

Community Health

For detailed information regarding admission requirements for the School of Education graduate programs, please visit the Admissions Requirements website at <https://www.uab.edu/education/studentservices/admissions>.

Overview of Our Programs

The Community Health and Human Services program at UAB is designed to prepare students to work in professional health settings including national/state health organizations, clinical-based programs, and community-based non-profit agencies. In addition to studying contemporary health content, students are guided in the process of assessing community needs, planning, implementing, and evaluating health-related programs and interventions which correspond to the National Commission for Health Education Credentialing professional standards. Students are provided numerous opportunities to practice advanced health education specialist tasks via Instructor lead community-based projects and purposefully designed service learning experiences.

Graduate Certificate in Health Education

The Graduate Certificate in Health Education is designed for students who desire to work in the community or enhance their skills in academia and seek preparation at the graduate level in community health, but not a full master's degree. The Graduate Certificate in Health Education is also designed for students wishing to obtain eligibility for the Certified Health Education Specialist Examination that have a degree in a complimentary field but do not currently have the corresponding coursework. This certificate will formally recognize UAB students and community professionals who have sought out necessary skills and training in community health education. All courses are offered online.

Master of Arts in Education (M.A.Ed.): Community Health (Online)

The Community Health and Human Services program at UAB prepares students for advanced employment opportunities beyond the bachelor's degree level with a M.A.Ed. in Community Health. Work settings include public, volunteer, and private health agencies, community health clinics, hospitals, and worksites. Students gain skills in health education program planning, implementation, evaluation, and administration. Students are provided numerous opportunities to practice advanced health education specialist tasks via Instructor led community-based projects and purposefully designed service learning experiences. Students learn research-based protocol and may choose to complete either a thesis or an internship upon degree completion. Required courses include research design, the advanced health education/promotion specialist, program planning, evaluation, and administration, along with health behavior theory. Course work is aligned with responsibilities and competencies of advanced level health education specialists developed by the National Commission for Health Education Credentialing (www.nchec.org). This program of study has been developed to include the knowledge and competencies needed to prepare students for either the Certified or Master Certified Health Education Specialist (CHES/MCHES) examination.

Masters of Arts in Education (M.A.Ed.): Community Health with a Graduate Certificate in Nonprofit Management (Online)

Through this joint venture between the Community Health and Human Services program and the Department of Political Science and Public Administration, students learn advanced health education programming planning, implementation, and evaluation competencies as well as nonprofit management skills such as grant writing, fundraising, and public service. The program prepares students to lead in non-profit, public health agencies, government roles, and worksites.

M.A.Ed. Admission Process (Online)

Consideration for admission to the master's degree program will occur each Fall and Spring term. The completed application packet must be received by the Community Health and Human Services Program from the Graduate School by the dates shown:

Entry Term	Deadline
Fall	April 30
Spring	October 30

Admission to graduate study in Community Health and Human Services is initiated through the Graduate School and all required materials are to be submitted per specified instructions delineated by the Graduate School. M.A.Ed. applicants should have a cumulative GPA of 2.50. The M.A.Ed. program does not require that student complete the MAT/GRE examination. In rare cases, applicants who do not meet aforementioned standards may be considered for admission.

In addition, applicants must address several questions in writing that reflect the applicant's background, development, pertinent work-related experience, and professional career objectives relating to careers in Community Health. Applicants will also be required to submit a professional resume. All applications for graduate admission are reviewed by the Community Health and Human Services faculty and may be given one of two decisions: a) admit or b) not admit.

Graduate Traineeship in Pediatric Pulmonary Care (with School of Health Professions)

A Graduate Traineeship in partnership with the UAB Pediatric Pulmonary Center (PPC) is offered to a student currently trained as a respiratory therapist. Prospective students are those desiring a graduate degree in Community Health and Human Services; is interested in pediatric pulmonary care; and aspires to positions of leadership. One trainee is selected per year. The traineeship features a combination of planned coursework, hospital rounds, pulmonary clinics, patient and family education, and research experience. This interdisciplinary training program is offered to graduate students in Respiratory Therapy - Community Health and Human Services, nursing, nutrition, social work and medicine. Training is provided in each of the Maternal and Child Health Leadership Competencies. The Traineeship includes a monthly stipend (for up to 12 months) and tuition assistance (limited to U.S. citizens or to individuals with a permanent visa).

