



The College of Human Environmental Sciences
THE UNIVERSITY OF ALABAMA

**PhD Program in
Health Education and Promotion**

**Policy and Procedure Handbook
2022 – 2023 Academic Year**

DEPARTMENT OF HEALTH SCIENCE

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PhD Program in Health Education and Promotion

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PhD Program in Health Education and Promotion

Mission of the PhD Program

The mission of the Doctor of Philosophy (PhD) degree program in Health Education & Promotion at The University of Alabama (UA) is to provide a high quality, student-oriented, and health equity-focused curriculum that equips students with the knowledge, skills, and expertise needed to preserve, promote, and improve the health and well-being of individuals, communities, and populations. In addition, the program is designed to provide students with coursework and practical experiences needed to become leading faculty, researchers, and practitioners in health education and health promotion.

The PhD degree is regarded as the highest research degree. Therefore, program requirements include acquiring unique skills for conducting independent, scholarly research of publishable quality. Through acquiring these skills, PhD candidates demonstrate their potential for careers as independent publishing scholars.

The program's focus on providing quality education is consistent with the mission of the Department of Health Science, as well as the College of Human Environmental Sciences (CHES), which is to provide excellence in teaching. The PhD program is directly tied to the Department's goals, which are to promote quality instructional practices within and outside of the classroom. The PhD program's focus on research and scholarship in health education and promotion is consistent with the CHES mission, which states, "The College strives to contribute to the generation of new knowledge in the field and to the application of this knowledge to improving the quality of life of individuals, families, and communities."

The Department's goals are to achieve this through refereed publications, peer-reviewed presentations, activity related to external funding, implementation of research projects, and other scholarly work. Doctoral students are expected to participate in these efforts through coursework, volunteer efforts, research projects, or student development activities. One of the goals of CHES and the Department of Health Science is to provide professional service to the department, college, university, community, and profession. Doctoral students are expected to enhance their professional development by engaging in service. The PhD program helps facilitate these opportunities through student organizations, faculty mentorship, and other means.

Program Outcomes

Completing the PhD degree program will primarily prepare students to take on the teaching and research requirements of college and university faculty positions in health education and promotion. It is also designed to provide educational tools for employment in leadership roles in health education/public health organizations at the local, state, national, and international levels. Additionally, the curriculum provides students with specific skills to address health issues/needs practically. The curriculum is designed to address the Areas of Responsibility for Health Education Specialists identified by the National Commission for Health Education Credentialing, Inc (NCHEC).

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Upon completion of the PhD program, students will demonstrate:

1. Understanding of the theoretical and philosophical basis of health education and promotion;
2. Advanced knowledge and skills in the assessment of needs, resources, and capacity for health education & promotion [National Commission for Health Education Credentialing (NCHEC), 2020];
3. Advanced knowledge and skills in health education & promotion program planning (NCHEC, 2019);
4. Advanced knowledge and skills in health education & promotion program implementation (NCHEC, 2019);
5. Advanced knowledge and skills in health education & promotion program administration (NCHEC, 2019);
6. Advanced knowledge and skills in program evaluation and research (NCHEC, 2019); and
7. Ability to serve as a health education & promotion resource and advocate (NCHEC, 2019).

The UA Health Science PhD program produces graduates with advanced research skills and knowledge, specifically in health education and promotion. Students will be able to demonstrate advanced competencies as specified by NCHEC standards. NCHEC's purpose is to promote, improve, and protect the health of people through upholding the highest quality standards in health education certifications. The program curriculum is specifically designed around the framework of advanced-level practice for health education specialists, updated every five years by NCHEC.

Additionally, NCHEC provides the Certified Health Education Specialist (CHES®) and Master Certified Health Education Specialist (MCHES®) examinations, which are competency-based tools used to measure possession, application, and interpretation of knowledge in the Areas of Responsibility for Health Education Specialists. These certifications create a national and international standard for health education specialists practicing at entry and advanced levels. Eligibility to take the CHES® is based exclusively on academic qualifications; eligibility to take the MCHES® includes academic and experience qualifications. The proposed PhD program curriculum meets the academic qualifications for these exams. While students are not required to take the CHES® or MCHES®, nearly all acquire this certification. The proposed program stands on a solid curriculum design using this external measure of success.

