continuous Data Analysis Time Series.**—Harmonic analysis; autocorrelation and spectral density; autoregressive and moving models; parameter estimation and tests of hypotheses; forecasting. 3 hours.

**BST 690. Biometrical Consulting in Research.**—Integration of statistical theory and application in current research; systematic formulation of problems; data format; and collection procedures; design; analysis; interpretation, and communication of results. Prerequisite: Permission of instructor. 1-3 hours.

**BST 691. Special Topics Seminar.**—Analytical examination and presentation of selected topic; formulation of research problems and interpretation of results. 1-3 hours.

**BST 695. Directed Studies in Statistics.**—3 hours.

**BST 698. Research in Statistics.**—Pass/Fail. 1-10 hours.

**BST 699. Master's Thesis Research.**—Prerequisite: Admission to candidacy. Pass/Fail. 1-12 hours.

**BST 700. Mathematical Foundations of Biostatistics.**—Mathematical and statistical theory behind common procedures used in biostatistics, for the non biostatistics major. Basic principles of statistical inference necessary for research in epidemiological and statistical methods. Emphasis on mathematical theory used in estimation and hypothesis-testing procedures. Prerequisites: BST 601-602. 3 hours.

**BST 702. Bioassay and Quality Control.**—Basic statistical techniques for laboratory workers in public health and medicine. Concepts and methods for design, analysis and interpretation of biological assays; concepts and methods of measuring and/or performing quality control. Prerequisites: BST 603 and computer experience. 3 hours.

**BST 704. Design and Conduct of Clinical Trials.**—Concepts of clinical trials; purpose, design, implementation and evaluation. Examples and controversies presented. Students write proposal for clinical trial. Prerequisites: BST 601-602 and one advanced statistics course. 3 hours.

**BST 706. Advanced Topics in the Analysis of Variance.**—Experimental design and analysis of variance for non biostatistics majors. Deciding upon appropriate ANOVA procedures, computer analysis using SAS and interpretation, one-way designs, blocking, multi-factor ANOVA, covariance, confounding, repeated measures and nested (hierarchical) models. Power and samples size calculations. Prerequisites: BST 601-602 and computer experience or permission of instructor. 3 hours.


**BST 708. Applied Multivariate Analysis I: Multivariate Linear Models and Introduction to Longitudinal Data Analysis.**—Conduct, using SAS, and interpretation of multivariate general linear models including multivariate regression, multivariate analysis of variance, multivariate analysis of covariance, multivariate analysis of repeated measures, canonical correlation, and longitudinal data analysis for general and generalized linear. Prerequisites: BST 601-602. BST 603 and BST 706 strongly recommended. 3 hours.

**BST 709. Applied Multivariate Analysis II: Discrimination, Scaling, Ordination and Clustering.**—Conduct, using SAS, and interpretation of linear, quadratic and logistic discriminant analyses, principal components, factor analysis, path analysis with manifest variables, confirmatory factor analysis, structural equation modeling, multidimensional scaling, correspondence analysis including multiple correspondence analysis, and cluster analysis. Prerequisites: BST 601-602. BST 603 and BST 706 strongly recommended. 3 hours.

**BST 710-711. Biological Models I and II.**—Construction of mathematical models for biological processes; methods and examples, including both deterministic and stochastic models from biochemistry, physiology, and ecology. 3 hours each term.

**BST 714. Compartmental Analysis.**—Development of plausible compartmental models and analytic theory for biological systems that can be approximated by finite number of interconnected homogeneous systems. Prerequisite: BST 610. 3 hours.

**BST 715. Nonlinear Data Analysis.**—Least squares and maximum likelihood estimation for nonlinear models; methods of optimization; inference in the nonlinear case; methods of discriminating among models. Prerequisites: BST 621-624 and BST 631-633. 3 hours.

**BST 720-721. Advanced Experimental Design I and II.**—Methods of constructing and analyzing designs for experimental investigations; various multiple factor and incomplete designs; designs related to experiments with attributes. Prerequisites: BST 621-624 and BST 631-633. 3 hours each term.

**BST 725-726. Advanced Analysis of Variance I and II.**—First term: general linear hypothesis with relation to multi-way classifications with unequal subclass numbers; weighting schemes; estimation of variance components. Second term: generalized linear models; methods for longitudinal data analysis including mixed models, random coefficient models and generalized estimating equations. Prerequisites: BST 621-624 and BST 631-633. 3 hours each term.

**BST 730-731. Advanced Probability I and II.**—Prerequisites: BST 621-624 and BST 631-633 or permission of instructor. 3 hours each term.

**BST 735-736. Advanced Inference Seminar in Comparative Statistical Inference I and II.**—Conceptual bases of statistical theory; critical analysis of ideas from different schools of thought; presentation and discussion of papers by participants. Prerequisites: BST 621-624 and BST 631-633, 3 hours each term.

**BST 740-741. Non-Parametric Statistics I and II.**—Nonparametric estimation and tests of hypotheses; confidence and tolerance regions; efficiency of tests; nonparametric analysis of variance. Prerequisites: BST 621-624 and BST 631-633. 3 hours each term.

**BST 750-751. Stochastic Processes I and II.**—Normal processes and covariance stationary processes; Poisson process in non-homogeneous and compound form; Markov chains with discrete and continuous parameters; application. Prerequisites: BST 621-624 and BST 631-633. 3 hours each term.


**BST 760-761. Multivariate Analysis I and II.**—Theoretical bases for multivariate regression, multivariate analysis of variance and multivariate analysis of covariance, canonical correlation; discriminant analysis; principal components; internal dependencies; factor analysis and clustering techniques. Prerequisites: BST 621-624 and BST 631-633. BST 760 is a prerequisite for BST 761. 3 hours each term.
ENH 600. Fundamentals of Environmental Health.—(Also ENHW 600.) Contemporary national and international problems of air and water pollution, environmental monitoring, toxicology, sanitation, hazardous waste; general problem of environmental contamination. Legal and political aspects of current regulations; general scientific principles applied to evaluation and control of specific problems. 3 hours. (Jacobs)

ENH 601. Environmental Chemistry.—(Also CE 538.) Chemical concepts applied to pollutant behavior in biosphere; absorption, leaching, evaporation. Mechanisms of chemical modification in environment, photochemical processes, redox systems, hydrolysis; metabolic transformation of selected pesticides, air contaminants, and hazardous chemical wastes are also discussed. Prerequisite: ENH 600 or equivalent, general chemistry, and calculus. 3 hours. (Dillon)

ENH 602. Environmental Management.—(Also CE 402 and 602.) Necessary concepts for managing environment, including population dynamics, renewable/nonrenewable resources, population and community ecological theory. Control mechanisms used by environmental health practitioner, including water, wastewater, solid and hazardous wastes; sanitation methods stressed. Environmental impact statements and environmental regulatory methods examined. Prerequisite: Enrollment in hazardous substance management track. 3 hours. (Parker)

ENH 606. Hazardous Waste Management.—Production, storage, transport, disposal and detoxification of chemical, biological, and radiological wastes reviewed from regulatory, environmental and technical aspects. 3 hours. (Faculty)

ENH 607. Solid Waste Management.—(Also CE 433 and 633.) Introduce concepts of solid waste disposal and treatment practices. Engineering as well as regulatory concerns will be addressed. 3 hours. (Lalor)

ENH 610. Environmental Disasters.—Examines the worldwide problem of chemical and nuclear accidents. Recent research, theoretical materials and case studies of major accidents are reviewed. Public Health, human service and public policy implications of environmental accidents are discussed. 3 hours. (Becker)

ENH 615. Environmental Problem Solving.—(Also HON 415.) Developing awareness of contemporary environmental issues through examination of specific problems at quantitative level. Use of models and first-order approximations to obtain quantitative answers to environmental questions. Principles of mathematics, chemistry, and physics applied to environmental problems. 3 hours. (Rahn)

ENH 616. Quantitative Environmental Health and Engineering.—(Also CE 535.) Common environmental health problems related to all media (soil, air and water) from an engineering point of view will be discussed, and quantitative solutions to many of the problems are offered. 3 hours. (Lalor)

ENH 620. Environmental and Occupational Diseases.—Physiological, toxicological, and medical aspects of major occupational and environmental disease pathways. Standard setting, biological monitoring, disease recognition, disease reporting. Prerequisite: ENH 650 or permission of instructor. 3 hours. (Forrester)

ENH 621. Fundamentals of Industrial Hygiene.—Chemical, physical, and other hazards and stresses found in the work environment. Recognizing potential hazards by understanding industrial processes, toxicity of environmental contaminants, and occupational disease processes. Study design and preparation for field evaluation, conduct of industrial hygiene surveys, and interpretation of survey results. 3 hours. (Williams)

ENH 624. Control of Occupational Hazards.—Importance of engineering controls in reducing occupational health hazards. Substitution of less toxic substances, modification of work processes, and design of local exhaust ventilation systems; proper selection and use of personal protective equipment, especially respirators, also considered. Prerequisite: ENH 620-621. 3 hours. (Oestenstad)

ENH 625. Industrial Hygiene Case Studies.—Integrates students' basic knowledge through consideration of real work-place situations. Step-by-step analysis of case reports covering occupational health problems in representative industrial situations. Sequential presentation of overview of working conditions, survey strategies, interpretation of results, and recommendations. Prerequisite: ENH 624, 3 hours. (Oestenstad)

ENH 626. Physical Agents.—Sources, effects, and control of occupational and environmental noise, ionizing and nonionizing radiation, and temperature extremes. Review of exposure standards and introduction of measurement equipment and techniques. 3 hours. (Faculty)

ENH 640. Environmental Engineering Laboratory.—Methods to measure basic water quality parameters are discussed and demonstrated in the laboratory. Visits to water and wastewater treatment facilities. Prerequisite: ENH 616. 1 hour.

ENH 641. Experimental Design and Field Sampling for Water Quality Investigations.—(Also CE 437 and 637) Field laboratory course. Taking water samples or sediment samples and assessing them for biological, physical, or chemical parameters. Prerequisite: ENH 640, 3 hours. (Pitt)

ENH 642. Engineering Hydrology.—(Also CE 485 and 685.) Introduces the hydrogeological principles
and includes field laboratory exercises for measurement of important hydrogeological processes. Prerequisite: ENH 616. 3 hours. (Pitt)


ENH 645. Water and Wastewater Treatment.—Theory and application of basic and experimental techniques used to treat water for drinking purposes and wastewater for environmental purposes. Prerequisite: ENH 640. 3 hours. (Lalor)

ENH 650. Essentials of Environmental and Occupational Toxicology.—Toxicological principles, including dose-response, metabolic pathways, chronic and acute testing, and toxicokinetics and dynamics; organ system responses to toxic agents. 3 hours. (D. Roy)

ENH 651. Risk Assessment of Environmental Hazards.—Biochemical mechanisms, use of computers to attain toxicity information, and preparation of health hazard assessments. Prerequisite: ENH 650. 3 hours. (Roy)

ENH 660. Fundamentals of Air Pollution.—Indoor and ambient air pollution sources, nature and behavior of air pollutants, air sampling and analysis, dispersion and diffusion in atmosphere, effects of weather on air pollution, air pollution surveys, physiological and environmental effects, methods and equipment for air pollution control, and regulatory approaches to control. 3 hours. (Dillon)

ENH 661-662. Air Sampling and Analysis I and II.—Theory and practice of work place, ambient, and stack air sampling with emphasis on industrial hygiene applications. Sampling strategies, sample preparation procedures, analytical instrumentation and analytical response, data resolution and validation, interpretation and evaluation. 3 hours each. (Dillon)

ENH 663. Fundamentals of Water Pollution.—(Also CE 540/640.) Examine basic biological monitoring techniques and computer models used to evaluate waste discharges into streams. Current EPA biomonitoring and bioassessment procedures will also be examined. 3 hours. (Jacobs)

ENH 664. Chemical Processes and Pollution Impacts in Water (CE 538/638).—To develop an aquatic chemistry foundation for better understanding and evaluating the behavior of pollutants in natural water systems and treatment processes. 3 hours. (Pitt, Parme)

ENH 670. Fundamentals of Occupational Safety.—Basic principles of safety and loss control; emphasis on prevention of losses of people, property, and products in work place. Developing competence in human-factors engineering, fire prevention, physical and behavioral sciences, product safety, and science of accident prevention. 3 hours. (Faculty)

ENH 680. Field Interdisciplinary Studies.—Field trips to industries throughout Alabama to observe processes and interact with other occupational health personnel. Seminars held with occupational health nursing, industrial hygiene, and safety and ergonomics students to exchange information on latest developments in each field. Prerequisite: ENH 621. 1 hour. (Oestenrad)

ENH 691. Industrial Hygiene Seminar.—Development of skills in objectively reviewing scientific literature; presentation of research topics and summaries of past research or professional activities. 1 hour. (Dillon)

ENH 692. Occupational and Environmental Medicine Seminar Series.—Review articles and topics in occupational health. Must be admitted to occupational medicine residency program, or be a physician, or a student in industrial hygiene, or occupational health nursing. 1 hour. (Forrester)

ENH 695. Environmental Health Sciences Seminar.—Reading assignments and presentations on selected topics of current interest. 1 hour. (Jacobs)

ENH 697. Preceptorship in Environmental Health.—Field experience under joint direction of public health faculty member and qualified specialist working in selected aspects of public health. 1-6 hours.

ENH 698. Master’s-Level Directed Research, Environmental Health.—Independent study with guidance of appropriate public health faculty. 1-6 hours.

ENH 699. Master’s-Level Project Research, Environmental Health.—Research for project under direction of research project committee. 1-6 hours.

ENH 700. Advanced Environmental Health Sciences.—Environmental problems encountered by public health professionals, including water pollution, water resources, air pollution, industrial hygiene/occupational safety, and toxicology. Case studies used in examining environmental problems. 3 hours.

ENH 705. Special Topics (Readings) in Environmental and Occupational Health.—Following topics taught on request. Air pollution on an individual basis. 1-3 hours each.

Radiological Health (Richard)
Air Pollution (Dillon)
Systems Safety
Advanced Toxicology (D. Roy)
Environmental Monitoring (Dillon)
Integrative Experience
Noise Control

ENH 711. Risk Assessment of Environmental Hazards.—(Also EPI 713.) Principles of risk assessment and management as applied to various environmental issues. Examination of theoretical aspects of epidemiology, toxicology, and environmental science related to risk assessment process. Prerequisite: ENH 750-751. 3 hours. (D. Roy, Roseman)

ENH 750. Doctoral-Level Essentials of Environmental and Occupational Toxicology.—Toxicology principles, including dose-response, toxicokinetics, factors modifying toxicity, organ system responses to toxic insult, and toxicity testing. 3 hours. (Roy)

ENH 752. Genetic Toxicology of Environmental Agents.—In-depth study of activation/detoxification reactions (cytochromes P-450, carcinogen DNA/RNA/protein adducts, molecular dosimetry); mechanisms of promotion, progression, gene expression, tumorigenesis/malignancy, and chemoprevention. Prerequisites: Biochemistry and ENH 750-751, or permission of instructor. 3 hours. (Rahn)

ENH 753. Systemic Toxicology of Environmental Agents.—Biochemical and molecular toxicological concepts used to discuss mechanisms of action of endogenous and xenogenous chemicals; how toxic effects are produced and how toxics selectively damage various organs. Receptor/nonreceptor actions of toxicants to target organs. Prerequisite: ENH 752. 3 hours. (Roy)

ENH 755. Experimental Methods in Biochemical Toxicology.—Lectures and hands-on experience with laboratory methods as applied to toxicology, including animal dosing, obtaining biological samples, biochemical assays (enzymes, protein, DNA), high-pressure liquid chromatography, gas chromatography, mass spectrometry, use of radioisotopes, and cell culture techniques. Prerequisites: Biochemistry and ENH 750-751, or permission of instructor. 3 hours. (Rahn)
Epidemiology Courses (EPI)

Epidemiology and International Health

See page 58 for IH course descriptions.