For more information go to uab.edu/medicine/peds/ppc or contact: LaShonna Stodghill, MAE, RRT, AE-C, lashonna.stodghill@childrensal.org or Dr. Laura Forbes at ltalbott@uab.edu.

Student Professional Dispositions

Community Health and Human Services faculty individually review the professional dispositions (behaviors and attitudes) of students within each course in accordance with the School of Education's policy and procedure. Additionally, faculty will collectively review student dispositions

and overall progress in the program at the end of each semester. Dispositional areas identified as deficient could result in termination from the program.

Graduate Program Policies

No individual course grade below "C" will be accepted. Each course with an earned grade below "C" must be repeated. Repeating a required health education course more than twice is not permitted. If a student receives a grade lower than a "C" after their second attempt, he or she will be dismissed from the Community Health and Human Services program and not allowed readmission.

Non-Degree Seeking Graduate Students

Following admission to the UAB Graduate School, students may enroll in elective Community Health and Human Services courses as "non-degree seeking" students with the permission of the instructor. Non-degree seeking students are limited to 12 hours of coursework. It is essential for non-degree seeking students to make an advising appointment with a faculty member prior to enrolling in elective courses as some elective courses have pre-/co-requisites. Non-degree seeking students are not permitted to take "core" health education courses prior to admission. Enrolling and passing non-degree seeking coursework does not guarantee admission into a masters or doctoral degree program. Admission criteria (cumulative GPA, recommendations, and written statement) are the primary factors considered when reviewing student suitability for admission to a program.

Graduate Certificate in Health Education

The last decade has seen significant emphasis being placed on the ability of professionals in non-profit, governmental and agency settings to have the skills and training needed to effectively plan, implement and evaluate health related policies and programs. Skills such as grant writing, budgeting, assessing needs of the service population, and using an ecological lens to develop meaningful interventions are only a few of the needed competencies in today's job market. This certificate is for students who have a desire to work in the community or enhance their skills in academia and want some preparation at the graduate level in health education, but not a full master's degree. This certificate is also appropriate for those already working in community agencies who want advanced skills and knowledge of how to conduct successful health-related interventions using a community based participatory research approach.

The Graduate Certificate in Health Education is designed for students who have a desire to work in the community or enhance their skills in academia and want some preparation at the graduate level in community health, but not a full master's degree. This certificate will formally recognize UAB students and community professionals who receive the necessary skills and training in community health education. All courses are offered online.

Requirements	Hours
CHHS 631 Applied Planning and Implementation of Health Education/Promotion Programs	3
CHHS 632 Advanced Administration of Health Education/Promotion Programs	3
CHHS 642 Applied Behavioral Theory and Health Education/Promotion	3
CHHS 697 Community-Based Approaches to Evaluation and Grantsmanship of Health Education/Promotion Programs	3

Choose One of the Following Options		3
CHHS 606	Advanced Issues of Disease Prevention in Health Education/Promotion	
CHHS 610	The Advanced Health Education/Promotion Specialist	
CHHS 621	Advanced Health Communications in Health Education/Promotion	
CHHS 689	Intervention Strategies for Health Education/Promotion	
Total Hours		15

Graduate Certificate in Health Coaching

The online Graduate Certificate in Health Coaching prepares individuals to design, conduct, and evaluate clinical and non-clinical health behavior change via wellness-oriented coaching interventions. Students will be provided with the skills needed to conduct individual or small group coaching sessions. Students will also learn the fundamentals of chronic disease prevention and strategies to help improve the health status of coaching clients.

Over the last decade, significant emphasis has been placed on the ability of professionals in non-profit, governmental, agency, and clinical setting to have the skills and training needed to effectively plan, implement and evaluate health interventions. This certificate helps individuals gain those skills to work as health coaches in those organizations or independently.