Doctor of Philosophy Degree

The PhD degree is granted based on scholarly proficiency, distinctive achievement in a special field, and capacity for independent, original investigation. The first two criteria are tested in coursework and a comprehensive examination, the last in a dissertation in which the student must present clearly and effectively the results of substantial research. A combination of these accomplishments, rather than the mere accumulation of residence and course credits, is the essential consideration in awarding the PhD degree. The PhD differs from the EdD in a

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number of ways, including the fact that the PhD Plan of Study and comprehensive examination demonstrate a higher-level research focus, there is a greater number of dissertation hours, and higher level of complexity and independent thought in a PhD-level dissertation. The PhD in Health Education and Promotion also differs from a DrPH, in that it is designed for students who are interested in researching issues affecting public health rather than practitioners who are interested in working as public health professionals.

Field of Specialization

A defined field of specialization (i.e., Health Education and Health Promotion) is required of all candidates for the Doctor of Philosophy degree. A minimum of 48 semester hours of non-dissertation course credit is required. The PhD coursework as a whole must be unified, and all its parts must contribute to an organized program of study and research. In addition, a student must complete a minimum of 18 hours of dissertation research.

Admission Into the PhD Program in Health Education and Health Promotion

Admission to any PhD program is limited to students whose scholastic records show distinct promise of success in doctoral study. Admission to the UA Graduate School and earning a master's degree from UA does not guarantee acceptance into a PhD program. The Department of Health Science may terminate a student's admission if there is documented unsatisfactory academic or other progress toward completion of the degree.

Candidates for admission must have completed a bachelor's degree from an accredited institution and a master's degree from a closely related field of study. Before applying for admission to the PhD program, students can consult with the PhD Program Coordinator to inquire about the nature and scope of the program and learn about opportunities for research, financial aid, mentoring, etc. All applications to the PhD program are reviewed at the end of March in each academic year. In order to be considered for admission for the Fall Semester, all student application materials must be submitted by March 14th.

Applicants should apply through the [UA Graduate School Application](#) portal and meet the following admissions requirements:

- ✓ A minimum grade point average (GPA) of 3.0 overall (on a 4.0 scale) or 3.0 in the last 60 hours in a bachelor-level program (on a 4.0 scale);
- ✓ A completed Master's degree;
- ✓ Minimum score of 300 on the Graduate Record Exam (GRE). Students who do not meet this requirement, but who excel in other areas, may be considered for Admission with Permission to Continue;
- ✓ A personal statement of applicable experiences, specific research interests that align with faculty member(s) who the applicant would like to work with, and career goals;
- ✓ Adequate fit within the research agendas of Health Science PhD Program faculty
- ✓ Three letters of recommendation from faculty or other professionals capable of judging the applicant's ability to complete doctoral work in the program. At least one letter of recommendation must come from a faculty member.
- ✓ Complete an interview with select PhD Program Faculty and the PhD Program Coordinator

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Meeting the requirements listed above does not guarantee admission into the PhD program. Applicants who are accepted into the PhD program must pursue their programs as main campus students until they graduate with a PhD degree.

Admission Procedures

1. Upon receipt of a completed application from graduate school, the application will be circulated to all PhD Program faculty members in the department.
2. The application will be reviewed by each PhD Program faculty member with either “Admit”, “Possible Admit” or “Deny” indicated on the review form (only one choice can be selected).
3. PhD Program faculty will also be asked to select from the following options to indicate their willingness to support the PhD applicant through their PhD Program of Study as:
 - Chair/Faculty Advisor
 - Committee Member
 - No Involvement on Committee
4. Applicants who receive at least one (1) faculty member vote of “Chair/Faculty Advisor” (i.e., faculty assigned to the student as Faculty Advisor with Intent to Serve as Dissertation Chair) AND at least two (2) faculty member votes indicating a willingness to serve as “Committee” member will be further evaluated for entry into the PhD program. Faculty who indicates their willingness to serve as “Chair/Faculty Advisor” must also provide a compelling rationale for why they would be well suited to serve as the applicant’s Chair/Faculty Advisor.
5. In cases where the votes do not indicate a clear decision, a meeting of PhD Program faculty will be held to review further and discuss the application(s).
6. An interview with selected candidates (using predetermined questions) will be conducted with interested PhD Program faculty and the PhD Program Coordinator in attendance. The applicant interview will be used to confirm the applicant’s research interest and the faculty mentor(s)’s interest in working with the applicant.
7. A final decision is made on the applicant. If the majority of interested PhD Program faculty can still not reach an agreement on an applicant, then the Department Chair will make the admission decision.