EPI 600. Introduction to Epidemiology.—(Also EPIW 600.) Principles of epidemiologic thinking. Measures of disease frequency and association. Determinants of disease and distribution of factors influencing health and disease in populations. Epidemiology of diseases of public health importance today. 3 hours. (Hovinga, Beall)

EPI 601. Vaccinology.—Introduction to the principles underlying disease control and prevention using vaccines. Review of major vaccine preventable diseases as well as modern vaccine research endeavors. 3 hours. (Vermund)

EPI 602. Epidemiology of Chronic Diseases.—Application of epidemiologic principles to consideration of cancer, cardiovascular diseases, other chronic diseases. Emphasis on classification, rates, association, etiology, prevention, and control. Pertinent literature critically reviewed. Prerequisite: EPI 600. 3 hours. (Roseman)

EPI 603. Injury—Epidemiologic Principles and Prevention Strategies.—Concepts and methods of epidemiology applied to injury; epidemiology of major injury types; utilization of injury data sets; development and evaluation techniques of preventive strategies. Prerequisite: EPI 600. 3 hours. (Fine, Waterboro)

EPI 604. Principles of Public Health Surveillance.—Introduction to principles and methods of public health surveillance as a fundamental epidemiologic activity to both infectious and non-infectious conditions affecting man. Prerequisite: EPI 600. 3 hours. (Maetz)

EPI 605. Epidemiology of Infectious Diseases.—Application of epidemiologic principles to important infectious disease problems. Focus on surveillance and investigation, using theoretical and case study examples. Prerequisites: EPI 600, BST 601. 3 hours (Maetz)

EPI 610. Principles of Epidemiologic Research.—Concepts and methods of epidemiology. Measures of disease frequency, study design and analysis, indices of disease and health; overview of major categories of acute and chronic, toxic, prevalent, and non-prevalent diseases. Prerequisite: EPI 400. 3 hours. (Waterboro)

EPI 611. Data Management of Epidemiologic and Clinical Studies.—Computer skills necessary for the development, implementation and management of data collected in epidemiologic and clinical studies. This course will provide microcomputer skills in SAS 6.11 for Windows, Epi Info 6.3, MS Power Point, Harvard Graphics and Epi Map. Prerequisites: EPI 600, BST 601, BST 602, BST 619, EPI 626. (Sathiakumar/Fowler)

EPI 616. Environmental Epidemiology.—Design and conduct of studies examining health effects of environmental exposures. Strengths and limitations of research strategies and interpretation of study results. Areas of interest include air and water pollution, lead, and biological marker outcomes. Prerequisite: EPI 600. 3 hours. (Hovinga)

EPI 617. Occupational Epidemiology.—Epidemiologic methods used in investigation of health effects of occupational exposures; review and critical evaluation of epidemiologic evidence pertaining to effects of selected occupational exposures on human health. Lectures and presentations by experts on selected topics. Prerequisite: EPI 610. 3 hours. (DeZell)

EPI 618. Fieldwork in Public Health.—Application of public health principles in communicable disease control and environmental health programs carried out at Jefferson County Department of Health. Prerequisites: EPI 600 and EPI 605. 2 hours. (Maetz)

EPI 621. AIDS/HIV and STD’S.—(Also IH 621.) Basic biology and pathogenesis, historical and current trends, domestic and international epidemiology, determinants of spread, immunogenetics and host susceptibility, options for prevention, study designs and outcome measures for monitoring sexually transmitted diseases (STD) and HIV/AIDS, 3 hours (Allen)
EPI 625. Quantitative Methods in Epidemiology.—Fundamentals of the analysis of epidemiologic studies using stratified and regression techniques. Computer applications. Prerequisites: BST 601-602, EPI 610, EPI 626-627 or equivalent. EPI 625L must be taken concurrently with EPI 625. 3 hours (Funkhouser, Brown)

EPI 625L. Quantitative Methods in Epidemiology-Lab.—Computer applications lab. Lab must be taken with EPI 625—3 hour lecture, 0 hour. (Funkhouser, Brown)

EPI 626. Introduction to SAS.—A hands-on exposure to the fundamentals of one of the most popular and versatile statistical software packages. EPI 626 and EPI 627 must be taken concurrently for a total of 2 hours. 1 hour (Sathiakumar, McGwin)

EPI 627. Introduction to SAS-Lab.—SAS computer applications lab. EPI 626 and EPI 627 must be taken concurrently for a total of 2 hours. 1 hour. (Sathiakumar, McGwin)

EPI 630. Data Analyses Using EPI INFO.—To provide practical training in Epi Info and related software packages (SSS1, Logistic, Epi Map) for data analysis. Course will also review major epidemiological and statistical principles in context of data analysis. Hands-on exercises include descriptive analysis and examining data sets from major study designs. Prerequisites: EPI 600, BST 601-602. 3 hours. (Sathiakumar)

EPI 680. Topics in Clinical Research.—Provide health sciences professionals interested in clinical trials, clinical epidemiology, and other forms of population research with both essential principles and specific technical knowledge in a variety of areas relevant to the conduct of biological and behavioral investigation of human subjects. Prerequisite: Limited to health professionals planning clinical research careers. Ordinarily this means clinical scientists who are enrolled in a formal clinical research training program. 3 hours. (Kaslow)

EPI 681/781. Special Topics in Epidemiology.—To engage infectious disease research practice encompassing design, conduct, analysis, and interpretation. Students participate in supervised research and/or in research design. Doctoral students are expected to engage in supervised research. Prerequisite: EPI 605 and permission of instructor. 3 hours (Vermund)

EPI 696. Master's Epidemiology Seminar.—Critical evaluation of selected epidemiologic papers from published literature. Consideration of composition, study design, and validity of analysis. Refinement of writing techniques. Prerequisites: EPI 600, EPI 610. 3 hours. (Kaslow)

EPI 697. Preceptorship in Epidemiology.—Field experience under joint direction of appropriate public health faculty member and qualified specialist working in selected areas of public health. 1-6 hours.

EPI 698. Master's-Level Directed Research, Epidemiology.—Independent study with guidance of appropriate public health faculty, 1-6 hours.

EPI 699. Master's-Level Project Research, Epidemiology.—Research for project under direction of research committee. 1-6 hours.

EPI 703. Special Topics in the Epidemiology of Chronic Disease.—To provide the student with information about grant writing and practice in preparing a grant proposal for submission. The proposal must relate to an epidemiologic topic. Human subjects issues are discussed. 3 hours. (Roseman)

EPI 705. The Epidemiology of Cardiovascular Disease.—An exploration of the breadth and depth of the epidemiology of cardiovascular disease including history, classification, surveillance, frequency, distribution, etiology, natural history, and control. It will also address the programmatic details of large-scale epidemiologic studies in cardiovascular disease and discuss in detail CVD epidemiologic papers relating to the use of various study designs. It is primarily a lecture course with student presentations. Prerequisite: EPI 602 or permission of instructor. 3 hours (Roseman/Canto)

EPI 709. Theoretical Basis of Epidemiology.—Review of statistical concepts, epidemiologic studies; discussion of simple analytic applications, confounding, stratified analyses, statistical power, standardized mortality ratios, proportional mortality ratios, principles of matched study designs; introduction to logistic regression. Prerequisites: BST 601-602 and EPI 610. 3 hours. (Funkhouser)

EPI 710. The Analysis of Case-control Studies.—This course is designed to provide doctoral students in epidemiology with practical experience in the analysis and interpretation of data from case-control studies. Specific aims are: To outline a strategy for data analysis and review relevant methodologic issues and to apply stratified analysis methods and regression models in the study of diseases of multifactorial etiology. Prerequisites: BST 603, BST 619, EPI 610, EPI 709. 3 hours. (Macaluso)

EPI 711. Nosocomial Disease Control Practicum.—Exposure to and involvement in hospital infection control. Student assigned to infection control practitioner at a local hospital. Project required. Prerequisites: Permission of instructor, EPI 600 and EPI 605. 3 hours. (Maetz)

EPI 712. Infectious Disease Epidemiology Practicum.—On-site exposure to and involvement in hospital infection control. Prerequisite: EPI 600 and EPI 605. 2 hours. (Fleenor, Maetz)

EPI 713. Risk Assessment of Environmental Hazards.—(Also ENH 711.) Principles of risk assessment and management as applied to various environmental issues. Examination of theoretical aspects of epidemiology, toxicology, and environmental science related to risk assessment process. Prerequisite: ENH 750-751. 3 hours. (Roseman/Roy)

EPI 720. The Analysis of Follow-up Studies.—Designed to provide doctoral students in epidemiology with practical experience in the analysis and interpretation of data from follow-up studies. Specific aims are: To outline a strategy for data analysis and review relevant methodologic issues and to apply stratified analysis methods and regression models in the study of diseases of multifactorial etiology. Prerequisites: EPI 710. 3 hours. (Macaluso)

EPI 730. Introduction to Human Population Genetics Theory.—Basic concepts, theory, and mathematical principles underlying population genetics, i.e., mechanisms affecting distribution of genes in populations. Prerequisite: Permission of instructor. 3 hours. (Go)

EPI 750. Issues in the Control of Chronic Diseases.—Disease control by prevention, early detection, and improving access to treatment. Model for health risk assessment, interventions for risk modifications. Role of screening in controlling chronic disease. Access to medical evaluation and delivery of treatment. Ethical, political, and legal aspects of disease control. Efficient and practical means to control chronic disease in today's society. Prerequisites: EPI 602, EPI 610 or permission of instructor. 2 hours. (Waterbor)
EPI 788. Principles and Methods in Molecular Epidemiology.—Molecular biology and its relevance to the epidemiology of human diseases, and the ability to apply this new molecular knowledge to epidemiologic research. The course will develop knowledge and skills in molecular biology and genetics, and demonstrate ways to apply this information in evaluating susceptibility, etiology, symptomatology, treatment, and eventual prevention of diseases. 4 hours. (Gotz/Kaslow)

EPI 790. Doctoral Seminar in Epidemiology.—In-depth study of several areas of epidemiologic methodology not covered in other courses. Students responsible for selecting and presenting topics. Considerable reading and outside preparation required. Prerequisite: Permission of instructor. 2 hours. (Faculty)

EPI 797. Analysis and Presentation of Epidemiologic Data.—To gain experience with the analysis, interpretation, and presentation of epidemiologic data by successfully analyzing a data set and presenting the results in the form of a publication quality manuscript. Restricted to Ph.D. students in Epidemiology. Prerequisite: BST 655, EPI 625 and EPI 625L. 2 hours (McGwin/Funkhouser)

EPI 798. Doctoral-Level Directed Research, Epidemiology.—Independent study with guidance of appropriate public health faculty, 1-6 hours.

EPI 799. Dissertation Research, Epidemiology.—Research for dissertation under direction of dissertation committee. 1-6 hours.

Health Behavior (HB)

HB 600. Introduction to Public Health Education.—Introduces the theory, methods, and procedures for developing intervention programs to prevent disease and promote health in target populations. Students will learn to assess needs, establish objectives, develop and evaluate health promotion programs. This course is a prerequisite for all other Health Education courses. 3 hours. (Galvin)

HB 601. Employee Health Promotion.—Planning, management, and evaluation of programs designed to serve employee needs, promote employee health, and reduction of health care costs. Examples of programs, e.g., smoking cessation, alcohol rehabilitation, diet and weight control, stress management, and exercise and fitness, discussed in detail. 3 hours. (Green)

HB 602. Alcohol and Drug Abuse.—Study of theory and concepts of chemical dependency. Exposure to multi-dimensional issues involved in teaching, research, and service related to alcohol and drug abuse prevention, treatment, and after-care. Theoretical models, applications and approaches reviewed and critiqued. 3 hours. (Schumacher)

HB 603. The Role of Stress in Health and Disease.—Role of psychological and environmental stress in etiology of human disease and recovery from disease. Current research on role of stress in development of specific diseases critically examined; research strategies discussed. Role of specific intervention techniques in prevention and treatment of disease. 3 hours. (Clark)

HB 604. High Technology Approaches to Health Communications and Behavior Change Interventions.—To present students with an initial, in depth exposure to concepts, technical skills and research findings associated with the integration of computer technology and health communications. Prerequisites: HB 641, HB 650 or HB 750. 3 hours. (Bellis)

HB 605. Sociocultural Aspects of Health and Illness in Developing Countries.—Sociocultural determinants and effects of health conditions and practices in developing countries. Comparisons of modern and traditional health care systems; review of sociocultural barriers to improving health care delivery and utilization. 3 hours. (Coombs)

HB 606. Medical Anthropology.—Factors, mechanisms, and processes influencing individual and group effects of and responses to illnesses/disease. Primary emphasis on health-related studies/projects conducted in non-western settings, with emphasis on identifying social systems and cultural factors. 3 hours.