Students wishing to pursue the health coaching certificate must apply through the UAB Graduate School. A student who has completed the health coaching certificate and would like to apply to the [master's degree program in community health](#) must complete all application requirements as outlined in the UAB Graduate School guidelines. A maximum of four certificate courses may be applied toward the master's degree once the student has been admitted to the program.

Requirements	Hours
Required Courses	
KIN 607 Principles of Coaching	3
CHHS 624 Advanced Health Coaching in Health Education/Promotion	3
CHHS 689 Intervention Strategies for Health Education/Promotion	3
Select two from the following	6
CHHS 601 Current Readings in Health Education	
CHHS 602 Advanced Principles of Mental Health, Stress, & Well-being	
CHHS 608 Advanced Principles of Substance Abuse Prevention and Education	
CHHS 621 Advanced Health Communications in Health Education/Promotion	
CHHS 623 Sexuality Education: Theory and Practice	
CHHS 642 Applied Behavioral Theory and Health Education/Promotion	
ECG 616 Motivational Interviewing	
EPR 610 Child Psychology	
EPR 614 Lifespan Human Development	
KIN 651 Issues and Problems in Coaching	
KIN 656 Advanced Sport Psychology	
Total Hours	15

Graduate Certificate in Health Promotion across the Lifespan

The Graduate Certificate in Health Promotion Across the Lifespan intends to prepare students to address community health concerns from birth to older adult life. In the recent past, emphasis has been placed on the ability of professionals in non-profit, governmental and health agency settings to have the skills and training needed to effectively implement health interventions for a variety of people groups within diverse settings. Skills such as planning interventions for diverse community groups; providing effective programming in a variety of settings including schools and worksites; assessing needs of the service population; and using a client-centered lens to develop meaningful interventions are only a few of the needed competencies in today's job market.

The Graduate Certificate in Health Promotion Across the Lifespan is a program that consists of eighteen credit hours (6 CHHS courses). All courses can be completed within one academic year.

Requirements	Hours
CHHS 632 Advanced Administration of Health Education/Promotion Programs	3
Select two from the following:	6
CHHS 611 Interdisciplinary Approaches to School Health Education/Promotion	
CHHS 612 Student Health and Well-Being in Higher Education	
CHHS 662 Advanced Worksite Health Education/Promotion	
Select two from the following:	6
CHHS 602 Advanced Principles of Mental Health, Stress, & Well-being	
CHHS 608 Advanced Principles of Substance Abuse Prevention and Education	
CHHS 623 Sexuality Education: Theory and Practice	
CHHS 698 Lifespan Dimensions in Women's Health and Nutrition	
Total Hours	15

Students earning the MAEd in Community Health and completing two electives in lieu of the internship may not apply those same elective credits to this certificate. Program coordinator approval for course substitutions will be required and may include but are not limited to: CHHS 601, CHHS 611, CHHS 612, CHHS 640, EPR 610, EPR 614, KIN 607

M.A.Ed. in Community Health

Designed to prepare individuals for advanced health education and promotion careers in agencies, schools, worksites, and allied health care settings. All courses are offered online. This program is aligned with the National Commission for Health Education Credentialing standards and prepares students to sit for the Certified Health Education Specialist (CHES) or the Master Certified Health Education Specialist (MCHES) examination. CHES/MCHES provides evidence of competency of the knowledge, skills and application of the Areas of Responsibilities defining the role of an entry or masters-level health educator. Program options allow students to select a thesis, internship, or course work completion option based on approval of the Graduate Program Director and prior professional work experience of the individual student.

Master of Arts in Education in Community Health (Online)

Admission Requirement and Prerequisites

In addition to the general admission requirements of the Graduate School, it is preferred that applicants have passed an undergraduate or graduate level BY or CH course. Undergraduate level Chemistry, Anatomy, and Physiology courses are preferred program prerequisites.

Plan I - 39 hours and Thesis

This is an online program.