Residency Requirements

The University of Alabama recognizes that PhD students should be immersed in advanced study and inquiry, interact extensively and meaningfully with faculty and peers, engage with the academic community in their field, and have access to the educational resources of the University. To achieve these goals, a minimum of 50 percent of coursework hours to be counted in a student’s doctoral program must be from The University of Alabama (exclusive of dissertation research hours and subject to the Graduate Catalog’s Transfer of Credit policies). Additionally, 100 percent of dissertation credit hours must be from The University of Alabama. Diverse academic traditions, rapidly changing instructional modalities, and new student populations are acknowledged and accommodated with this policy.

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Graduate Credit

A student must be admitted to the UA Graduate School and must register as a graduate student in order to receive graduate credit. Approval for graduate registration must be obtained from the Faculty Advisor prior to registration. All course credit used toward a UA graduate degree must be taught at the graduate level. No graduate credit may be earned by correspondence study or for experiential learning not conducted under the direct supervision of graduate faculty of The University of Alabama. UA does not offer graduate credit for noncredit workshops, seminars, continuing education experiences, professional development, internships, work/life experience, and so forth.

Financial Support

The PhD in Health Education & Promotion is housed in the Department of Health Science, located on the first floor of Russell Hall. Please contact the Department of Health Science at (205) 348-9087 or the address below for more information.

The Department of Health Science
The University of Alabama
107 Russell Hall
Box 870313
Tuscaloosa, AL 35487

A limited number of graduate assistantships and graduate school fellowships are available. The number of assistantships available varies from year to year. These assistantships are awarded annually on a competitive basis. Appointments are generally renewed each year if graduate faculty agree the student is making sufficient progress with their assigned workload. Graduate assistants may be asked to assist with the Department of Health Science's teaching, research, and service missions. Applicants interested in a graduate assistantship should apply no later than March 1st for admission for the following fall semester.

A Graduate Assistant is a “Student Employee.” According to the [UA guidelines](#),

*Assistantships are not fellowships, fellowships are not assistantships – a fellowship is a form of scholarship and does not require any service in return for the payment, whereas an **assistantship is a form of employment which requires some work, task, or service to be performed in return for some form of consideration.** Do not confuse the two, determination depends on the nature of the relationship not the desired terms of payment or benefits.*

Graduate assistantships (GAs) in the Department of Health Science are .50 FTE, which means 20 hours of weekly service. Students selected for HE/HP graduate assistantships are provided the following information both verbally in their discussions about the assistantship and in writing in their Offer Letters:

As part of your assistantship, you will be required to work 20 hours per week under the supervision of a faculty member who will be assigned at a later date. Your specific assignments and duties will be determined by your supervisor. The assignments typically involve both teaching and research responsibilities.

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The two products expected of graduate assistants are research and teaching support. Products are usually different for each GA since experiences and needs from faculty vary. Faculty mentors of GAs generally provide research opportunities for the student through their own work/research, collaborating with the student on manuscript/abstract submissions, and mentoring the student in their research interests/work. Depending on the department's needs, students may have to work in an instructional support fashion. Therefore, they may help faculty with their classes. In this case, doctoral students are expected to teach courses as part of their work for the department, which enhances their future employability. The mentor for these teaching experiences includes the Department Chair and the faculty member designated as "Course Leader". In this situation, the faculty member also serves as a temporary mentor for teaching development. Doctoral students then go on to teach their courses for half of their graduate assistantship responsibilities. Service might also be an area expected of GAs, depending on the circumstances.

In exchange for the research, teaching, and service support students provide to the department, they are offered a tuition scholarship, monthly stipend, and health insurance benefit. Incoming graduate assistants will join a department with accomplished faculty members and an outstanding cadre of PhD graduate assistants. Doctoral students in the program are provided with individualized mentoring and excellent teaching. Students are also provided with strong support for travel to professional conferences and opportunities for connections with leaders in the profession.