HB 607. Leadership Lecture Series.—Leadership skills in public health are presented in this seminar series featuring local, state, and national leaders in health care and public health. 1 hour. (Galvin)

HB 608. Women's Health and Social Behavior.—This course examines social and behavioral factors that adversely affect women's health. Students learn to apply gender specific theories to design health interventions tailored towards women. 3 hours. (Cornell/Davies)

HB 609. African-American Health Issues.—This is an intermediate-level course that focuses on: epidemiological data illustrating the health risks experienced by African-Americans; sociocultural factors essential for understanding and enhancing the health of African-Americans; effective health-related prevention programs for African-Americans. 3 hours. (Green)

HB 610. Health Promotion in Health Care Settings.—Identification of methods used to develop and administer educational components of health care regimens. Emphasis on specification of behaviors and selection of motivation strategies associated with improved behavioral and health outcomes and disease prevention. Methods to improve patient compliance with therapeutic regimens. 3 hours. (Clark)

HB 611. Mental Illness as a Public Health Issue.—This course is designed to increase the student's knowledge of mental illness affects the individual and the community. The course focuses on contemporary models of diagnosis, etiology and treatment of mental illness and its prevention. 3 hours. (Dilillo)

HB 630. Health Communications: Theory and Practice.—Critical examination of diffusion-adooption research literature. Mass, group, and interpersonal communication theory and application. Methods of evaluation. 3 hours. (Kohler)

HB 638. Geriatrics and Gerontology: Multi-disciplinary Perspectives.—Provides a broad perspective on aging from the view points of a variety of disciplines involved in teaching, research, and service related to aging and elders. 3 hours. (Galvin)

HB 641. Research Methods in Behavioral Science.—Review of research methodology in behavioral sciences. Formulation of research question, causality, experimental and quasi-experimental designs, reliability and validity, reporting findings. Prerequisite: Permission of instructor. 3 hours. (Bellis)

HB 643. Health Program Evaluation.—Principles and procedures to evaluate health promotion/disease prevention programs; data collection methods, instrument scale development, measurement, evaluation designs; analysis of case studies of disease prevention literature on evaluation. Prerequisite: HB 641. 3 hours. (Mukherjee)

HB 650. Behavioral Science and Health: An Overview.—(Also HBW 650.) How behavioral sciences analyze specific problems of health and illness. Major behavioral theories are examined and applied in the context of major public health problems. 3 hours. (Davies)
HB 660. Adolescents and AIDS.—Study of the HIV epidemic among youth and of strategies proposed to curtail the epidemic. Course material is drawn from multidisciplinary sources and presents a variety of perspectives for promoting the health of adolescents through modification of risk-taking behaviors. Prerequisite: Permission of instructor. 3 hours. (Clark)

HB 670. Risk Perception and Risk Communication.—This course is designed to familiarize students with problems in the effective communication of health risk information. Specific topics include: how people think about health risk information; how health and risk information reaches people; and the sociocultural, organizational, and public health policy/practice context of risk communication. Case studies will be used to address the complexity of risk communication issues. 3 hours.

HB 680. Health Promotion and Aging Seminar.—Problems of aging and public health solutions for older Americans examined. Sub-areas of aging explored; biological, social, behavioral, and economic aspects of aging. 3 hours. (Galvin)

HB 690. Behavioral Science Tutorial Experience.—Improves student analytical ability and research skills; provides experience in development of research proposals. Review, critique, and presentation of selected research literature and research proposals required. 4 hours. (Faculty)

HB 692. Principles and Practices of Community Organization.—(Also MPA 673.) Seminar designed as an integrative experience for persons working with community groups. The focus is on learning to use available resources and advocating change to maximize community involvement. Prerequisite: Permission of instructor. 3 hours. (Coombs)

HB 693. Basics of Community Evaluation: An Integrated Approach.—(Also MCH 606.) To facilitate the development of knowledge and skills needed to conduct basic evaluation of community-oriented Health Promotion Programs and community-based initiatives, projects, or programs. 3 hours. (Dignan/Telfiun)

HB 695. Seminar on Selected Health Behavior Topics.—Seminar covering a variety of health behavior topics. Prerequisites: Permission of instructor. 3 hours. (Raczyński, Faculty)

HB 697. Internship in Behavioral Science.—Field experience under joint direction of appropriate public health faculty member and qualified health education specialist. Written reports specifying activities, products, and outcomes of experience submitted upon completion of preceptorship. 1-6 hours. (Faculty)

HB 698. Master’s-Level Directed Research.—Independent study with guidance of appropriate public health faculty. Includes activities such as literature review and evaluation. 1-6 hours. (Faculty)

HB 699. Master’s-Level Project Research.—Research for project under direction of research project committee. 1-6 hours. (Faculty)

HB 700. Health Promotion/Disease Prevention: Advanced Theory and Practice.—Comprehensive exposure to methods used to develop health promotion/disease prevention programs. Comprehension, synthesis translation, and application of literature to public health program development. Emphasis on building skills and improving competency to develop full range of solutions to health problems in U.S. and throughout world. 3 hours. (Grimley)

HB 710. Patient Education Research.—Advanced study of research strategies to test patient education theories and programs. Prerequisite: HB 610. 3 hours. (Clark/Kohler)

HB 714. Survey Research Methods.—This course will provide students with a theoretical and practical overview of survey research methodology. Topics to be covered include questionnaire and interview design; tailoring instruments for specific settings, populations and methods of administration; maximizing reliability of measurement; construction of scales and indices; sampling theory and methods, assessing sampling bias, and maximizing response rates. 3 hours. (Pulley)

HB 715. School-based Intervention Research.—Theory, methods, and logistics of school-based intervention research are examined. Examples of programs are critiqued. Prerequisites: HB 641 and 643 or permission of instructor. 3 hours.

HB 720. Advanced Theory and Practice in Behavioral Science.—Advanced review of selected behavioral science concepts and theories useful for developing health promotion programs; social cognitive theory and the transtheoretical model of change are examined in depth. This course is required for MPH-B students. Prerequisite: HB 650. 3 hours. (Kohler/Grimley)

HB 730. Health Communication Research.—Provides doctoral student or advanced master’s student with in-depth exposure to current research involving media strategies used to bring about individual level and societal change. Critically examines major trends in communication research with a special focus on theory based media and community interventions for health promotion and disease prevention. 3 hours. (Pulley)

HB 740. Advanced Health Program Evaluation.—Theory and applications of original behavioral research: hypothesis generation, specifications of study aims and population, selection of measurement, data collection, design and analytical techniques, and preparation of evaluation research report. NIH-type research proposal required. Prerequisite: HB 643 or other master's level evaluation course and a graduate level multiple regression or multivariate statistics course. 3 hours. (Dignan)

HB 750. Advanced Theoretical and Scientific Basis of Health Education Promotion.—Provides doctoral students with in-depth examination of history and philosophy of health education; reviews professional competencies and outlines major theories of behavior change. 3 hours. (Eddy)

HB 760. Planning and Administration of Health Education and Promotion Programs.—Examines administration of health education and promotion programs in schools, communities, and work sites; goals, advantages, and special concerns of working in each of these settings. 3 hours. (Macrina)

HB 770. Doctoral Studies Seminar.—Examines contemporary trends and issues in health education/promotion in light of most recent research findings. 3 hours. (Nagy)

HB 780. Health Promotion and Aging Seminar.—Problems of aging and public health solutions for older Americans examined. Sub-areas of aging explored; biological, social, behavioral, and economic aspects of aging. Community-based research/intervention project required. 2 hours. (Galvin)

HB 798. Doctoral-Level Directed Research.—Independent study with guidance of senior public health faculty. 1-6 hours. (Faculty)

HB 799. Dissertation Research.—Research for dissertation under direction of dissertation committee. 1-6 hours. (Faculty)
Health Care Organization and Policy (HCO)

HCO 600. Introduction to Population-Based Health Programs.—(Also HCO 600.) History and current practice of public health as government enterprise. Medical care systems discussed as they relate to public health practice. Overview of programs, policies, laws, and practices, including brief introduction to public health management. 3 hours. (Travick)

HCO 601. Health Economics.—(Also HCO 601.) Economics as systematic way of thinking about use of resources. Tools of economics applied to issues of organization, delivery, financing, and outcome of health care. Develops economic principles and describes system of health care financing and delivery in the United States, providing basis for analyzing health management and policy options. 3 hours. (Grabowski)

HCO 603. Public Health Policy.—Theoretical framework and concepts used to understand evolution of public health policies and processes of policy formulation, implementation, and change. Significance of health policy for public health practice; foundation of knowledge and skills useful in analyzing and responding to policy environment. Prerequisite: HCO 600 recommended. 3 hours. (Bronstein)

HCO 607. Public Health Law.—(Also HCO 607.) Survey of legal principles governing selected public health problems as derived from court decisions, statutes, and regulations. Topics include constitutional limitations on the police power, administrative law, government regulation of competition, and medical liability. Prerequisite: HCO 600 recommended. 3 hours. (DeBow, Klein)

HCO 609. Organizational Concepts Applied to Health Programs.—(Also HCO 609.) Administrative theory and practice in health care organizations. Concepts of planning (strategic and tactical), organizing, controlling, and decision making examined within the context of health care. Prerequisite: HCO 600 (Duncan)

HCO 612. Strategic Management in Health Programs.—(Also HCO 612.) Provides a framework for strategic management in health care and public health organizations and provides opportunities to develop strategic plans for a health care organization. Objectives are: to relate prior knowledge and experience to specific problem-solving situations; encourage strategic thinking in decision making in health care organizations; provide opportunities to engage in and manage a group decision-making process; gain experience in analyzing the public health environment and prepare a strategic plan for that environment; and develop implementation plans to accomplish strategic plans. 3 hours. (Ginter)

HCO 614. Cost and Control for Health Professionals.—(Also HCO 614.) Survey of financial and managerial accounting for public health graduate students. Accounting tools useful in public health work environment. Recent developments in cost accounting also addressed. 3 hours. (Stephens)

HCO 615. Finance for Health Professionals.—(Also HCO 615.) Financial management of public health care organizations. Emphasis on time value on money, capital raising methods, cost of capital, capital budgeting methods and working capital policy. Problem-solving orientation with applications to public health issues. (Hassan)

HCO 616. Marketing Public Health.—(Also HCO 616.) Comprehensive view of marketing concepts, tools, and techniques within public health environment. 3 hours. (Travick)

HCO 618. Management Concepts in Public Health Programs.—(Also HCO 618.) Organization structure, management, finance and budgeting, human resources, contracts, negotiation, and operations research in public health settings. Presentation of general principles combined with study of actual cases from practice. Prerequisite: Permission of instructor. 3 hours. (Capper)

HCO 670. Social and Ethical Issues in Public Health.—This class examines situations where public health programs or policies create or become embroiled in social controversies. Topics examined include: the underlying social conflicts involved in these controversies, the nature of the types of groups involved, and the ethical dilemmas that face decision makers in these situations. 3 hours. (Bronstein)

HCO 675. Improving Health Care Quality Outcomes.—Examination of current issues in quality of care and outcomes management. The course includes a review of past and current efforts, tools, and theories of quality assessment, assurance, utilization management, and measuring and improving outcomes. 3 hours. (Van Matre)

HCO 677. Patient-Based Outcomes Measurement.—Detailed examination of patient-based outcomes measurement in the context of health care delivery systems and health care policy. Topics include: theories and development of outcome evaluation instruments; disease-specific and generic measures of outcome; utility estimation; mediators and moderators of health outcomes; issues in instrument selection and administration; methods for evaluating outcomes data; and uses of outcomes data. Prerequisites: BST 601-602 or permission of instructor. 3 hours. (Klapow)

HCO 693. Policy Analysis: Modeling and Simulation.—Training in basic skills necessary to design, test, implement, manage, present, and critique policy analysis in health care sector. Fundamentals of policy research design, and linkage between theory and operation. Various research techniques examined; case studies and analyses of secondary data. Emphasis on choosing appropriate analytical strategies for particular policy issues. Data analysis using computers and critical evaluation of technical policy literature. Special topics in econometrics also addressed. Original policy analytic paper required at end of sequence. Prerequisites: HCO 601 or equivalent, BST 601-602; BST 603 recommended. 3 hours. (Mennemeyer)

HCO 694. Special Problems in Policy Analysis.—(Continuation of HCO 693) Prerequisite: HCO 693. 3 hours. (Mennemeyer)

HCO 695. Seminar in Health Care Organization.—Factors currently influencing finance and administration of public and private health programs; availability, accessibility, and utilization by selected population groups. Prerequisite: MPH core or permission of instructor. 3 hours.

HCO 696. Selected Topics in Public Health Finance.—Financing of public health programs; sources of revenue (grants and contracts, tax revenues, and service fees), capital financing, and management of cash flows. Techniques of maximizing revenues in public health programs. Prerequisite: HCO 601. 3 hours.

HCO 697. Preceptorship in Health Care Organization.—Field experience under joint direction of public health faculty member and qualified specialist working in selected aspects of public health.
HCO 698. Master’s Level Directed Research, Health Care Organization and Policy.—Independent study with guidance of appropriate public health faculty. 1-6 hours.

HCO 699. Master’s Level Project Research, Health Care Organization and Policy.—Research for project under direction of research project committee. 1-6 hours.

HCO 701. Health Economics.—(Also HCOW 701.) More intensive introduction to health economics. With didactic coursework provided in HCO 601, students prepare major paper under instructor’s direction. Prerequisite: BST 601 or equivalent. 3 hours.

(Grabowska)

HCO 703. Public Health Policy—Doctoral Level.—(Also HCOW 703.) Theoretical framework and concepts used to understand evolution of public health policies and processes of policy formulation, implementation, and change. Emphasis on independent analysis of health policy issues. Prerequisite: HCO 601 or 701 recommended. 3 hours. (Bronstein)

HCO 704. Advanced Health Economics.—Advanced analysis of economic concepts important to public health problems; government financing of health services, public health delivery, utilization of health, and public health services; and perspectives and policy issues in public health. Prerequisites: HCO 601 or 701. 3 Hours.

HCO 713. Advanced Health Policy.—Expands on content of introductory course in health policy. Insights into system’s attributes; characteristics dictating its structure and function. Prerequisites: HCO 603 or HCO 607 or permission of instructor. 3 Hours.

HCO 720. Health Insurance and Managed Care.—(Also HCOW 720.) Insurance as mechanism for dealing with consequences of an uncertain world. Health insurance and its consequences as significant reasons health care markets differ from others. Workings of insurance markets and current policy issues. Demand for health insurance, underwriting, rate making, moral hazard and adverse selection, HMOs and PPOs, employer health benefits and self insurance, Medicare and Medicaid, long-term care insurance and catastrophic coverage. Prerequisite: HCO 601 or equivalent. 3 hours. (Morrisey)

HCO 721. Decision Analysis for Public Health and Medicine.—Methods and uses of decision analysis in the evaluation of health interventions. Topics include: Decision trees; sensitivity analysis; evaluation of diagnostic tests; Markov models; Monte Carlo simulation; the discounting of future events; health state utilities; and descriptive versus normative approaches to decision making. Prerequisites: BST 601-602 or permission of instructor. 3 hours. (Stinnett)

HCO 722. Cost-Effectiveness Analysis for Public Health and Medicine.—The theory and methods of cost-effectiveness analysis, and its application to the evaluation of health interventions. Topics include: the theoretical foundations of cost-effectiveness analysis and cost-benefit analysis; estimating interventions’ health effects and costs; valuing health outcomes using utility assessment and willingness-to-pay methods; quality-adjusted life years (QALYs); discounting future costs and health effects; analyzing uncertainty in economic evaluations; and ethical issues in health resource allocation. Prerequisite: HCO 721 or permission of instructor. 3 hours. (Stinnett)

HCO 723. Management of Complex Health Organizations.—Complexity as related to management of health organizations. Academic health centers as models of complex organization. Incentive systems, organizational politics, and ownership and control within context of highly complex health organizations. 3 hours. (Capper)

HCO 798. Doctoral—Level Directed Research, Health Care Organization and Policy.—Independent study with guidance of appropriate public health faculty. 1-6 hours.


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**Epidemiology and International Health Courses (IH)**

See page 51 for EPI course descriptions.