Requirements	Hours
Major Courses	
EPR 594 Introduction to Educational Research Design	3
CHHS 606 Advanced Issues of Disease Prevention in Health Education/Promotion	3
EPR 609 Statistical Methods and Research in Education: Intermediate	3
CHHS 610 The Advanced Health Education/Promotion Specialist	3
CHHS 621 Advanced Health Communications in Health Education/Promotion	3
CHHS 631 Applied Planning and Implementation of Health Education/Promotion Programs	3
CHHS 632 Advanced Administration of Health Education/Promotion Programs	3
CHHS 642 Applied Behavioral Theory and Health Education/Promotion	3
CHHS 689 Intervention Strategies for Health Education/Promotion	3
EPR 696 Qualitative Research: Inquiry and Analysis	3
CHHS 697 Community-Based Approaches to Evaluation and Grantsmanship of Health Education/Promotion Programs	3
Thesis (6 hours of CHHS 699)	6
CHHS 699 Thesis Research (Responsible Conduct of Research Training Must Be Completed Prior to Advancement to Candidacy)	
Total Hours	39

Plan II - 39 hours and Internship

This is an online program.

Requirements	Hours
Major Courses	
EPR 594 Introduction to Educational Research Design	3
EPR 596 Introduction to Qualitative Methods in Educational Research	3
CHHS 606 Advanced Issues of Disease Prevention in Health Education/Promotion	3
CHHS 610 The Advanced Health Education/Promotion Specialist	3
EPR 608 Introduction to Statistical Methods in Educational Research	3
CHHS 621 Advanced Health Communications in Health Education/Promotion	3
CHHS 631 Applied Planning and Implementation of Health Education/Promotion Programs	3
CHHS 632 Advanced Administration of Health Education/Promotion Programs	3

CHHS 642	Applied Behavioral Theory and Health Education/Promotion	3
CHHS 689	Intervention Strategies for Health Education/Promotion	3
CHHS 697	Community-Based Approaches to Evaluation and Grantsmanship of Health Education/Promotion Programs	3
CHHS 693	Advanced Field Experience in Community Health Education	6
Total Hours		39

Comprehensive Examination (Non-Thesis and Course Work Options Only)

Students with at least one year of full time work (Non-Thesis Option Only) in the health education/promotion field approaching degree completion may opt to complete six additional hours of advisor approved CHHS coursework rather than an internship. The level of work experience will be determined by the CHHS Graduate Program Director. Non-Thesis M.A.Ed. examples of course work may include but are not limited to: CHHS 598, 601, 602, 608, 611, 612, 621, 623, 640, 662, 692, or 742.

M.A.Ed. students with less than one year of full time work in the health education/promotion field approaching degree completion will be required to complete an internship experience. Students must complete a supervised internship at a pre-approved community health education/promotion site. Students must also complete the M.A.Ed. comprehensive examination during their last semester of coursework. The comprehensive examination is an opportunity for students to demonstrate the appropriate aptitude for advanced level health education competencies. The comprehensive exam is a culminating task that encompasses the content knowledge and critical thinking skills that a Health Education/Promotion Specialist should possess. A student cannot attempt the internship and comprehensive examination more than twice. Those who cannot complete the internship and examination with a passing score during the second attempt will be dismissed from the program and not allowed readmission. Please contact the CHHS Graduate Program Director for additional information about examination scheduling.

Master of Arts in Education in Community Health (Online) with a Non-Profit Management Graduate Certificate

The M.A.Ed. degree requires a minimum of 45 credit hours for the Community Health with a Non-Profit Management Graduate certificate.

Plan I - 45 hours with Thesis

Requirements	Hours	
EPR 594	Introduction to Educational Research Design	3
CHHS 606	Advanced Issues of Disease Prevention in Health Education/Promotion	3
EPR 609	Statistical Methods and Research in Education: Intermediate	3
CHHS 610	The Advanced Health Education/Promotion Specialist	3
CHHS 631	Applied Planning and Implementation of Health Education/Promotion Programs	3
CHHS 642	Applied Behavioral Theory and Health Education/Promotion	3
MPA 671	Marketing and Fundraising	3
MPA 672	Nonprofit Management	3
CHHS 689	Intervention Strategies for Health Education/Promotion	3