Applicants interested in a graduate assistantship should apply no later than March 1st for admission for the following fall semester. The final selection of graduate assistants will be the responsibility of the Department Chair. However, faculty input will usually drive this decision. All PhD Program faculty members will rank all students admitted to the PhD program for selection for a graduate assistantship. Students will be ranked in numerical order, with the highest-ranked selection being ranked 1, the second-ranked selection 2, etc. The Department Chair will use these rankings in deciding on the selection of graduate assistants. In some cases, the Department Chair may deviate from this protocol. If this occurs, the Department Chair will provide a detailed explanation to PhD Program faculty members. *Employment outside of a departmental GA position is strongly discouraged.*

Typical Progression Through the PhD Program

The sequence of steps for a prospective student from admission to graduation is outlined below:

1. Satisfying Admission Requirements/ Admission to the Program
2. Identification of a Faculty Advisor/Chair (tentatively determined prior to enrollment)
3. Develop PhD Program of Study with Faculty Advisor and Notify PhD Coordinator of Planned Coursework
4. Completion of Coursework
5. Completion of Comprehensive Examination
6. Formation of Doctoral Dissertation Committee (determined in collaboration with Dissertation Chair)
7. Approval of a Dissertation Prospectus

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8. Approval of a Proposal for Doctoral Dissertation
9. Admission to Candidacy
10. Oral Defense of Dissertation
11. Submission of Final Copies of Dissertation to the UA Graduate School

Time to Degree

The minimum period in which a doctoral degree can be earned is three (3) full academic years of graduate study after completing a baccalaureate degree, although the period may be longer in other disciplines. Graduate research assistants (GRA) whose work assignments are 10 hours per week (i.e., the equivalent of 3 semester hours) or more may take more than the minimum period of 3 academic years (i.e., 4 years) to earn a doctoral degree. All requirements for the doctoral degree must be completed within nine years (27 semesters spanning fall, spring, and summer sessions) following admission to the doctoral program. Previous graduate credit may be applied to the doctoral degree if the credit was earned during the six-year period prior to admission to the doctoral program or accepted by the Graduate School. Such credit must be identified clearly on the [Outline of PhD Program \(Plan of Study\)](#) and requires Health Science Department and Graduate School approval. Only students graduating within the time limit for their doctoral program may apply previously approved graduate credit to the doctoral degree. Revalidation (recertification) of any expired course credit is not an option.

Plan of Study

Early in the graduate program, each student must confer with their Faculty Advisor to select courses, discuss when and by which method the doctoral residency requirement will be completed, discuss research interests, and so forth. Then, a Plan of Study must be prepared by the PhD Program coordinator and submitted to the Graduate School. The department submits the PhD Plan of Study through the UA DocuSign system in myBama. Employees only may access these forms under the “Employee” tab in myBama. The completed Plan of Study shows the Graduate School which courses the student has taken, and which remaining courses will be taken to fulfill the degree requirements. The Plan of Study form does not allow the student/program to show in which order the courses were or will be taken. All doctoral students must have a completed Plan of Study approved by the Graduate School. Otherwise, a “hold” may be placed on future registrations.

The Department will forward the completed and signed Plan of Study to the Graduate School. A minimum of 48 hours of graduate coursework must be listed, including transfer credit if applicable. A [Transfer Credit Evaluation Form](#) must be submitted to the Graduate School. A minimum of 18 hours of continuous dissertation research (699) is required. A copy of the approved Plan of Study must be submitted to the Graduate School when the department submits the [Doctoral Candidacy Form](#) through the UA DocuSign system in myBama. Any changes to the Plan of Study need to be resubmitted and on file with the Graduate School. If there is a course on a doctoral student’s Plan of Study that they do not take, then the student will be denied Admission to Candidacy for the Doctoral Degree.

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PhD Program Course Sequence

The “PhD Program Course Sequence” is separate and distinct from the student’s Plan of Study form, which must be submitted to the Graduate School. The sample PhD course sequence for new students is available online: <http://www.health.ches.ua.edu/phd-course-sequence.html>. The “PhD Program Course Sequence” indicates WHEN students should take the classes that make up the PhD Degree in Health Education and Health Promotion. Students MUST be advised by their faculty advisor before enrolling in any graduate courses in the PhD program. If students take courses out of sequence, it may delay graduation.