IH 600. Introduction to International Health.—Overview of international health with a focus on problems of countries which do not yet have fully established market economies. Measurement of disease, emerging infections, development, disaster relief, health manpower and organization are covered. 2 hours. (Mason)

IH 601. Tropical Infectious Diseases.—Overview of infectious diseases important in tropical countries, including traditional parasitic diseases (e.g., helminthic and protozoal infections), as well as selected viral and bacterial infections. The agent, fundamentals of clinical course and pathogenesis, mode of transmission, geographic distribution, descriptive epidemiology, and principal methods of prevention and treatment are covered for each disease. 3 hours. (Jolly)

IH 602. Biological Basis of Public Health.—(Also IHW 602.) Introduction to cell biology and basic anatomy, physiology and pathophysiology of major organ systems. Discussion of current research and biomedical advances in disease prevention, diagnosis, control, and treatment with emphasis on relevant ethical issues. For students without adequate background in medicine, biological sciences, or related areas. 3 hours. (Jolly)

IH 603. Reproductive Health in Developing Countries.—Examines important reproductive health issues, such as family planning, infertility, sexually transmitted diseases/reproductive tract infections, unwanted pregnancies and their consequences, healthy pregnancy and safe motherhood (prenatal, obstetric and postnatal care), and sexuality during women’s reproductive years. These issues will be examined in terms of (i) their prevalence and impact on health, (ii) socio-cultural and economic factors influencing them, and (iii) programs and policies for the prevention and treatment of resulting health problems. 3 hours. (Roy)

IH 604. Introduction to Public Health Microbiology.—Basic methods of molecular biology are briefly introduced, followed by lectures on advances in research which impact public health. Topics include infectious diseases and the immune system, bacterial genetics, and the microbiology of E. coli, polio, herpes, hepatitis, influenza and other diseases of public health importance. 3 hours. (Gibney)

IH 605. Molecular Biology for Public Health.—Introduces fundamental concepts in molecular biology.
IH 606. Organization of NGO-Sector Health Care Programs in Developing Countries.—Applications of management principles in the non-governmental organizational health sector. Budget writing, audits, negotiation, employee training and performance evaluation, conflict resolution and project evaluation are taught through interactive skill sessions. Culture, religion, gender, education, shadow health care institutions and economic and political development are addressed. 3 hours. (Mason, Faculty)

IH 608. Project Planning in International Health.—Teaches students to conceptualize a small-scale health project to be implemented in a developing country setting and to write a proposal for the project. Provides an introduction to the larger world of international development and organizations in which project planning occurs. Prerequisite: IH 616 or permission of instructor. 3 hours. (Gibney)

IH 609. Field Studies in Developing Countries: Infectious Disease Surveillance and Control.—This intensive summer course is held in Kingston, Jamaica. An overview of infectious disease surveillance and control with an annual emphasis. The year 2000 course focus was arboviruses and vector biology. Lectures, labs, and supervised field projects required. Cotaught by UAB, Jamaican Ministry of Health, and University of the West Indies faculty and invited experts from other international organizations. 3 hours. (Vermund, Cupp, Unnasch)

IH 610. Environmental Hygiene in Developing Countries.—Environmental hygiene and health problems involving poverty and poor sanitation. History of sanitation movement in western and northern hemispheres; programs aimed at control of diseases. Problems in tropical development. 3 hours. (Mason)

IH 615 Special Topics in International Health.—In-depth study of selected topics relevant to health and disease in developing countries. 1-3 hours. (Faculty)

IH 616. Applications of Assessment and Evaluation Strategies in Developing Countries.—Overview of assessment and evaluation strategies used at the program level, and how culture, politics and scarce resources affect them. Methods of needs and evaluability assessment, process and outcome evaluation are discussed. Skill building in questionnaire construction, rapid assessment tools, EP INFO, focus groups and data analysis. 3 hours. (Elliott)

IH 618. Public Health Demography.—Introduction to demographic processes as related to public health. Character, size, distribution, and composition of populations. Fertility, mortality, and migration. Population structure, vital registrations, census and survey data. 3 hours. Taught intermittently.

IH 619. Field Experience in International Health.—Field research or internship. Written report of activities required. 3, 6, or 9 hours.

IH 620. Nutritional Biochemistry I.—(Also NTR 618/718.) Describes and integrates basic and applied nutrition concepts for health professionals. Body composition, energy balance, and metabolism. Essential macro- and micronutrients. Vitamins, minerals, and trace elements in health and disease. 3 hours. (Alvarez, Baggott, Eto)

IH 621. AIDS/HIV and STD'S.—(also EPI 621). Basic biology and pathogenesis, historical and current trends, domestic and international epidemiology, determinations of spread, immunogenetics and host susceptibility, options for prevention, study designs and outcome measures for monitoring sexually transmitted diseases (STD) and HIV/AIDS. 3 hours. (Allen)

IH 635. Special Topics in Public Health Nutrition.—In-depth study of selected topics in public health nutrition. 1-3 hours.

IH 639. Field Experience in Public Health Nutrition.—Field research or internship. Written report of activities required. 3, 6, or 9 hours.

IH 680. Gorgas Course in Clinical Tropical Medicine.—Hands-on exposure to tropical diseases and emerging pathogens in various teaching formats: didactic lectures, roundtables, laboratory work, clinic and hospital rounds, case conferences, computer training, field trips, and independent study. A two-month diploma course held every winter in Lima, Peru. Targeted to clinicians. 3, 6, 9 hours. (Freedman, Gotuzzo)

IH 697. Preceptorship.—Internship under joint direction of public health faculty and qualified specialist working in public health. Written report of activities required. 3-6 hours.

IH 698. Master's-Level Directed Research.—Independent study with guidance of appropriate public health faculty resulting in substantive research paper. 1-6 hours.

IH 699. Master's-Level Project Research.—Research under direction of appropriate public health faculty resulting in substantive research paper. 1-6 hours.

IH 705. Nutrition in Developing Countries.—Discussion of nutritional problems in developing countries: nutrient requirements, pathogenesis, assessment and consequences of malnutrition. Topics include protein-energy malnutrition, common micronutrient deficiencies and nutritional interventions. Students learn computer-based analysis of dietary and anthropometric assessment. 3 hours. (Faculty)

IH 708. Nutrition, Immunity and Infection.—(Also NTR 708) Discussion of interaction occurring between nutritional status and infection. Focuses on current research regarding the impact of nutrient deficiencies and the use of nutritional supplements on the immune response and progression of infectious and chronic inflammatory diseases. 3 hours. (Faculty)

IH 710. Advanced Readings in International Health.—Methodologically oriented course highlighting major findings in infectious disease control. Many highlights from the HIV/STD field, emphasizing recent advances. 1-3 hours. (Vermund)

IH 720. Nutritional Biochemistry II.—(Also NTR 619/719) In-depth discussion of pathogenesis, epidemiology, mechanisms, dietary management, and preventive aspects of nutrition-related disease: nutritional anemias, obesity, osteoporosis, atherosclerosis, and other nutritional diseases. 3 hours. (Alvarez, Baggott, Eto)

IH 729. Advanced Readings in Public Health Nutrition.—Directed readings and discussion under faculty supervision. Written report required. 1-3 hours. (Faculty)

IH 730. Doctoral Seminar in International Health.—Seminar for student presentations of critiques of journal articles relevant to public health.
Students will also present their dissertation research for peer review. Faculty presentations will focus on methods/topics of interest to all students. 1 hour per quarter for 3 quarters. (Faculty)

IH 798. Doctoral-Level Directed Research.—Independent study with guidance of appropriate public health faculty. 1-6 hours.

IH 799. Dissertation Research.—Research for dissertation under direction of appropriate public health faculty. 1-6 hours.

**Maternal and Child Health (MCH)**

MCH 600. Issues in Maternal and Child Health.—Examination of current issues affecting the health of women through the childbearing years, children from infancy through adolescence, and family systems. A framework for the identification of needs, influences, and strategies is developed for analysis and problem solving. 3 hours. (Pass)

MCH 601. Programs and Policies in Maternal and Child Health.—Governmental approaches to the health problems of children and families. Emphasis on federal and state programs. Prerequisites: MCH 600. 3 hours. (Klerman)

MCH 602. Children with Special Health Care Needs: Epidemiology and Issues.—Focus on epidemiology and current public health issues associated with children with special health care needs. Prerequisites: EPI 600 and MCH 600 or permission of instructor. 3 hours. (B. Mulvihill)

MCH 603. Basic Research Methods for Maternal and Child Health Practitioners.—Facilitates development of knowledge and skills related to the use of computers and conduct of basic data-based research in MCH. Prerequisites: BST 601, BST 602, and EPI 600, equivalent graduate courses, or permission of the instructor. 3 hours. (Telfair)

MCH 605. Basic Research Methods for Maternal and Child Health Practitioners.—Facilitates development of knowledge and skills related to the use of conceptual frameworks for evaluating community-oriented and community-based initiatives of projects or programs. Primary focus is on applying and integrating knowledge and skills in collaborative and participatory community evaluation. Prerequisites (at least two of the following): HB 643, MCH 605, any public health core quantitative course or equivalent. 3 hours. (Telfair)

MCH 607. Nutrition in Maternal and Child Health.—Overview of nutrition as it relates to MCH life cycle and of current MCH nutrition programs and services at the local, state, and national levels. Prerequisites: MCH 600, 601 or permission of instructor. 3 hours. (Faculty)

MCH 608. Applied Perspectives in Maternal and Child Nutrition.—Methods in community-based nutrition needs assessment; nutrition program planning, development and implementation; integration of nutrition services into ongoing/developing health programs; nutrition program evaluation; nutrition monitoring; and personnel preparation in nutrition. Prerequisites: MCH 600, 601, 607 or permission of instructor. 3 hours. (Faculty)

MCH 609. Needs Assessment and Program Planning in Maternal and Child Health.—Principles and skills involved in conducting needs assessments and using such information to plan and direct public health programs and to develop public health policies. Data sources, analysis and synthesis: planning, implementation, and evaluation; resource allocation; political process and advocacy. Prerequisites: BST 601, BST 602, EPI 600, and MCH 605 or permission of instructor. 3 hours. (Petersen)

MCH 613. Child Day Care as Prevention and Intervention: A Developmental Perspective.—To introduce students to basic principles of child development within a public health frame of reference using child care settings as exemplars of how these principles are applied in programs for children and their families. Prerequisites: MCH 600 and MCH 601 or permission of instructor. 3 hours. (Mulvihill)

MCH 615. A Maternal and Child Health Perspective on Health Care Reform.—Provides an MCH perspective on ongoing changes in health care delivery and financing. Reviews nature of state and local public health agencies roles, including regulation and program development. Examines strategies for proactive MCH leadership. Prerequisites: MCH 601. 3 hours. (Faculty)

MCH 616. Adolescent Health: A Social Ecology Perspective.—To introduce students to ecological perspectives on adolescent health. Selected theoretical frameworks for understanding family, peer, school, and neighborhood influences on adolescents will be discussed, with an emphasis on understanding relevance of adolescent health issues for the field of Maternal and Child Health. Prerequisites: EPI 600 and MCH 600 or permission of instructor. 3 hours. (Cecil)

MCH 618. Management Concepts in Maternal and Child Health Programs.—Organization structure, management, finance and budgeting, human resources, contracts, negotiation, and operations research in MCH settings. Presentations of general principles combined with study of actual cases. Prerequisite: permission of instructor. 3 hours. (Capper)

MCH 619. Social Work in Public Health.—Introduction and overview of the field of public health and the subspecialty of public health social work. Provides practical macro-level skills and explores the role and functions of social workers within major public health programs. Prerequisite: Permission of instructor. 2 hours. (Telfair).

MCH 658. Readings in Maternal and Child Health.—Critical analysis of literature in single area of maternal and child health under supervision of faculty member. 1-3 hours.

MCH 660. Concurrent Field Work in Maternal and Child Nutrition.—Nutrition field experience under joint supervision of MCH faculty and agency professionals. Placements available in other UAB MCH training programs, public and private health agencies. Prerequisite: Permission of instructor. 1-3 hours. (Faculty)

MCH 661. Extended Field Work in Maternal and Child Health.—Full time three-month placement in a Maternal & Child Health or related organization. Usually during the summer. 6 hours. (Faculty)

MCH 690. Advanced Leadership and Practice in Maternal and Child Health.—To provide students with the leadership skills necessary to work effectively at a community level designing and advocating for programs and policies necessary to promote the health of women, children and families. Prerequisites: School of Public Health core courses, Maternal and Child Health core courses or permission of instructor. 6 hours (Alexander/Petersen/Pass)

MCH 699. Project Research in Maternal and Child
MCH 702. Children with Special Health Care Needs: Epidemiology and Issues.—Focus on epidemiology and current public health issues for children with special health care needs (CSHCN). Special emphasis on analysis of research issues for a CSHCN subgroup. Prerequisites: EPI 600 and MCH 600, or permission of instructor. 3 hours. (B. Mulvihill)

MCH 707. Nutrition in Maternal and Child Health.—Overview of nutrition as it relates to MCH life cycle and of currently available MCH programs and services at the local, state, and national levels. Additional research or projects required beyond MCH 607. Prerequisite: Permission of instructor. 3 hours. (Faculty)

MCH 708. Applied Perspectives in Maternal and Child Nutrition.—Methods in community-based nutrition needs assessment; nutrition program planning, development and implementation; integration of nutrition services into ongoing/developing health programs; nutrition program evaluation; nutrition monitoring; and personnel preparation in nutrition. Additional research or projects required beyond MCH 608. Prerequisite: MCH 707 and permission of instructor. 3 hours. (Faculty)

MCH 710. Perinatal Epidemiology.—Contemporary issues in perinatal epidemiology, identification of data sources, analysis and interpretation of data. Measurement, etiology, and prevention of infant mortality emphasized. Prerequisite: Permission of instructor. 3 hours. (Alexander)

MCH 711. Adolescent Sexuality, Pregnancy, and Parenting.—Comprehensive review of the causes and consequences of adolescent sexuality, pregnancy, and parenting. Demographics and time trends; relationship to other problem behaviors of adolescence. Prerequisites: EPI 600, and MCH 600, 601, or 603, or permission of instructor. (taught in even-numbered years) 3 hours. (Cecil)

MCH 712. Influence of Poverty, Ethnicity, and Race on Maternal and Child Health.—Analysis of the relationship between poverty, ethnicity, and race and health status, health service utilization, and health behavior by children and their families. Prerequisites: EPI 600 and MCH 600, 601, or 603 or permission of instructor. (taught in odd-numbered years) 3 hours. (Klerman)

MCH 713. Child Day Care as Prevention and Intervention: A Developmental Perspective.—To introduce students to basic principles of child development within a public health frame of reference, using child care settings as exemplars of how these principles are applied in programs for children and their families. Prerequisites: MCH 600 and MCH 601 or permission of instructor. 3 hours (Mulvihill)

MCH 714. Secondary Data Analysis for Public Health Practitioners.—To provide (1) an introduction to the analysis of secondary data related to the field of maternal and child health, (2) an opportunity for students to undertake an investigation of a research hypothesis using a secondary dataset, and (3) an introduction to evaluating the appropriateness of statistical analyses employed in published journal articles. Prerequisites: BST 601 and BST 602, MCH 605 or BST 619 or Permission of Instructor. 3 hours (Cecil)

MCH 720. Comparative Maternal and Child Health in Developing and Developed Nations.—Health problems and solution strategies for mothers and children of third world. Comparisons drawn from developed countries illustrate successes and failures in MCH practices. 3 hours. (Pass)

MCH 795. Directed Readings for Doctoral Students.—Critical analysis of literature in an area of maternal and child health. Student develops annotated bibliography and reports literature review. Student seminar presentation may be required. 3 hours.

