

# Interdisciplinary Programs

## Ph.D. in Educational Studies in Diverse Populations (ESDP)

The Ph.D. in Educational Studies in Diverse Populations (ESDP) is to prepare professionals who can conduct research and lead innovation that enhances educational and life outcomes for diverse populations. This would include those who represent cultural or linguistic minorities, those with exceptionalities (gifted and disabled), those from economically challenged (and especially high-poverty) backgrounds, those impacted by gender biases, and those with other relevant learning or behavioral differences. To accommodate the widest range of student research interest in diversity issues there are three concentrations: Context, Culture, and Policy, Pedagogical Studies for Diverse Populations, and Health Disparities within Diverse Populations. This doctoral program is especially suited to preparing graduates with the research acumen needed to move easily into higher educational/postsecondary settings, P-12 central administration at the local, state, and national level, and leadership roles within school based settings, or non-academic positions within nonprofit organizations, specifically those with a research component. The minimum admission requirements are those of the UAB Graduate School. However, admission is highly selective, and most successful applicants have qualifications much higher than the minimum. Application packets must be complete in the Graduate School office before the applicant can be considered for the program.

### Contact Information

For detailed information please visit the program website (<https://www.uab.edu/education/home/graduate/phd-educational-studies-diverse-populations>), or contact [Dr. Andrew McKnight \(anmcknig@uab.edu\)](mailto:anmcknig@uab.edu) (Program Director), [Dr. Tondra Loder-Jackson \(tloderjackson@uab.edu\)](mailto:tloderjackson@uab.edu) (Context, Culture, and Policy Concentration Advisor), [Dr. Susan Spezzini \(spezzini@uab.edu\)](mailto:spezzi@uab.edu) (Pedagogical Studies for Diverse Populations Concentration Advisor), or [Dr. Laura Forbes \(ltalbott@uab.edu\)](mailto:ltalbott@uab.edu) (Health Disparities within Diverse Populations Concentration Advisor).

## The Ph.D. in Health Education / Health Promotion

The Ph.D. in Health Education / Health Promotion is a University of Alabama System degree jointly administered by three units: UAB School of Education, UAB School of Public Health, and UA College of Human Environmental Sciences. Students draw upon the expertise and resources of a diverse and highly qualified faculty. Graduates in the Ph.D. program develop advanced training to become leading researchers, clinicians and faculty in a variety of work settings such as universities, businesses, government agencies, and foundations. We strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually to acquire the knowledge, skills, and dispositions necessary to be highly competent and ethical health education professionals.

This program is designed to provide students with the coursework and practical experience to become leading researchers and practitioners in Health Education and Health Promotion. Course work includes a core of courses in advanced research and statistical methods, social and

behavioral sciences, and the completion of a research internship and dissertation.

For more information regarding the Health Education/Health Promotion program, visit the [Health Education/Health Promotion Graduate Catalog](#) page.

## Ph.D. Health Education/Health Promotion Program of Study

Students may enter the program with a master's degree in health education, or a closely related health field. Prerequisite coursework includes Foundations of Health Education, Health Education Planning and Evaluation, and Research Design and Statistics. These requirements may be corequisite components in the program.

Students entering the program with a master's degree may transfer appropriate coursework to this program; however, this will not reduce the number of courses required. Students will not be required to retake coursework already completed but may be required to complete prerequisites as part of their planned course of study.

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 program accepts applications in the fall for admission to the program during the subsequent fall term.

The PhD degree program will require students to complete a minimum of 73 credit hours: 43 hours of coursework, 12 hours of research internship, and 18 hours of dissertation research. Students will meet regularly with a faculty advisor to plan course enrollment. A minimum GPA of 3.50 is required.