EPR 696	Qualitative Research: Inquiry and Analysis	3
CHHS 697	Community-Based Approaches to Evaluation and Grantsmanship of Health Education/Promotion Programs	3
Graduate Level Elective (choose two)		6
MPA 674	GIS for Managers	
MPA 678	Strategic Planning	
MPA 684	Grants Management	
Thesis (6 hours of CHHS 699)		6
CHHS 699	Thesis Research (Pre-requisite GRD 717)	
Total Hours		45

Plan II - 45 hours with Comprehensive Exam

Requirements	Hours	
EPR 594	Introduction to Educational Research Design	3
EPR 596	Introduction to Qualitative Methods in Educational Research	3
CHHS 606	Advanced Issues of Disease Prevention in Health Education/Promotion	3
EPR 608	Introduction to Statistical Methods in Educational Research	3
CHHS 610	The Advanced Health Education/Promotion Specialist	3
CHHS 631	Applied Planning and Implementation of Health Education/Promotion Programs	3
CHHS 642	Applied Behavioral Theory and Health Education/Promotion	3
MPA 671	Marketing and Fundraising	3
MPA 672	Nonprofit Management	3
CHHS 689	Intervention Strategies for Health Education/Promotion	3
CHHS 697	Community-Based Approaches to Evaluation and Grantsmanship of Health Education/Promotion Programs	3
Graduate Level Elective (choose two)		6
MPA 684	Grants Management	
MPA 674	GIS for Managers	
MPA 678	Strategic Planning	
CHHS 693	Advanced Field Experience in Community Health Education (OR 6 Hours of Additional CHHS Advisor Approved Course Work)	6
Total Hours		45

Student with at least one year of full time work in the health education/promotion field approaching degree completion may opt to complete six additional hours of advisor approved CHHS coursework rather than an internship. Examples of course work may include but are not limited to: CHHS 598, 601, 602, 608, 611, 621, 623, 640, 692, or 742.

Students with less than one year of full time work in the health education/promotion field approaching degree completion will be required to complete an internship experience. The level of work experience will be determined by the CHHS Graduate Program Director.

Comprehensive Examination

Those students completing the program with additional course work or the internship option must also complete the comprehensive examination during their last semester of coursework. The examination is an opportunity for students to demonstrate the appropriate aptitude for advanced level health education competencies. The comprehensive

exam is a culminating task that encompasses the content knowledge and critical thinking skills that a Health Education/Promotion Specialist should possess. A student cannot attempt the internship and comprehensive examination more than twice. Those who cannot complete the examination with a passing score during the second attempt will be dismissed from the program and not allowed readmission. Please contact the CHHS Graduate Program Director for additional information about examination scheduling.

Community Health Promotion

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Community Health Promotion (PhD)

Graduate Program Director: **Dr. Retta Evans**, revans@uab.edu

Ph.D. Community Health Promotion

The PhD program in Community Health Promotion offers a broad-based curriculum emphasizing biological, behavioral, and socio-cultural determinants of health, as well as interventions and policies aimed at improving community health. The curriculum provides students with the coursework, background, and practical experiences to become leading researchers and practitioners in the broad and rapidly growing field of health education and health promotion. Students learn the skills needed to work with individuals and communities to assess health needs, and then effectively plan, implement and evaluate culturally appropriate and theoretically based interventions to improve and promote health and to lessen unhealthy behaviors by addressing knowledge, attitudes, skills, and beliefs in various settings. By the conclusion of the program, students are able to conceptualize the theoretical and philosophical basis of health promotion clearly and conduct their own independent research projects. The curriculum prepares students for careers in academia, clinical research, and leadership roles in community and public health promotion in private industry, as well as non-profit and governmental health organizations.

Ph.D. Admission Process

Consideration for admission to graduate study in health education will occur each Fall for acceptance to start the following Fall term. The completed application packet must be received by the [Community Health and Human Services Program](#) from the Graduate School by the dates shown:

Entry Term	Deadline
Fall	April 30

Candidates for admission must have completed a master's degree from an accredited institution in health education or a health-related field. Admission to doctoral study is initiated through the Graduate School. Applicants will: (a) request official transcripts of all college coursework to send to UAB Graduate School; (b) submit (3) letters of recommendation from professors or others who are qualified to judge your ability to complete doctoral coursework; and (c) submit writing sample(s), such as an essay describing your academic training, professional experiences and career goals. Admission to the program is competitive. The GRE is being waived for the Fall 2022 term.