MCH 796. Doctoral Seminar in Maternal and Child Health.—Range of theoretical and practical research, programmatic, advocacy, service, and policy issues, and leadership. 1 hour. (Faculty)

MCH 797. Directed Readings for Dr.P.H. Comprehensive Exam in MCH.—Assists students in preparing for the comprehensive exam. Doctoral students may register in the quarter in which they prepare for and take their comprehensive exam. 3 hours. (Faculty)

MCH 798. Dissertation Protocol Development in MCH.—Assists students with their dissertation protocol development. Doctoral students may register for this course during the period in which they are preparing their doctoral dissertation protocol. 3 hours. (Faculty)

MCH 799. Dissertation Research in Maternal and Child Health.—3-6 hours. (Faculty)

School of Public Health (SPH)

SPH 690. The Public Health Integrative Experience.—(Also SPHW 690.) A case-study-based course that integrates and applies knowledge from the five core areas of public health - biostatistics, environmental health science, epidemiology, health behavior, and health policy. Students work in multidisciplinary teams with an interdisciplinary team of faculty. This course is required for all M.P.H. degrees. Students from other degree programs may enroll with permission of the instructor. Prerequisites: entire M.P.H. core curriculum; students should be near completion of M.P.H. program.
The University of Alabama at Birmingham

The University of Alabama at Birmingham (UAB) was created by action of the Board of Trustees of the University of Alabama in 1966 after functioning as an extension center of the University of Alabama since 1936. It is one of three universities in the state that make up the University of Alabama System. Accredited as an independent educational institution in 1970 by the Southern Association of Colleges and Schools, UAB consists of 12 schools and offers degrees from the baccalaureate level through the doctoral and first professional level. The UAB Medical Center encompasses six health-professional schools and an acclaimed hospital complex. As a testament to UAB’s rapid growth, enrollment in all university units for fall term 1998 was more than 15,000 students, with 30 percent enrolled in graduate and professional programs.

An urban institution, UAB is located in an area containing almost a million people; more than one-fifth of the state’s population lives within 25 miles of the campus. With its resources for investigation and fact-finding and its ability to apply the knowledge of a large and diversified faculty to solve the problems of the area, the university endeavors to make distinctive contributions to the Birmingham community, the state and Deep South region, and the international community.

The UAB Academic Health Center consists of six health-professional schools, the University of Alabama Hospital complex, and numerous research facilities and referral centers. The Academic Health Center was established in 1945 when the University of Alabama School of Medicine was relocated in Birmingham as a four-year school. That same year the School of Dentistry was created and it enrolled its first class in 1948. In 1967, the School of Nursing was moved to UAB from the Tuscaloosa campus. The School of Optometry and the school now known as Health Related Professions were created in 1969 and the School of Public Health was established as a separate entity in 1981.

Academic Health Center units, including UAB University Hospital, provide specialized health care for the citizens of Alabama and the Deep South region, while carrying out their mandate to develop new ideas and techniques to treat health-related problems and to educate health-care professionals. Through its many centers—such as those for cardiovascular disorders, cancer, AIDS, dental abnormalities, injuries, arthritis, diabetes, and disorders of the brain and nervous system—the Medical Center has achieved a position of international prominence for its treatment, research, and training.

The exceptional quality of its programs enables the Medical Center to attract substantial amounts of external funding in support of its education, research, and service activities. Because of this level of development, the Medical Center serves as a regional and national manpower resource, the state’s principal tertiary health care provider, and an international referral center for persons who need sophisticated clinical services.

In 1995, the organizational structure of UAB further evolved with the establishment of an Office of the Provost to oversee the academic and research programs of all 12 schools on the UAB campus. This unification enhances educational and research partnerships across the schools and expands the opportunities for our students.

The Graduate School

The UAB Graduate School was created in 1970 when all previously approved graduate activities on the Birmingham campus were formed into a new school with its own dean. Since the approval of the first graduate degree program in biochemistry in 1950, there has been a steady increase in master’s degree programs, as well as in the number of students enrolled at both master’s and doctoral levels. Today, UAB enrolls approximately 3,600 students in 31 doctoral programs and 45 master’s programs, with administration of many of these programs provided by the Graduate School.
University Resources and Facilities

Resources for Study

Graduate students have access to all of the university’s uniquely varied resources and may pursue specialized programs in overlapping areas to facilitate the realization of personal career goals. Students benefit from a close association with UAB’s talented and imaginative graduate faculty, whose level of research activity helps attract more than $250 million a year in extramural funds and ranks the university among the top public institutions in terms of federal research support. For graduate students, this funding status means availability of financial support, access to well-equipped research laboratories, adequate supplies, and interaction with faculty members who have earned peer-reviewed research support.

The Lister Hill Library of the Health Sciences is the largest biomedical library in the state, with holdings of more than 300,000 volumes and a journal subscription list of approximately 2,400 titles. It includes the Reynolds Historical Library, the Alabama Museum of the Health Sciences, and the Lister Hill Library at the West Pavilion. A wide range of support services is available to serve the teaching, clinical, and research needs of the Medical Center. Services include interlibrary loans, searches of bibliographic retrieval systems such as Medline, a customized unlimited search service (LINK), a computerized on-line public catalog and other modules of DYNIX, a small microcomputer laboratory and a number of databases on CD-ROM disks.

The Mervyn H. Sterne Library houses a collection of more than one million volumes selected to support teaching and research in non-medical areas. An automated circulation system facilitates location and use of materials. Reference services are provided by subject specialists who can assist patrons in utilizing specialized resources such as computerized databases and indexes.

Educational Technology Services maintains computer terminals and more than 100 personal computers for student use. Facilities for film viewing, graphics, and photography are also located in ETS.

The University Computer Center provides facilities (hardware and software) and personnel to meet UAB’s computing needs in administration, research, and education, including on-line communication with the Alabama Supercomputer located in Huntsville, Alabama.

Computer Education and Information Services provides instruction and technical assistance to School of Public Health faculty, students, and staff regarding computer hardware and software and serves as a resource by providing a microcomputer laboratory for use in education and research.

Other Resources: Examples of other special resources available at UAB include X-ray crystallography facilities, a bacterial fermentation facility, scanning electron microscopes equipped with both wavelength and energy dispersion electron probe microanalysis, gas chromatographic mass spectrometers, nuclear magnetic resonance imaging spectrometer with proton, carbon, nitrogen, and multinuclear capabilities, and an active peptide synthesis unit with automated peptide synthesizers.

Student Life and Student Services

Student life at UAB offers a wide range of programs and activities designed to enhance the educational experience and maximize the total development of students. Funded in part by the student service fees, these activities range from major concerts and movies to intramural and recreational sports and more than 130 organizations.

Intramural and Recreational Sports: The UAB intramural and recreational sports program provides opportunities for UAB students to participate in competitive and non-competitive sporting activities. A well-equipped gym is the major component of UAB’s recreational facilities. The gym includes three full-length basketball courts, racquetball/handball courts, squash court, weight rooms, and an Olympic-size indoor swimming pool. An intramural and recreational field is adjacent to the gym and features a quarter-mile running track, softball fields, and facilities for athletics. West campus playing fields also provide multi-purpose recreation fields for intramural sports and athletic events.

Student Housing: Student Housing includes a traditional residence hall, four high-rise,
The University

Resources Center contains a self-help library of occupational information and a wide variety of print and visual media covering such topics as resume writing, interviewing techniques, job search strategies, and networking techniques.

University Policies

In addition to the following policies, other UAB-wide policies apply to UAB students. These include policies concerning health care for international students and scholars, AIDS and HIV infection, a drug-free workplace, alcoholic beverage use, nonsmoking, electronic data processing security, computer software, firearms, and ethical standards in research and scholarly activities. Copies of these policies are available in the School of Public Health’s Office of Student and Academic Affairs.

IMMUNIZATION POLICY SUMMARY

In response to recent outbreaks of rubeola (red measles) on college campuses throughout the United States and in accordance with the American College Health Association’s recommendation that students be immunized against certain diseases, UAB has established an immunization policy. The following is a synopsis of the UAB Immunization Policy, which applies to UAB students and to international scholars.

Students enrolling in the School of Medicine must show proof of immunization against rubeola (if born on or after January 1, 1957), tetanus, and diphtheria prior to being admitted, matriculating, enrolling, or participating in academic, research, or clinical programs and activities on campus.

All international students and international scholars are required to show proof of immunization against tetanus, diphtheria, and rubeola prior to being admitted, matriculating, enrolling, or participating in academic, research, or clinical programs and activities on campus.

For purposes of this policy, immunization against rubeola includes an initial vaccine plus a second dose of vaccine. For those who have never been immunized, two injections of the vaccine at least one month apart are required. Exceptions to this policy will be made only for those students who can document medical or religious contraindications to the vaccine. Individual health-affairs schools (such as the School of Public Health) may impose additional immunization requirements.

The complete text of the UAB Immunization Policy may be obtained from the School of Public Health’s Office of Student and Academic Services or from UAB’s Office of Registration and Academic Records.

UAB EQUAL OPPORTUNITY POLICY

August 2, 1993
(Edited January 31, 1996, for change of Faculty Affirmative Action Officer and November 17, 1999, for change of Director of EEO Programs and Compliance)
Replaces the following UAB policies:
"Equal Opportunity Policy" dated February 12, 1993, and all previous versions
"Nondiscrimination Policy" (Long Form) dated January 31, 1990
"Nondiscrimination Policy" (Short Form) dated January 31, 1990
See also the UAB Sexual Harassment Policy.

**Policy Statement**
The University of Alabama at Birmingham hereby reaffirms its policy of equal opportunity in education and employment.

**Equal Employment Opportunity**
The University of Alabama at Birmingham is expressly committed to maintaining and promoting nondiscrimination in all aspects of recruitment and employment of individuals at all levels throughout the University. Specifically, it is the intent of the University to recruit, hire, and promote all faculty and staff without regard to race, color, religion, sex, national origin, disability unrelated to job performance, disabled veteran status, or Vietnam era veteran status. The University will not tolerate any conduct by an administrator, supervisor, faculty, or staff member which constitutes sexual harassment or any form of prohibited discrimination. The university has an affirmative action program for ensuring equal employment opportunity for women, members of racial minority groups, individuals with disabilities, disabled veterans, and Vietnam era veterans. The University complies with all applicable laws and regulations related to nondiscrimination in employment and educational opportunity. All personnel actions, programs, and facilities will be administered in accordance with equal opportunity and affirmative action policies.

**Implementation**
In working toward the implementation of this policy, the university will state its position as an equal opportunity/affirmative action employer in all solicitations and advertisements for employment vacancies placed by, or on behalf of, the university. The university will broadly publish and circulate its policy of equal employment opportunity by including a statement in all correspondence, media communication, and printed matter for employment purposes. Further, the university will consider, through appropriate and designated procedures, complaints or grievances of any individual who has reason to believe that he or she has been affected by prohibited discrimination.

**Equal Education Opportunity**
As an institution of higher education and in the spirit of its policies of equal employment opportunity, the university hereby declares its policy of equal educational opportunity. All applicants for admission will be considered without regard to an applicant's race, color, religion, sex, national origin, disability unrelated to program performance, disabled veteran status, or Vietnam era veteran status. This policy is noted in all student handbooks. Complaints or grievances of any student who has reason to think he or she has been affected by discrimination will be considered through established procedures.

**Inquiries and Complaints**
Any inquiries or complaints concerning the application of the Americans with Disabilities Act (ADA); Title VII of the Civil Rights Act of 1964; Executive Order 11246, as amended; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973; or other legislation and its implementing regulations as they relate to the University of Alabama at Birmingham should be directed to any one of the following persons, as appropriate:
- Dr. Pamela Burks
  Director, EEO Programs and Compliance
  419 Medical Towers Building
  (205) 934-8988
- Dr. Virginia D. Gauld
  Vice President for Student Affairs
  Student Affirmative Action Officer
  503 Hill University Center
  (205) 934-8146
- Dr. Louis Dale
  Associate Provost for Minority and Special Programs
  Faculty Affirmative Action Officer
  401 Campbell Hall
  (205) 934-8762

**Sexual Harassment Policy**

**January 27, 1999**
(Replaces policy dated April 17, 1996.)

**Introduction**
The University of Alabama at Birmingham is firmly committed to providing an environment that is free of discrimination, including sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or academic evaluation, (2) submission to, or rejection of, such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or of creating an intimidating or hostile working or educational environment. Such behavior may violate federal law and/or give rise to personal liability for the results of such behavior. Consequently, UAB prohibits all forms of sexual harassment and will investigate complaints thoroughly and with the utmost seriousness.

A violation of this policy may result in the taking of disciplinary action up to, and including, discharge.

**Sexual Harassment in the Workplace**
It is a violation of UAB policy for any employee, including faculty, to engage in sexual harassment in the workplace or in work-related situations. Employees who believe that they have been sexually harassed by a supervisor, co-worker, or other employee of UAB should report the incident promptly to the Human Resource Management Relations Office. Only Human Resource Management has the responsibility for coo-
Sexual Harassment—General

Full and prompt reporting is necessary for effective implementation of this policy, and UAB encourages such reporting. However, UAB’s duty to protect employees and students exists when UAB’s supervisory personnel know, or have reason to know, of unreported sexual harassment. Supervisors therefore are directed to take all appropriate steps to prevent sexual harassment in their areas of responsibility and to take corrective action, including disciplinary action, in response to inappropriate behavior which may constitute sexual harassment even in the absence of a complaint.

This policy seeks to encourage students, staff, and faculty to express freely and responsibly, through established procedures, complaints of sexual harassment. All such complaints shall be treated as confidential information and shall be disclosed only to those with a need to know as part of the investigatory and resolution process. Any act of interference, retaliation, or coercion by a UAB employee against a student or employee for responding to inappropriate behavior which may constitute sexual harassment claims in the workplace and also for recommending corrective action to the UAB administration.

Implementation

This policy will be published regularly in the UAB Reporter and in the Class Schedule. The policy will be included in revisions of handbooks relating to staff, faculty, and students.

The Vice President for Financial Affairs and Administration is responsible for implementation of this policy as it relates to sexual harassment in the workplace. The Vice President for Student Affairs is responsible for implementation of this policy as it relates to sexual harassment in the instructional setting.