**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. These are not included in the 73 hour degree total.

Requirements	Hours
<a href="#">EPR 594</a> Introduction to Educational Research Design	3
<a href="#">EPR 596</a> Introduction to Qualitative Methods in Educational Research	3
<a href="#">EPR 608</a> Statistical Methods and Action Research & <a href="#">EPR 607</a> and Microcomputer Applications to Statistical Analysis	4
<a href="#">EPR 609</a> 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
<b>I. Health Education and Promotion CORE Courses</b>	
<a href="#">CHHS 731</a> Advanced Theoretic/Scientific Basis of Health Education/Promotion	3
<a href="#">CHHS 732</a> Advanced Planning and Implementation of Health Education/Promotion Programs	3
<a href="#">CHHS 740</a> Evaluation and Research Methods in Health Education/Promotion Programs	3
<a href="#">CHHS 734</a> Health Education Seminar I	1

CHHS 735	Health Education Seminar II	1
CHHS 736	Health Education Seminar III	1
<b>II. Advanced Research and Statistical Methods Core</b>		<b>13</b>
EPI 610	Principles of Epidemiologic Research	
EPR 696	Qualitative Research: Inquiry and Analysis	
EPR 710	Computer Applications and Advanced Statistical Methods	
<b>Graduate Research Design <sup>1</sup></b>		
EPR 695	Survey Methods in Educational Research	
	or EPR 792 Mixed Methods Approaches to Educational Research	
<b>III. 600+ level Coursework in the Social and Behavioral Sciences <sup>2</sup></b>		<b>18</b>
<b>IV. Research Internship (Pre-requisite GRD 717) <sup>3</sup></b>		<b>12</b>
<b>V. Dissertation</b>		<b>18</b>
CHHS 799	Dissertation Research	
Total Hours		73

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> Choose 12 hours of any variation from the following: [CHHS 640](#) and [CHHS 641](#), [CHHS 691](#) and [CHHS 692](#), [CHHS 798](#). Students must complete the GRD 717 pre-requisite before registering in Research Internship.

## 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, and CHHS 740. Students must register for a minimum of 3.0 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. A planning model (i.e. PRECEDE/PROCEED) should be used as a framework for the paper.

The Comprehensive exam 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.

## Doctor of Philosophy in Educational Studies in Diverse Populations

Requirements		Hours
EDC 750	Critical Pedagogy for Diverse Populations	3
EDF 755	Educational Studies in Diverse Populations: Theory of Inquiry	3
EDF 765	Context, Culture, and Policy (CCP) Proseminar	3
CHHS 742	Health Disparities in Diverse Populations	3
Research Courses		
EPR 609	Statistical Methods and Research in Education: Intermediate	3
EPR 696	Qualitative Research: Inquiry and Analysis	3
EPR 710	Computer Applications and Advanced Statistical Methods	3
EPR 792	Mixed Methods Approaches to Educational Research	3
GRD 717	Principles of Scientific Integrity	3
Total Hours		27

## Concentration Courses

### 12-36 Credits

Once the prerequisite coursework has been satisfied, you will follow an interdisciplinary program of study in one of the three concentrations:

- Pedagogical Studies
- Context, Culture, and Policy
- Health Disparities

## Dissertation

### 24 Credits

- Dissertation Seminar: 3 credit hours
- Dissertation Research - (Prerequisite: Admission to candidacy.). Note: one semester with at least 6 credit hours is required
- 9 credits of directed dissertation research or additional research courses specific to intended dissertation

## Ph.D. in Educational Studies in Diverse Populations with a Concentration in Pedagogical Studies

**Active Student Status Prior to Admission to Candidacy:** Students must maintain active student status throughout the doctoral program. Up until being admitted to candidacy, they must enroll in at least one course per year (i.e., three consecutive semesters, including summer).

If students anticipate a break in enrollment of one year or longer, they must submit a leave of absence request to the Graduate School.

Requirements		Hours
Program Core		
EDC 750	Critical Pedagogy for Diverse Populations	3
EDF 755	Educational Studies in Diverse Populations: Theory of Inquiry	3
EDF 765	Context, Culture, and Policy (CCP) Proseminar	3
CHHS 742	Health Disparities in Diverse Populations	3
Research Sequence and Prerequisites		

EPR 609	Statistical Methods and Research in Education: Intermediate <sup>1</sup>	3
EPR 710	Computer Applications and Advanced Statistical Methods <sup>2</sup>	3
or EPR 792	Mixed Methods Approaches to Educational Research	
EPR 596	Introduction to Qualitative Methods in Educational Research	3
EPR 696	Qualitative Research: Inquiry and Analysis <sup>3</sup>	3
<b>Concentration Coursework <sup>4</sup></b>		<b>12-36</b>
EDC 740	Teaching All Learners	3
EDC 760	Engaging Glocal Communities	3
EDC 770	Professional Preparation of College Educators	3
EDC 780	Expanding Literature on Responsive Methodologies	3
<b>Concentration Electives <sup>5</sup></b>		<b>0-24</b>
<b>Dissertation <sup>6</sup></b>		<b>24</b>
EDF 796	Dissertation Seminar	
EDF 799	Dissertation Research	
Total Hours		72-120