Ph.D. applicants should have a cumulative GPA of 3.00/4.00 or greater for prior college coursework.

Ph.D. in Community Health Promotion Program of Study

Students may enter the program with a master's degree in health education, or closely related health field. Students with no prior academic background in health education will be required to take these co-requisites: CHHS 610, CHHS 631, & CHHS 697 during years one and two. This will be determined through a review of transcripts by the Graduate Program Director upon admission to the program. A required review of student credentials prior to admission will identify strengths and needs. This review will provide students with a blueprint for their course of study and will be conducted by the program director and faculty advisor. The PhD degree program will require students to complete a minimum of 72 credit hours. Students will meet regularly with a faculty advisor to plan course enrollment.

Research and Statistics Prerequisites: Students are required to have completed the following courses (or equivalents) BEFORE enrolling in the Advanced Research and Statistical Methods Core.

Requirements	Hours
EPR 594 Introduction to Educational Research Design	3
EPR 596 Introduction to Qualitative Methods in Educational Research	3
EPR 608 Introduction to Statistical Methods in Educational Research & EPR 607 Research and Computer Applications to Statistical Analysis	4
EPR 609 Statistical Methods and Research in Education: Intermediate	3
Total Hours	13

The specific components of the PhD program in Health Education and Health Promotion are outlined below.

Ph.D. through the School of Education

Requirements	Hours
Health Promotion CORE Courses	15
CHHS 731 Advanced Theoretic/Scientific Basis of Health Education/Promotion	
CHHS 732 Advanced Planning and Implementation of Health Education/Promotion Programs	
CHHS 740 Evaluation and Research Methods in Health Education/Promotion Programs	
CHHS 742 Health Disparities in Diverse Populations	
CHHS 734 Health Education Seminar I	
CHHS 735 Health Education Seminar II	
CHHS 736 Health Education Seminar III	
Research and Statistical Methods CORE Courses	12
CHHS 606 Advanced Issues of Disease Prevention in Health Education/Promotion	
EPR 696 Qualitative Research: Inquiry and Analysis	
EPR 710 Computer Applications and Advanced Statistical Methods	
Graduate Research Design ¹	
EPR 695 Survey Methods in Educational Research	
EPR 792 Mixed Methods Approaches to Educational Research	
Health Sciences Concentration ²	15
Supervised Research (Pre-requisite GRD 717)	12

Dissertation Hours	18
Total Hours	72

- ¹ Choose one course that fits the needs of your dissertation, with the approval of an advisor. Two examples are listed, but other courses could apply.
- ² Selection of courses pre-approved by doctoral program advisor to build knowledge and skills in a cognate area, e.g. Health Disparities, Research, Global Health, Public Health Policy, Aging and Health, Disabilities and Health.

Comprehensive Examination

A written comprehensive examination is required of all candidates for the Ph.D. degree. To be eligible to sit for comprehensive exams, students must have successfully completed CHHS 731, CHHS 732, CHHS 740 and CHHS 742. Students must register for a minimum of 3 hours of graduate work during the semester in which the comprehensive exam is taken. The exam must be passed unconditionally before the student can defend his/her proposal and be advanced to candidacy.

To prepare, students should review all materials from listed coursework as well as other related courses and supplementary material. This exam is designed to test the student's ability to take a given population and design an appropriate, theory-based health intervention to the situation. Each student must *synthesize and apply* what has been learned throughout the program. On the day of the exam, students will be given questions that require them to write a paper, describing an appropriate, theory based program to address the chosen health issue/population. This must involve thorough planning, implementation, and evaluation. The PRECEDE/PROCEED model should be used as a framework for the paper.

Comprehensive exams will be offered twice each year and is written and graded by the graduate faculty in the doctoral program. Grading of the comprehensive exam is done blinded, and by consensus. Students who fail to achieve passing scores will have one attempt to remediate within a calendar year. If a student fails a section for the second time, they will be dismissed from the program.