Comprehensive Examination

A written, comprehensive qualifying examination is required to demonstrate the student's competency and mastery of concepts in the field and ability to apply and synthesize skills and knowledge acquired during the program. The exam will assess the student's research competence before work is started on the dissertation. Passing the exam is required for doctoral candidacy.

The PhD Program Coordinator conducts the comprehensive examination in conjunction with a committee of PhD program faculty. One purpose of the preliminary examination is to determine the student's research competence to begin work on a dissertation. The examination should be completed at least nine months before the degree is to be awarded. Therefore, a student may take the written examination only twice. Failing the examination twice results in dismissal from the degree program and the graduate school. The comprehensive exam is offered on the first Thursday of the Fall semester and the last Thursday of the Spring semester each year. This exam should be prepared for by individual study expanding on the content covered in the four core courses listed below:

- **HHE 604:** Seminar in Health;
- **HHE 605:** Advanced Theoretical and Scientific Basis of Health Education and Health Promotion;
- **HHE 606:** Planning and Administration of Health Education and Health Promotion Programs; and
- **HHE 667:** Advanced Evaluation in Health Education and Health Promotion.

The purpose of the comprehensive exam is threefold. First, to examine the student’s knowledge of the basic tenets covered in these courses. Second, to examine the student’s ability to relate these tenets to the design, implementation, and evaluation of the health education and health promotion programs. And third, to assess the student’s ability to build cogent answers based on the work of other scholars in the field of health education and health promotion. Listed below are some guidelines to help students prepare for the examination.

- Gather, review, and file supporting documents and publications. You will be expected to cite the work of others as you frame your answer. Exact bibliography data will **not** be required, but you will be expected to reference the work of others.
- Expand the breadth and depth of your knowledge and application of key concepts beyond the scope of what was covered in class. The purpose of the core course classes is to provide background information and provide a blueprint for your self-study. In

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other words, passing the core classes does not mean you will pass the comprehensive exam. You will need to show intellectual growth.

- Work with others. You are encouraged to:
 - Study with other students
 - Share materials
 - Consult with students who have taken the test previously
 - Discuss key concepts with faculty
- Keep in mind, this is a criterion reference exam. You are not competing with other students.

The exam must be passed unconditionally before the student can submit their dissertation prospectus and defend their dissertation proposal. Prior to taking the exam, students must have completed their core course requirements. Two weeks prior to the exam, each student will receive a list of scenarios describing health problems and intended audiences; students will select one option to focus on during their exam. The comprehensive exam will be administered by the PhD program coordinator on the first Thursday of the Fall semester and the last Thursday of the Spring semester each year.

Students should NOT assume that “A” level performance in their coursework is adequate preparation for the comprehensive exam. Students must be registered for at least one semester hour of graduate work during the semester(s) the comprehensive exams are taken. To prepare, students should review all materials from listed coursework as well as other related courses and supplementary material. **Each student must demonstrate the highest levels of learning including application, synthesis, analysis, and evaluation of material covered throughout the program.**

The exam is written and graded by the PhD program faculty. Grading is done blinded by three PhD program faculty members. The exam is graded as PASS (score of 80 or greater), INCOMPLETE (score of 75–79), or FAIL (score of 74 or less).

Students who receive a grade of INCOMPLETE will be asked to schedule a meeting with the PhD Program Coordinator to discuss their results. After this meeting, the student will have one week to revise their answers in a “take-home” format. The revised version will be distributed to graduate faculty graders to determine if it is a PASS or FAIL (i.e., a second score of 79 or less). If the student’s revised exam fails, the student will have one more opportunity to re-take the comprehensive exam at a subsequent regularly scheduled examination testing date.

Failed comprehensive examinations can only be retaken once. A student who fails their comprehensive exam must re-take the exam at the next regularly scheduled comprehensive examination testing date. Failing the comprehensive exam twice results in dismissal from both the PhD program and the graduate school.

Once a student has passed the comprehensive exam, the [Doctoral Qualifying Exam Form](#) must be submitted to the UA graduate school.