- <sup>1</sup> Prerequisites: EPR 594, EPR 607 & EPR 608
- <sup>2</sup> Prerequisites: EPR 609
- <sup>3</sup> Prerequisite: EPR 596
- <sup>4</sup> Students will enroll in discipline-specific sections identified by descriptors that follow the colon in the course title: e.g., ELA/ literacy education, elementary education, special education, TESOL/intercultural com., visual arts education, music education, mathematics education, science education, social science education, and world languages education.
- <sup>5</sup> Students must request approval for previous courses to serve towards their concentration. Courses taken within an earlier degree (e.g., EdS) may serve in meeting the concentration content but cannot count towards the minimum hours required for the PhD. When previous courses are approved for meeting concentration content, fewer than 24 hours of Concentration Electives will be needed. Moreover, if 24 credit hours from the EdS are approved as concentration content, students will not need to take any Concentration Electives.  
**NOTE: To seek a higher ed. faculty position in teacher education, applicants will need 30+ graduate credit hours in their teaching field. To do so, ESDP students should select concentration courses with the prefix of their teaching field prefix, (e.g., math, EESL, ECT).**
- <sup>6</sup> Of these 24 credit hours, 12 hours must be EDF 799.

## Ph.D. in Educational Studies in Diverse Populations with a Concentration in Context, Culture, and Policy

**Active Student Status Prior to Admission to Candidacy:** Students must maintain active student status throughout the doctoral program. Up until being admitted to candidacy, they must enroll in at least one course per year (i.e., three consecutive semesters, including summer).

If students anticipate a break in enrollment of one year or longer, they must submit a leave of absence request to the Graduate School

Requirements	Hours
<b>Program Core</b>	
GRD 717	Principles of Scientific Integrity 3
EDC 750	Critical Pedagogy for Diverse Populations 3

EDF 755	Educational Studies in Diverse Populations: Theory of Inquiry	3
EDF 765	Context, Culture, and Policy (CCP) Proseminar	3
CHHS 742	Health Disparities in Diverse Populations	3
<b>Research Sequence and Prerequisites</b>		
EPR 609	Statistical Methods and Research in Education: Intermediate <sup>1</sup>	3
EPR 710	Computer Applications and Advanced Statistical Methods <sup>2</sup>	3
or EPR 792	Mixed Methods Approaches to Educational Research	
EPR 596	Introduction to Qualitative Methods in Educational Research	3
EPR 696	Qualitative Research: Inquiry and Analysis <sup>3</sup>	3
<b>Concentration Coursework <sup>4</sup></b>		<b>12-36</b>
EDF 600	Urban Education	
or EDF 700	Urban Education	
EDF 602	Critical Social Issues in American Education	
or EDF 700	Critical Social Issues in American Education	
EDF 606	Social Movements in Education	
or EDF 706	Social Movements in Education	
EDF 620	Culture and American Education: Race Class and Gender	
or EDF 720	Cult and Amer Educ: Race Class and Gender	
<b>Concentration Electives <sup>5</sup></b>		<b>0-24</b>
<b>Dissertation <sup>6</sup></b>		<b>24</b>
EDF 796	Dissertation Seminar	
EDF 799	Dissertation Research	
Total Hours		63-111

- <sup>1</sup> Prerequisites: EPR 594, EPR 607 & EPR 608
- <sup>2</sup> Prerequisites: EPR 609
- <sup>3</sup> Prerequisite: EPR 596
- <sup>4</sup> At least two EDF courses listed below along with two additional EDF doctoral courses
- <sup>5</sup> Students must request approval for previous courses to serve towards their concentration. Courses taken within an earlier degree (e.g., EdS) may serve in meeting the concentration content but cannot count towards the minimum hours required for the PhD. When previous courses are approved for meeting concentration content, fewer than 24 hours of Concentration Electives will be needed. Moreover, if 24 credit hours from the EdS are approved as concentration content, students will not need to take any Concentration Electives.
- <sup>6</sup> Of these 24 credit hours, 12 hours must be EDF 799.