I. Non-resident Tuition Fee

A. All students registering at the University of Alabama, the University of Alabama at Birmingham, or the University of Alabama in Huntsville who do not establish that they are "resident students" shall pay a "non-resident student" tuition which shall be at least twice that of "resident student" tuition.

B. Classification of students as "non-resident students" or "resident students" shall be made at the time of their initial registration and shall continue unchanged through all subsequent registrations at that institution until satisfactory evidence to the contrary is submitted at the time of any subsequent registration.

C. A "resident student" is one who, at the time of registration:

D. Is not a "minor" and is a resident of the state of Alabama and has been a resident of the state for at least one year immediately preceding the date of registration; or

E. Is a "minor" and whose "supporting person(s)" is a resident of the state of Alabama and has been a resident of the state for at least one year immediately preceding the date of registration.

II. Definitions

A. Minor

An individual who, because of age, lacks the capacity to contract under Alabama law. Under current law, this means a single individual under nineteen (19) and a married individual under eighteen (18), but excludes an individual whose disabilities of non-age have been removed by a court of competent jurisdiction for a reason other than establishing a legal residence in Alabama.

B. Supporting person

Either or both of the parents of the student (if they are living together) or if they are divorced or living separately, then either the parent having legal custody or, if different, the parent providing the greater amount of financial support of the two. If both parents are deceased or if neither had legal custody, then supporting person shall mean, in the following order: legal custodian of the student, and, if none, the guardian, and, if none, the conservator.

C. Resident

One whose residence is in the state of Alabama. Residence means the single location at which a person resides with the intent of remaining there indefinitely as evidenced by more substantial connections with that place than with any other place. Individuals carrying resident status under this policy shall certify under Alabama law that they intend to remain there indefinitely, and that they have more substantial connections with the state of Alabama than with any other state. Though certification of an address and an intent to remain in the state indefinitely are prerequisites to establishing status as a resident, ultimate determination of that status shall be made by the institution by its evaluation of the presence or absence of connections with the state of Alabama including the following:

1. Payment of Alabama state income taxes as a resident

2. Ownership of a residence or other real property in the state and payment of state ad valorem taxes thereon
III. Authority to Expand the Definition of "Resident Student"

The President of each campus may recommend to the Chancellor for consideration by the Board of Trustees that the term "resident student" may include any one or more of the following categories, at that campus:

A. One who, at the time of registration, is not a "minor" and:
   1. Is a full-time employee (not temporary) of the institution at which the student is registering or is the spouse of such an employee;
   2. Is able to verify full-time permanent employment within the state of Alabama and shall commence said employment not more than ninety (90) days after registration with the institution, or is the spouse of such an employee;
   3. Is a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending school;
   4. Is employed as a graduate assistant or fellow by the institution at which the student is registering;
   5. Is a resident of any county within fifty (50) miles of the campus of the institution at which the student is registering, and has been a resident of that county for at least one year immediately preceding the date of registration. "Resident" shall have the same meaning, as to the relevant county, which it has as to the state of Alabama in the definitions section of this policy statement.

IV. Authority to Implement Policy

A. The Presidents are authorized (and authorized to delegate to admissions officers and others) and directed to implement this policy by appropriate written policies, guidelines, and procedures.

B. Such policy shall provide that classification as a "resident student" shall be based upon the required certificates and other written evidence to be filed in the admissions office and that any decision by an admissions officer may be appealed by the student to a review committee which shall be constituted, appointed, and operated as provided in such policy.

C. The decision of the review committee may be appealed to the President, whose action thereon shall be final.

UAB NON-RESIDENT TUITION POLICY STATEMENT

UAB students are governed by the Board of Trustees' Non-resident Tuition Policy, above, which applies to students enrolled in each of the campuses of the University of Alabama System. The policy is implemented at UAB in accordance with the following guidelines:

The board of trustees has established a "Non-resident Tuition Policy" which addresses non-resident tuition, certification of residency status by campus officials, and establishment of campus policies to administer an appeals process. This UAB policy implements certain provisions of that board policy.

The Division of Student Affairs, the Graduate School, and the admissions/registration offices of the Health Affairs schools, as appropriate, are designated as the offices empowered at UAB to determine and certify "resident" or "non-resident" student status. These offices are responsible for documenting each residency status evaluation and for maintaining the records used to substantiate that evaluation.

As the provisions of Section II of the Board policy indicate, "though certification of an address and an intent to remain in the state indefinitely are prerequisites to establishing status as a resident, ultimate determination of that status shall be made by the institution by its evaluation of the presence or absence of connections with the state of Alabama..." However, meeting the specific criteria included in Section II of the Board policy may not in all circumstances result in certification as a "resident student." Also, according to the provisions of the board policy, UAB has been given the authority to expand, and has by separate board resolu-
tion expanded, the definition of "resident student" to encompass all the categories in Section III A and III B of the board policy. In general, international students who have not been issued a U.S. resident alien card may not be considered for residency status for tuition purposes unless they hold a graduate assistantship or fellowship and meet certain criteria. International students who have been issued a U.S. resident alien card will be considered for residency status for tuition purposes in the same manner as are U.S. citizens.

The decision by an admissions or registration officer concerning certification of residency status may be appealed in writing by the student to the Vice President for Student Affairs who may overrule the decision or may, at his or her discretion, convene a review committee composed of a representative from the Office of the Dean of Student Affairs, a representative from the Office of the Vice President for Academic Affairs, and a representative from the Office of the Vice President for Health Affairs (or appropriate current UAB officials). If the decision of the review committee is appealed by the student, the Vice President for Student Affairs may add a recommendation of concurrence or non-concurrence with the review committee and forward the findings to the President for determination. The decision of the President is final.

[UB's drug-free campus policy was revised and approved December 14, 1991, and applies to all UAB students. The policy statement and attachments are as follows.]

NOTE: See also the following related policies:
Drug-Free Workplace Policy;
Drug Screening Policy for Student Athletes;
School of Medicine "Policy on Impairment and Chemical Substance Abuse";
School of Dentistry "Policy on Impairment and Chemical Substance Abuse";
School of Nursing "Policy on Impairment and Chemical Substance Abuse."

POLICY STATEMENT
This policy is applicable to all students enrolled in credit course(s) or degree-granting programs at the University of Alabama at Birmingham and to all students receiving academic credit at UAB (other than for continuing education units) for study in a program in a foreign country conducted by UAB alone or in conjunction with a foreign university.

Unlawful possession, use, manufacture, distribution, or dispensing of illicit drugs, controlled substances, or alcoholic beverages by any UAB student on UAB property or as part of any UAB-sponsored or UAB-sanctioned activity is prohibited. The legal possession, use, or distribution of alcoholic beverages on UAB property or at UAB-sponsored or UAB-sanctioned activities is governed by the UAB General Policy Regarding the Use and Consumption of Alcoholic Beverages and applicable local, state, and federal laws.

In certain situations, the university is required to report the activities prohibited by this policy to appropriate law enforcement authorities. In all cases, the university may report activities prohibited by this policy to appropriate law enforcement authorities if it appears that the activity is a violation of law.

DISCIPLINARY ACTIONS
Violations of this policy constitute nonacademic misconduct and will be subject to established disciplinary action for nonacademic misconduct in accordance with stipulations in the Direction Student Handbook or other applicable procedures. Violations of this policy by students should be reported to the appropriate student affairs office or other office handling student nonacademic misconduct in the same manner in which other instances of nonacademic misconduct are reported.

In some cases of violation of this policy for unlawful use, a student may be given, at the discretion of the university, the option to participate satisfactorily in an approved drug or alcohol abuse assistance or rehabilitation program in lieu of dismissal. Participation in such an assistance or rehabilitation program is at the expense of the student.

DRUG-FREE AWARENESS PROGRAM
At least annually, UAB shall inform students of the dangers of drug and alcohol abuse on campus, of the existence of this policy statement and its penalties for violations, and of available drug and alcohol counseling, rehabilitation, and assistance through the following activities:
1. Publication, at least annually, of this policy in appropriate student publications and distribution to students in UAB's foreign programs and to students in programs conducted in conjunction with foreign universities;
2. Inclusion of this policy in future editions of student class schedules and/or registration materials, student handbooks, and student catalogs;
3. Dissemination of this policy and of information at student orientation and assistance programs regarding the dangers of drug and alcohol use and abuse and available rehabilitation programs; and
4. Continuation, and expansion, of the UAB drug and alcohol awareness program which includes sponsorship of the "Alcohol/Drug Awareness Week" and publication of pamphlets and other materials.

APPLICABILITY TO OTHER POLICIES
Other drug-free policies created to cover specific areas of the university may be more restrictive than this policy but may not be less restrictive. At a minimum, other such policies must include, or reference, the provisions of this policy. Violators will be subject to the provisions of the more stringent policy but will not be punished under more than one policy for the same offense.

This policy does not revoke or otherwise interfere with policies in the health professional schools designed to determine whether health care professionals are impaired and to offer rehabilitation, subject to the above provisions.

The wording in the "Non-academic Conduct" section of the Direction Student Handbook which relates to causes of dismissal due to the use, possession, etc. of illicit drugs, controlled substances, or alcoholic beverages references only certain provisions of this more extensive policy. The entire policy is applicable in all cases even if the policy itself is not printed in full.
ATTACHMENTS
The "Applicable Legal Sanctions," "Drug and Alcohol Use Health Risks," and "Drug and Alcohol Counseling, Treatment, and Rehabilitation Programs" attached to this policy are a part of the policy but may be revised from time to time without affecting the policy itself.

EFFECTIVE DATE AND IMPLEMENTATION
This policy is effective immediately upon its being signed by the president [December 14, 1991].

The offices of the appropriate vice presidents are responsible for the development and maintenance of procedures to implement this policy within their areas of responsibility.

In addition to being distributed to students on the UAB campus, this policy will be distributed to students in UAB's foreign programs and to students in programs conducted in conjunction with foreign universities. The Vice President for Student Affairs is responsible for all distributions to students covered by this policy.

ATTACHMENT A
"Applicable Legal Sanctions"
December 14, 1991
Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance
(55 Federal Register 33589)
21 U.S.C. 844(a)
First conviction: Up to 1 year imprisonment and fined at least $1,000 but not more than $100,000, or both. After 1 prior drug conviction: At least 15 days in prison, not to exceed 2 years and fined at least $2,500 but not more than $250,000, or both.

After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and fined at least $5,000 but not more than $250,000, or both.

Special sentencing provisions for possession of crack cocaine: Mandatory at least 5 years in prison, not to exceed 20 years and fined up to $250,000, or both, if:
(a) First conviction and the amount of crack possessed exceeds 5 grams.
(b) Second crack conviction and the amount of crack possessed exceeds 3 grams.
(c) Third or subsequent crack conviction and the amount of crack possessed exceeds 1 gram.

21 U.S.C. 853(a)(2) and 881(a)(7)
Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than 1 year imprisonment. (See special sentencing provisions re: crack.)

21 U.S.C. 881(a)(4)
Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance.

21 U.S.C. 844a
Civil fine of up to $10,000 (pending adoption of final regulations).

21 U.S.C. 853a
Denial of Federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to 1 year for first offense, up to 5 years for second and subsequent offenses.

18 U.S.C. 922(g)
Ineligible to receive or purchase a firearm.

Miscellaneous
Revocation of certain Federal licenses and benefits, e.g., pilot licenses, public housing tenancy, etc., are vested within the authorities of individual Federal agencies.

Note: See Attachment A.1 for additional Federal drug trafficking penalties and information.

Note: These are only Federal penalties and sanctions. Additional State penalties and sanctions may apply.

Summary of State Penalties and Sanctions
Under Alabama law, the possession, purchase, or consumption of alcoholic beverages by a person under 21 years of age is punishable by a fine of up to $500 and by up to three months in jail. Also under Alabama law, for a first offense, unlawful possession of a controlled substance (that is, illegal drugs) may be punished by imprisonment up to ten years and a $5,000 fine and unlawful distribution of controlled substances may be punished by imprisonment up to 20 years and a $10,000 fine. Subsequent offenses may carry more stringent sentences.

Drug-Free Schools and Communities Act
Illegal drug and alcohol use, consumption, distribution, etc. on college and university campuses also are covered by the provisions of the United States Drug-Free Schools and Communities Act Amendment of 1989 (Public Law 101-226).

Legal Sanctions in Foreign Countries
Students in a program in a foreign country conducted by UAB alone or in conjunction with a foreign university also may be subject to sanctions under foreign law or under the Uniform Code of Military Justice. Although the legal sanctions described in this policy under United States law may not apply to students in a foreign country, UAB will nevertheless hold such students to the same standards as students within the United States and will take the disciplinary actions described in this policy for violations of these standards.

ATTACHMENT B
"Drug and Alcohol Use Health Risks"
December 14, 1991

General
Although there has been recent change in American health habits and societal attitudes toward recreational drug and alcohol use, problems continue to exist and experimentation is starting at an earlier age. An important piece of information to surface in recent years is that even moderate, non-prescribed use of alcohol and non-prescribed use of drugs can have an adverse effect on overall health and well-being. Consider the following facts:

1. Drinking more than one or two alcoholic beverages a week promotes more visible signs of aging;

2. Consuming one and one-half or more alcoholic beverages per day increases the risk of breast cancer;

3. Drinking alcoholic beverages poisons the heart muscle, counteracts the benefits of exercise, increases male impotence, and depresses the body's immune system;

4. Tobacco use is a contributing factor in the development of chronic bronchitis, emphysema, circulatory problems, and coronary disease, as well as being the leading cause of lung cancer;

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5. Cocaine use is responsible for kidney damage, stroke, lung and heart diseases, seizures, and intense psychological problems;
6. Many forms of narcotics are highly addictive to users;
7. Marijuana use creates certain dysfunctions related to thinking, learning, and recall; aggravates asthma, bronchitis, and emphysema; contributes to fertility problems; and contributes to the development of lung cancer;
8. The non-prescribed use of tranquilizers, barbiturates, and amphetamines is dangerous and may cause major health problems, including death;
9. Extended drug and/or alcohol use may result in substance dependency and loss of control of an individual’s life.

Source: Compiled by UAB Substance Abuse Program from the following resources:
Drug Data: What Everyone Needs to Know about Mood-altering Drugs, Comp Care Publications, Minneapolis.