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Conference and Research Funding

The Graduate School provides supplemental funding for graduate student research projects and travel to present research results at conferences. Departments may submit as many nominations as they deem appropriate, provided that each nomination be matched at least 1:1 with non-Graduate School fund.

Requests should be submitted online to the Graduate School. Please follow these instructions for [graduate students](#), [faculty advisors](#), and [department administrators](#).

Travel Awards are reserved for graduate students who have been accepted to personally present their own research (or creative activity) at a national or international meeting of their discipline's major academic/professional organization. For Research Awards, priority will be given to thesis, pre-dissertation, and dissertation research.

Requests for awards should be initiated by the student's faculty adviser and endorsed and submitted electronically by the department chair to the Graduate School. The request must include a budget, information about cost sharing, and, if travel is involved, a confirmation that the student will be personally presenting his or her own work.

Semester	Deadline*
Fall Proposals	Late August
Spring Proposals	Late January
Summer Proposals	Late April

**Although every attempt should be made by departments to include all research and travel proposals, we recognize that last-minute research opportunities present themselves and that student plans may not be complete by these deadlines. The Graduate School will gladly consider additional requests, pending the availability of funding. After the three major deadlines, requests will be reviewed at the end of each month.*

Please contact Dean Susan Carvalho in the Graduate School at scarvalho@ua.edu if you need further information.

Please see the [Graduate Catalog financial assistance page](#) for additional opportunities.

After the student attends the approved conference or expends research funds, copies of all receipts should be sent to Marty Aultman (mlaultman@ches.ua.edu) for reimbursement.

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THE PROGRAM

A critical review of student credentials prior to admission will identify strengths and needs. In addition, this review will provide students with a blueprint for their course of study.

Prerequisite courses include the following if students do not enter the program with either a bachelor's or master's degree in health education/promotion, public health, or a master's degree in a closely related health field:

- HHE 520 Theories of Health Behavior (3 credit hours)
- HHE 565 Planning Health Promotion Programs (3 credit hours)
- HHE 566 Program Evaluation in Health Promotion (3 credit hours)

For students entering the program from other disciplines, the prerequisites should be completed during the summer semester prior to beginning the Year 1 core course sequence. The PhD program requires students to complete 66 credit hours: 36 credit hours of coursework, 12 credit hours of research interest/focus experience, and 18 hours of dissertation. The specific components of the PhD program in Health Education and Promotion are provided below.

I. Health Education/Promotion Core	12 credits
HHE 604: Seminar in Health	3 credit hrs
HHE 605: Advanced Theoretical and Scientific Basis of Health Education and Health Promotion	3 credit hrs
HHE 606: Planning and Administration of Health Education and Health Promotion	3 credit hrs
HHE 667: Advanced Evaluation in Health Education and Promotion	3 credit hrs
II. Advanced Research and Statistical Methods	12 credits
Multivariate/Multiple Regression Analysis	3 credit hrs
Advanced Epidemiological Research Methods	3 credit hrs
Data Management	3 credit hrs
Evaluation/Research Methods	3 credit hrs
III. Coursework in the Social and Behavioral Sciences	12 credits
IV. Research Interest/Focus	12 credits
V. Dissertation	18 credits
Total:	66 credits

I. HEALTH EDUCATION/HEALTH PROMOTION CORE COURSES

The PhD program requires 12 semester hours of core courses. The core course block is designed to provide students with advanced level study in the foundations, planning, implementation, and evaluation of health education/promotion programs beyond that required as prerequisites to entering the program. These courses are required of all students, and all must be taken in sequence. Students will not be allowed to transfer courses from other universities to meet these core course requirements.

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A brief description of the content of each of these courses is highlighted below:

Doctoral Studies Seminar (HHE 604)

Primary Focus Areas

- Contemporary issues in health education/promotion
- Health Education Advocacy
- Professional competencies in health education and health promotion
- Establishing and funding research agendas; grant writing
- Integrating theory and practice in health education and health promotion
- Ethics in research/science

Advanced Theoretical and Scientific Basis of Health Education/Promotion (HHE 605)

Primary Focus Areas

- Contemporary philosophy of health education/promotion
- Theories of behavior acquisition and behavior change
- Social, organizational, and political influences on health behavior
- Ethical issues in Health Education and Health Promotion
- Historical perspectives of health education/promotion
- Health Objectives for the Nation – 2030