### Federal Trafficking Penalties

<table>
<thead>
<tr>
<th>Drug</th>
<th>Quantity</th>
<th>2nd Offense</th>
<th>1st Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHAMPHETAMINE</td>
<td>10 g or more</td>
<td>10 years</td>
<td>5 years</td>
</tr>
<tr>
<td>HEROIN</td>
<td>1 kg or more</td>
<td>10 years</td>
<td>5 years</td>
</tr>
<tr>
<td>COCAINE</td>
<td>5 g or more</td>
<td>10 years</td>
<td>5 years</td>
</tr>
<tr>
<td>COCAINE BASE</td>
<td>50 g or more</td>
<td>10 years</td>
<td>5 years</td>
</tr>
<tr>
<td>PCP</td>
<td>100 g or more</td>
<td>10 years</td>
<td>5 years</td>
</tr>
<tr>
<td>LSD</td>
<td>4 g or more</td>
<td>10 years</td>
<td>5 years</td>
</tr>
<tr>
<td>FENTANYL</td>
<td>10 g or more</td>
<td>10 years</td>
<td>5 years</td>
</tr>
<tr>
<td>FENTANYL ANALOGUE</td>
<td>40 g or more</td>
<td>10 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>

### Federal Trafficking Penalties - Marijuana

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>2nd Offense</th>
<th>1st Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 kg or more; or 1,000 or more plants</td>
<td>Marijuana</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than 10 years, not more than life. Fine not more than $1,000,000 individual, $5,000,000 other than individual.</td>
<td>Not less than 20 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $2,000,000 individual, $10,000,000 other than individual.</td>
</tr>
<tr>
<td>100 kg to 1,000 kg; or 500-999 plants</td>
<td>Marijuana</td>
<td>Not less than 5 years, not more than 10 years. If death or serious injury, not less than 5 years, not more than life. Fine not more than $400,000 individual, $2,000,000 other than individual.</td>
<td>Not less than 10 years, not more than 20 years. If death or serious injury, not less than 10 years, not more than life. Fine not more than $800,000 individual, $4,000,000 other than individual.</td>
</tr>
<tr>
<td>50 to 100 kg</td>
<td>Marijuana</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine $1,000,000 individual, $5,000,000 other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 30 years, not more than life. Fine $2,000,000 individual, $10,000,000 other than individual.</td>
</tr>
<tr>
<td>Less than 50 kg</td>
<td>Hashish</td>
<td>Not more than 2 years. If death or serious injury, not less than 2 years, not more than life. Fine $1 million individual, $5 million other than individual.</td>
<td>Not more than 5 years. If death or serious injury, not less than 5 years, not more than life. Fine not more than $1 million individual, $5 million other than individual.</td>
</tr>
<tr>
<td>Less than 10 kg</td>
<td>Hashish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 kg</td>
<td>Hashish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Compiled by UAB Substance Abuse Program from the following resources:
Drug Data: What Everyone Needs to Know about Mood-altering Drugs, Comp Care Publications, Minneapolis.

### ATTACHMENT B.1

**Alcohol — Effects**

(55 Federal Register 33591)

Alcohol consumption causes a number of marked
changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Uses and Effects of Controlled Substances
See Attachment B.2 for additional information concerning health risks involved in drug use.

ATTACHMENT C
"Drug and Alcohol Counseling, Treatment, and Rehabilitation Programs"

December 14, 1991

Student Services
The Campus Assistance Program is designed to address the following issues: continued longitudinal needs assessments, campus community awareness, enlistment of support from all campus segments, identification of high-risk students, early intervention, development of peer counseling and support groups, and referral to on/off campus resources and treatment facilities when indicated. The following are on-campus programs available to students.

Campus Assistance Program
Wellness Center
Hill University Center - Suite 460
934-5816

UB Mental Health Services
Center for Psychiatric Medicine
1713 Sixth Avenue South
Birmingham, AL 35294-0018
ACCESS line 934-7008

UB Substance Abuse Program
401 Beacon Parkway West
Birmingham, AL 35209
917-3733

Other non-UB, off-campus services are available in the Birmingham area and in many of the foreign countries in which UAB conducts programs of study. Such counseling, treatment, and rehabilitation services are too numerous to list here, but anyone needing assistance with locating such off-campus or foreign country services may contact one of the programs listed above or the UAB Center for International Programs, as appropriate.

UAB STUDENT RECORDS POLICY
The General Education Provisions Act, Section 438, as amended, and the regulations promulgated for the enforcement of the act, found at 45 Federal Register 30911, as amended at 45 Federal Register 86296, provide that all students enrolled or previously enrolled at the University of Alabama at Birmingham have the following rights in relation to their educational records:
I. General Policy

No information from records, files, or other data directly related to a student, other than public information defined below, shall be disclosed to individuals or agencies outside the university without the written consent of the student, except those disclosures set forth in paragraph IX.

II. Definition of Educational Record

Student educational records are defined as those records, files, documents, and other material which contain information directly related to students and which are maintained by UAB or a party acting for UAB. Records of instructional, supervisory, and administrative personnel which are in the sole possession of the maker and accessible only to the maker or a substitute are specifically excluded from this definition of educational record. Educational records of students are not available to UAB Police personnel, and records of the University Police, which, at UAB, are maintained separately from educational records, are maintained solely for purpose of law enforcement, and are not disclosed to individuals other than law enforcement personnel of the same jurisdiction, are not part of the educational record. Records which are made or maintained by physicians, psychiatrists, psychologists, or other professionals or paraprofessionals and which are maintained in connection with treatment and are not available to anyone else are also excluded from a student’s educational record, but such records are available to another physician or appropriate professional of the student’s choice if requested. Records which only contain information relating to a person after that person is no longer a student are not considered part of the student’s educational record.

III. Definition of Student

For the purpose of this policy a student is defined as any individual currently or previously enrolled in any academic offering of UAB. It does not include prospective students.

IV. Public Information

The following is a list of public information which may be made available by the university without prior consent of the student and which is considered part of the public record of the student’s attendance: Name, address (local and permanent), telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, schedule of classes, and institution most recently previously attended. The information will not be made available if a student directs a written instruction to the appropriate records official prior to the end of the registration period for any given term.

V. Types and Location of Records

Each school maintains a file on each student enrolled, containing applications, grade reports or other performance evaluations, and correspondence. Some departments or programs maintain similar files. The counseling service, placement service, and financial aid office maintain a file on students who use those services. The university has designated the following officials as responsible for student records within their respective areas: University Registrar, Academic Affairs, Room 207, Hill University Center; Dean and Co-Director, Graduate School, Room 511, Hill University Center; Director of Student Affairs, School of Dentistry, Room 207, School of Dentistry Building; Director of Admissions and Enrollment Services, School of Health-Related Professions, Room 117B, SHRP Building; Associate Director for Records, School of Medicine, Room P100, Volker Hall; Director of Student Services, School of Nursing, Room 105B, School of Nursing Building; Assistant Dean for Student Affairs, School of Optometry, Room 104, School of Optometry Building; Associate Dean for Academic Affairs, School of Public Health, Room 308, Tidwell Hall.

The above shall hereinafter be referred to as “records officials.” Each of these records officials is responsible for maintaining a listing of student records within such records official’s area of responsibility, indicating the location and general content of the records. Any student request concerning records or files, including requests that public information not be disclosed, requests for disclosure to third parties, and requests for access by the student should be directed to this official. Forms for all such requests may be obtained from these officials. These persons will also act as hearing officers when the content of a record is challenged as provided below.

VI. Disclosure of Student Records to the Student

The student is accorded the right to inspect, in the presence of a university staff member, records, files, and data primarily and directly related to the student. To inspect a file a student should go to the office of the appropriate records official and initiate a request in writing. If a student desires to obtain copies of the items in the educational record rather than personally reviewing the record, the written request to the records official for copies must be signed and notarized to prevent disclosure to persons other than the student. A time for inspection shall be granted within 45 days of the date of the request, and copies will be mailed within the same time period. Copies shall be made and provided to the student at a cost to the student equal to actual cost of reproduction and payable in advance.

The right of inspection does not include financial statements of parents, confidential recommendations placed in the file prior to January 1, 1975, provided that such recommendations were solicited with a written assurance of confidentiality or sent or retained with a documented understanding of confidentiality and used only for the purpose solicited, and other confidential recommendations, access to which has been waived by the student in accordance with paragraph VIII.

VII. Challenging the Contents of the Record

UAB will respond to any reasonable request for an explanation or interpretation of any item in a student’s file. Requests for such explanation or interpretation should be addressed in writing to the appropriate records official.

If, after inspecting a record, a student believes that information contained in the educational record is inaccurate or misleading or violates his or her privacy, the student may request that the record be amended by presenting such request in writing to the appropriate records official. A request that the record be amended shall be answered by the records official within 15 days of its receipt with information that the record has been amended as requested or that the record has not been amended and that the student has a right to a hearing on the matter. A written request for a hearing should be addressed to the appropriate records official as list-
ed in V, who will set a date and time for hearing with reasonable notice of same to the student within 45 days of receiving the request.

The request for hearing should identify the item or items in the file to be challenged and state the grounds for the challenge, e.g., inaccuracy, misleading nature, inappropriateness. The records official shall examine the contested item, shall hear the person responsible for placing the item in the file if appropriate, and shall examine any documents or hear any testimony the student wishes to present. A student may be assisted or represented by individuals of his or her choice, including an attorney, at his or her own expense. The records official may decide that the item should be retained or that it should be deleted or altered. The records official shall issue a written decision, based solely on the evidence presented at the hearing, within 10 days of the conclusion of the hearing. If the decision is adverse to the student, the notice of decision shall include a statement that the student has the right to place a statement in the record commenting on the information and/or setting forth reasons for disagreeing with the decision.

VIII. Waiver of Access

UAB may request that a student waive the student's right to inspect confidential recommendations regarding the student's application for admission, provided that the student be notified, upon request, of the names of all those providing the recommendations, the recommendations are used only for the purpose solicited, and the waiver is not a condition of admission or any other benefit. Confidential recommendations respecting application for employment or the receipt of an honor or other recognition may also be waived. A waiver may be revoked with respect to actions occurring after revocation by so notifying the records official in writing.

IX. Providing Records to Third Parties

The general policy of UAB is to refuse access to or disclosure of information from student records to third parties without the written consent of the student. Should a student wish to have such records released, a signed and dated written request must be directed to the proper records official, specifying the records to be released, the reason for release, the party or class of parties to whom records are to be released, and a request for copies to the student, if desired. UAB will then transfer or grant access to the information. The transferred information shall contain a statement that the information may be used by the receiving party or, if an organization, by its officers, agents, and employees for the purpose requested, but that the party shall not transfer the information to any other party except with the written consent of the student. A charge not to exceed the actual cost of reproduction will be assessed against the student when copies are made for the party or the student.

Student records are available to the following persons with the accompanying conditions without written consent of the student:

1. Instructional or administrative personnel whose duties include responsibilities to students which in the institution reasonably require access to student records.

2. Officials of other schools in which a student seeks to enroll. UAB will make a reasonable attempt to notify the student of the transfer, as well as the student's right to a copy, upon request, and the right to a hearing to challenge the contents if desired.

3. Certain representatives of federal departments or agencies or state educational authorities as provided by law. In absence of consent or specific authorization by federal law of the collection of personally identifiable data, data collected by excepted officials shall be protected in a manner which will not permit personal identification of students and parents by other than those officials, and personally identifiable data shall be destroyed when no longer needed.

4. Financial aid officers or their assistants in connection with the application for or receipt of financial aid, provided that personally identifiable information may only be disclosed for the purpose of determining eligibility, amount, and conditions and to enforce terms and conditions.

5. Organizations conducting studies for administrative evaluation, tests, etc., provided that studies are not conducted in a manner which will permit personal identification of students or their parents by other than representatives of the organization and that the information will be destroyed when no longer needed for the purposes collected.

6. Accrediting organizations.

7. Other appropriate persons in an emergency to protect health or safety of students or others. In determining appropriateness of disclosure, consideration will be given to the seriousness of the threat to health or safety of the student and others, the need for information to meet the emergency, whether the parties requesting information are in a position to deal with the emergency, and the extent to which time is of the essence.

8. In response to lawful subpoena or court order.

UAB will keep a record, indicating the name and legitimate interest of all disclosures except those made to a student, those made pursuant to written consent, those designated as public information, and those made to persons at UAB with a legitimate educational interest. This record of disclosure will become a part of the educational record, subject to inspection and review.

X. The UAB Student Records Policy shall be published in the catalog of each school, and a copy shall be displayed prominently on a bulletin board in each school. In order to comply with the requirement that UAB give annual notice of this policy to enrolled students, a short notice of the policy shall be included in the Class Schedule for each term.

XI. Any student who believes that UAB has violated his or her right to access or privacy of educational records as established by the Family Education Rights and Privacy Act of 1974, as amended, the accompanying regulations published at 45 Federal Register 30911, as amended at 45 Federal Register 86296, and this policy may address a complaint to:

The Family Educational Rights and Privacy Act Office
Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

University Policies 73
UAB recognizes that research and scholarship should be encouraged and carried out without regard to financial gain from licensing fees, royalties, or other such income. However, UAB also recognizes that patentable inventions, discoveries, software programs, and other intellectual property often arise from UAB-related student efforts.

The policies governing the administration of inventions are included in the Board of Trustees Rule 509 and in the UAB Patent Policy. Other institutional policies govern other forms of intellectual property including computer software. Those policies also provide recognition and incentive to inventors and at the same time ensure that UAB shares in the rights pertaining to inventions in which it has an investment. Any income accruing to UAB is used in the furtherance of UAB’s academic mission.

Disclosure of discoveries and inventions which appear to have commercial value and/or utility should be made to the UAB Research Foundation. Inventions or discoveries which are related to UAB effort or which are developed using UAB resources or facilities must be assigned to UAB. Therefore, students may not themselves assign or grant any option to any such intellectual property developed during the course of their enrollment without a release from UAB.

Questions concerning intellectual property rights should be directed to the UAB Research Foundation.
Primary Faculty

Acton, Ronald T., Professor, Epidemiology and International Health; Ph.D. (UAB); Special Interest: Immunology

Alexander, Greg R., Professor, Maternal and Child Health; M.P.H. (South Carolina), Sc.D. (Johns Hopkins); Special Interests: Perinatal Epidemiology, Public Health Leadership Development, Needs Assessment and Performance Monitoring

Allen, Susan, Associate Professor, Epidemiology and International Health; M.D. (Duke), M.P.H. (UC-Berkeley); Special Interest: Clinical Epidemiology

Barbone, Fabio, Associate Professor, Epidemiology and International Health; M.D. (Trieste), Dr.P.H. (UAB); Special Interest: Clinical Epidemiology

Bartolucci, Alfred, Professor, Biostatistics; M.A. (Catholic University of the Americas), Ph.D. (SUNY, Buffalo); Special Interests: Clinical Trials, Survival Analysis, Bayesian Statistics

Beall, Colleen, Research Assistant Professor, Epidemiology and International Health; Dr.P.H. (UAB); Special Interest: Occupational Epidemiology

Bellis, Jeffrey M., Assistant Professor, Health Behavior; M.A., Ph.D. (Rhode Island); Special Interests: Infectious Disease Epidemiology, Reproductive Epidemiology, International Health

Bronstein, Janet M., Associate Professor, Health Care Organization and Policy; Ph.D. (Kentucky); Special Interest: Health Care Delivery

Brown, David, Assistant Professor, Epidemiology and International Health; M.A. (California-Riverside), M.P.H. (Loma Linda), Ph.D. (UAB); Special Interests: Cancer Epidemiology, Occupational Epidemiology, Epidemiologic Methods, Biomarkers and Molecular Epidemiology

Capilouto, Eli, Professor and Dean, Health Care Organization and Policy; D.M.D. (Alabama), M.P.H. (UAB), Sc.D. (Harvard); Special Interest: Cost-Effectiveness Analysis/Program Evaluation

Capper, Stuart A., Associate Professor, Health Care Organization and Policy; M.P.H., Dr.P.H. (Tulane); Special Interest: Health Planning and Public Health Practice Case Research

Cecil, Heather, Assistant Professor, Maternal and Child Health; M.A., Ph.D. (University of Houston); Special Interests: Adolescent Health Behaviors, STD and HIV Prevention, Research Methodology

Cheung, Herbert C., Professor, Biochemistry; Biostatistics; M.S., Ph.D. (Rutgers); Special Interest: Biochemical Thermodynamics and Kinetics

Clark, Leslie, Associate Professor, Health Behavior; M.P.H. (Emory), Ph.D. (UCLA); Special Interest: HIV/AIDS, STD, and Research Methodology

Cockerham, William, Professor, Health Behavior; Ph.D. (California, Berkeley); Special Interest: Health Behavior, Comparative Health Care Systems

Coombs, David W., Associate Professor, Health Behavior; M.P.H., Ph.D. (Florida); Special Interests: Mental Health, International Health

Cornell, Carol, Associate Professor, Health Behavior; Ph.D. (Yale); Special Interests: Cardiovascular Behavioral Medicine (etiology and prevention), Women's Health, Community Interventions

Crawford, Myra A., Assistant Professor, Health Behavior; M.A., M.F.A., M.P.H., Ph.D. (UAB); Special Interest: Health Education and Health Behavior

Davies, Susan L., Assistant Professor, Health Behavior; Ph.D. (UAB); Special Interests: Obesity, Smoking Cessation, Adolescent Risk Behaviors

Delzell, Elizabeth, Professor, Epidemiology and International Health; M.S.P.H. (North Carolina), S.D. (Harvard); Special Interest: Occupational Epidemiology, Chronic Disease Epidemiology

Dignan, Mark B., Professor, Health Behavior; Ph.D. (Tennessee); M.P.H. (North Carolina); Special Interest: Cancer Control, Community Interventions, Surveillance

Dillon, H. Kenneth, Associate Professor, Environmental Health Sciences; M.A., Ph.D. (Vanderbilt); Special Interest: Exposure Assessment

Duncan, W. Jack, Professor and University Scholar, Health Care Organization and Policy; M.B.A., Ph.D., (Louisiana State); Special Interest: Strategic Management and Administrative Theory

Forman, Henry Jay, Professor and Chair, Environmental Health Sciences; Ph.D. (Columbia); Special Interests: Molecular Pharmacology and Toxicology

Funkhouser, Ellen, Assistant Professor, Epidemiology and International Health; M.S. (Indiana), Dr.P.H. (UAB); Special Interest: Cancer, HIV Methodology, Methods

Galvin, Melissa, Associate Professor, Health Behavior; M.P.H., Ph.D. (UAB); Special Interest: Health Promotion and Aging

Gibney, Laura M., Assistant Professor, Epidemiology and International Health; Ph.D. (Stanford), M.A. (McGill); Special Interests: Reproductive Health, HIV/AIDS Intervention Research

Ginter, Peter M., Professor and Chair, Health Care Organization and Policy; M.B.A., Ph.D., (University of North Texas); Special Interest: Strategic Management

Go, Rodney C., Professor, Epidemiology and International Health; Ph.D. (Hawaii); Special Interest: Population Genetics

Goodson, Linda W., Instructor, Center for Community Health Resources Development; R.N. (UAB); Special Interest: Health Education
Grabowski, David, Assistant Professor; Ph.D. (University of Chicago); Special Interests: Health Economics, Economics of Aging

Green, B. Lee, Assistant Professor, Health Behavior; Ph.D. (Alabama); Special Interest: Community Health, Minority Health, Cancer Prevention

Greene, Paul, Associate Professor, Health Behavior; Ph.D.; Special Interest: Health Promotion and Disease Prevention, Patient Education

Grimley, Diane M., Assistant Professor, Health Behavior; M.A., Ph.D. (Rhode Island); Special Interests: Behavior Change Theory; STD Prevention; Multimedia Interactive Behavior Change Program

Hardin, James Michael, Associate Professor, Biostatistics; M.S. (Florida State), M.A., Ph.D. (Alabama); Special Interest: Computational and Mathematical Biostatistics

Harper, Martin, Assistant Professor, Environmental Health Sciences; M.A., M.Sc., Ph.D. (London School of Hygiene and Tropical Medicine); Special Interests: Exposure Monitoring and Assessment

Hickey, Carol A., Associate Professor, Maternal and Child Health; M.S., R.D. (Ohio State), M.A., Ph.D. (Southern Methodist); Special Interests: Nutrition, Medical Anthropology

Ho, Vivian, Associate Professor, Health Care Organization and Policy; Ph.D. (Stanford); Special Interest: Health Economics and Aging Policy

Hovinga, Mary E., Associate Professor, Epidemiology and International Health; M.P.H., Ph.D. (Michigan); Special Interests: Environmental Epidemiology, Developmental Epidemiology

Howard, George, Professor and Chair, Biostatistics; M.S. (North Carolina-Chapel Hill), M.B.A. (North Carolina-Greensboro), M.S.P.H., Dr.P.H. (North Carolina-Chapel Hill); Special Interest: Design and Analysis of Multicenter Clinical Trials, Linear Models

Howard, Virginia, Assistant Professor, Epidemiology and International Health; M.S.P.H. (North Carolina-Chapel Hill); Special Interests: Stroke Epidemiology, Surgical Clinical Trials

Jacobs, Robert R., Professor, Environmental Health Sciences; M.S. (Baylor), Ph.D. (North Carolina); Special Interest: Industrial Toxicology

Jolly, Pauline, Associate Professor, Epidemiology and International Health; M.P.H., Ph.D. (Johns Hopkins); Special Interest: Immunology, Virology, HIV/AIDS and STD's, animal models for HIV

Kaslow, Richard A., Professor, Epidemiology and International Health; M.D., M.P.H. (Harvard); Special Interests: Infectious Disease, Epidemiology, and Immunogenetics

Katholi, Charles R., Professor, Biostatistics; M.S., Ph.D. (Adelphi); Special Interests: Computationally Intensive Statistical Methods, Applied Numerical Analysis, Mathematical Modeling of Biological Systems

Kimerling, Michael, Assistant Professor, Epidemiology and International Health; M.D., M.P.H. (UAB); Special Interests: Tuberculosis, Refugee Health, Operations Research

Kirk, Katharine A., Professor, Biostatistics; M.S., Ph.D. (UAB); Special Interests: Multivariate Analysis, General and Generalized Linear Models, Categorical Data Models

Klapow, Joshua C., Assistant Professor, Health Care Organization and Policy; Ph.D. (California-San Diego); Special Interest: Health outcomes evaluation and psychometric measurement

Kleinstein, Robert N., Professor, Epidemiology and International Health, and Health Care Organization and Policy; B.S., M.Opt., O.D., M.P.H., Ph.D. (California, Berkeley); Special Interest: Public Health Optometry

Klerman, Lorraine V., Professor, Maternal and Child Health; M.P.H., Dr.P.H. (Harvard); Special Interest: Health Care Delivery Systems, Policy Development

Kohler, Connie L., Assistant Professor, Health Behavior; Dr.P.H. (Harvard); Special Interests: Asthma Self Management, Cancer Prevention

Lewis, Cora E., Assistant Professor, Health Behavior; M.D. (Indiana); Special Interests: Health Promotion and Disease Prevention

Liu, Rui-Ming, Assistant Professor, Environmental Health Sciences; M.D., Ph.D. (Tongji Medical University) (China); Special Interest: Toxicology

Macaluso, Maurizio, Associate Professor, Epidemiology and International Health; M.D. (Palermo), Dr.P.H. (UAB); Special Interests: Methods, Cancer, Occupational Health, Reproductive Health

Macrina, David, Associate Professor, Health Behavior; M.S., Ph.D. (Illinois); Special Interest: Health Education

Maetz, H. Michael, Professor and Chair, Epidemiology and International Health; V.M.D. (Pennsylvania), M.P.H. (Harvard); Special Interest: Infectious Disease Epidemiology, Public Health Surveillance

Mason, J. Walter, Professor, Epidemiology and International Health; M.S.Hyg., D.Sc. (Hyg.) (Tulane); Special Interests: Environmental Sanitation in Developing Countries and Rural U.S.A.

McGwin, Gerald, Assistant Professor, Epidemiology and International Health; M.D., Ph.D. (Harvard); Special Interests: Injury Epidemiology, Epidemiological Methods

Mennenmeyer, Stephen T., Associate Professor, Health Care Organization and Policy; M.A., Ph.D. (SUNY, Buffalo); Special Interest: Health Economics

Milby, Jesse, Professor, Health Behavior; Ph.D., (Alabama); Special Interest: Substance Abuse

Morrissey, Michael A., Professor, Health Care Organization and Policy; M.A., Ph.D. (Washington); Special Interest: Health Economics and Insurance

Mukherjee, Snigdha, Assistant Professor, Health Behavior; Ph.D. (Akron); Special Interest: Program Evaluation, HIV/AIDS, STD, Survey Research Methodology, International Health

Mulvihill, Beverly A., Assistant Professor, Maternal and Child Health; M.E.D., Ph.D. (Texas Women’s University); Special Interests: Maternal and Child Health/Child Development/Children with Special Needs
Adjunct, Voluntary, and Emeriti Faculty

Alarcon, Graciela S., Professor, Epidemiology and International Health; M.D., M.P.H.; Special Interest: Immunology; Rheumatic Disorders

Alphin, Thomas H., Professor Emeritus, Health Care Organization and Policy; B.S., M.S., M.D.; Special Interest: Public Health Policy

Arnold, Kenneth E., Adjunct Assistant Professor, Health Care Organization and Policy; B.S., M.P.H., J.D.; Special Interest: Health Law

Arzt, Lynn, Adjunct Associate Professor, Health Behavior; M.D.; Special Interest: Health Promotion and Health Education

Austin, Harland D., Associate Professor, Epidemiology and International Health; D.Sc.; Special Interest: Epidemiologic Methodology

Blackwell, Richard E., Professor, Epidemiology and International Health; M.A., Ph.D., M.D.; Special Interest: Reproductive Health

Blankson, Mary L., Assistant Professor, Maternal and Child Health; M.D., M.P.H.; Special Interest: Maternal and Child Health

Boll, Thomas J., Professor, Maternal and Child Health; M.S., Ph.D.; Special Interest: Maternal and Child Health

Oestenstad, R. Kent, Associate Professor and Assistant Dean for Student Affairs, Environmental Health Sciences; M.S.P.H., Ph.D. (UAB); Special Interest: Industrial Hygiene

Pass, Mary Ann, Research Associate Professor, Maternal and Child Health; M.D., M.P.H. (UAB); Special Interest: Children with Special Health Care Needs

Petersen, Donna J., Associate Professor and Associate Dean for Academic Affairs, Maternal and Child Health; M.H.S., Sc.D. (Johns Hopkins); Special Interests: Maternal and Child Health Programs and Policy, Health Care Delivery Systems

Phillips, Martha, Assistant Professor, Epidemiology and International Health; M.Ed., Ed.S. (Georgia), M.P.H., Ph.D., (UAB); Special Interests: Chronic Disease Epidemiology; Cardiovascular Diseases, Women and Children; Racial Disparities

Pulley, LeVonne, Assistant Professor, Health Behavior; Ph.D. (Texas); Special Interest: Survey Research, Health of Women, Minorities, and Elderly

Rahn, Ronald O., Professor, Environmental Health Sciences; Ph.D. (Brandeis); Special Interest: Environmental Chemistry

Raczynski, James M., Professor and Chairman, Health Behavior; M.S., Ph.D. (Penn State); Special Interest: Health Promotion and Disease Prevention; Cardiovascular Disease Prevention

Richards, James M., Je., Professor, Health Behavior; M.A., Ph.D. (Utah); Special Interest: Health Education and Health Behavior

Roseman, Jeffrey M., Professor, Epidemiology and International Health; M.D. (Pritzker), Ph.D. (Chicago), M.P.H. (North Carolina); Special Interest: General Epidemiology

Roy, Deodutta, Professor, Environmental Health Sciences; M.S., Ph.D. (Jawaharlal Nehru); Special Interest: Molecular Environmental Toxicology

Sathiakumar, Nalini, Associate Professor, Epidemiology and International Health; M.D. (Stanley), Dr.P.H.(UAB); Special Interest: Occupational and Environmental Epidemiology

Schumacher, Joseph, Assistant Professor, Health Behavior; Ph.D., (Alabama); Special Interest: Substance Abuse

Schwebke, Jane, Associate Professor, Epidemiology and International Health; M.D.; Special Interest: Public Health Services and Infectious Diseases

Shelton, Brent J., Associate Professor, Biostatistics; M.S., Ph.D. (North Carolina-Chapel Hill); Special Interests: Linear Models Estimation for Incomplete Responses and Covariance

Singh, Karan P., Professor, Biostatistics; M.Sc. (Haryana Agricultural), M.S. (Old Dominion), Ph.D. (Memphis State); Special Interests: Cancer Modeling, Logistic Models, Risk Assessment, Survival Analysis, AIDS Research

Smith, Delia, Assistant Professor, Health Behavior; Ph.D., (Rutgers); Special Interest: Obesity and Eating Disorders

Stalker, Varena, Instructor, Health Behavior; M.P.A., (UAB); Special Interests: Community Organization and Development

Stephens, Jerry W., Librarian and Director, Mervyn H. Sterne Library; Assistant Professor of Accounting; B.S., M.B.A. (UAB), M.L.S., Ph.D. (Alabama); Special Interest: Information Systems

Stinnett, Aaron A., Assistant Professor, Health Care Organization and Policy; M.S.P.H. (UAB), Ph.D. (Harvard); Special Interests: Outcomes Research

Telfair, Joseph, Associate Professor, Maternal and Child Health; M.S.W., M.P.H. (UC-Berkeley), Dr.P.H. (Johns Hopkins); Special Interests: Community Program Development and Evaluation, Ethnicity and Health, Practice-Based Issues and Research with Children and Adolescents with Chronic Conditions, Public Health Social Work

Trawinski, Irene M., Associate Professor, Biostatistics; M.S. (Illinois), Ph.D. (Virginia Polytechnic Institute); Special Interests: Multivariate Analysis, Mathematical Statistics, Probability

Tucker, Jolie A., Professor, Health Behavior; M.A., Ph.D. (Vanderbilt), M.P.H. (UAB); Special Interest: Substance Abuse, Mental Health, HIV

Vermund, Sten H., Professor, Epidemiology and International Health; M.D. (Albert Einstein), M.Sc. (London), Ph.D. (Columbia); Special Interests: Infectious Disease Epidemiology, HIV/STD, Cancer, International Health

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