Planning and Administration of Health Education/Promotion (HHE 606)

Primary Focus Areas

- Planning models for Health Education and Health Promotion
- Organizational structure and administration; Communication and leadership styles
- Research on the impact of school health education
- Planning and implementation of programs for worksite health promotion
- Marketing concepts for health promotion programs in worksites
- Model health promotion programs

Advanced Evaluation in Health Education and Promotion (HHE 667)

Primary Focus Areas

- Reliability and Validity of instrumentation in HPE Evaluation
- Quantitative and qualitative evaluation designs
- Analysis and interpretation of HPE program evaluation
- Measurement techniques in HPE programs

II. ADVANCED RESEARCH AND STATISTICAL METHODS

Coursework in research and statistical methods is designed to provide students with the skills necessary to be independent investigators. These courses will be completed prior to beginning the dissertation. In addition, the advanced research and statistical methods coursework will provide students with practical experience for applying the research skills learned in required courses. A student's Chair/Faculty Advisor will designate exact coursework requirements.

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Students may not transfer graduate coursework completed previously to satisfy the research and statistical methods requirement. A listing of UA graduate courses that support the Advanced Research and Statistical Methods requirement is available below.

Advanced Research & Statistical Methods	12 Hours Required
HHE 626 Advanced Biostatistics in Health	3 hrs *
HHE 627 Multivariate Methods in Health	3 hrs **
HHE 628 Qualitative Research Methods in Health	3 hrs
NHM 625 Nutritional Epidemiology	3 hrs
NHM 648 Secondary Data Analysis	3 hrs
BER 603 Survey Research In Educ	3 hrs
BER 630 Case Student Research Methods	3 hrs
CIS 608 Qualitative Research Methods	3 hrs
or BER 631 Inqry As Interp: Qual I	3 hrs
BER 632 Qualitative II	3 hrs
BER 637 Qualitative Research Software Applications	3 hrs
BER 646 Structural Equation Modeling	3 hrs
BER 658 Psychometric Theory and Practice	3 hrs
BER 665 Mixed Methods Research Design	3 hrs
or CIS 650 Mixed Method Research	3 hrs
or SW 626 Seminar in Mixed Methods Research	3 hrs
SW 622 Measurement and Instrument Development	3 hrs
NHM 691 Grant Writing for Translational Nutrition Res	3 hrs
NHM 695 Interpretation of Nutrition Research	3 hrs
<i>Other courses with approval</i>	3 hrs

** Required unless previously taken in Master's program; ** Required or other equivalent advanced statistics course*

III. SOCIAL AND BEHAVIORAL SCIENCE

Students working with their Faculty Advisor will select twelve-credit hours of coursework in the social and behavioral sciences. These courses are designed to support other coursework requirements and must be completed from existing UA courses. A listing of current UA courses offered in the social and behavioral sciences is available below.

Social & Behavioral Science	12 Hours Required
HHE 515 Adv Foundations of Health Promotion**	3 hrs
HHE 530 Health Promotion Techniques	3 hrs
HHE 586 Environmental Health	3 hrs
HHE 587 Health Disparities/Health Equity	3 hrs
HHE 588 Sex Ed: Theory & Practice	3 hrs
HHE 589 Women and Health	3 hrs
POPH 521 Health Policy & Planning	3 hrs
CIS 650 Health Communication	3 hrs
CIS 664 Health Communication Campaigns	3 hrs

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NHM 603 Nutrition Intervention

3 hrs

Other social-behavioral courses around a specific content area with approval

**** Strongly recommended if not taken in Master's program*

IV. RESEARCH INTEREST/FOCUS (minimum 12 hours)

Non-lecture coursework includes work scheduled independently between students and a faculty sponsor in courses such as Independent Study (HHE 596), Readings in Health (HHE 602), and Research (HHE 698). Each credit hour of non-lecture coursework equals about 40 clock hours of effort. The research interest/focus provides students with the opportunity to engage in a meaningful research experience. Research projects may be arranged to work on an ongoing PhD program faculty-led research project, approved research projects in other academic units at UA, CDC, NIH, or other governmental groups. Research interest/focus coursework should be taken after students have completed the core course sequence. Students will work closely with their PhD dissertation chair to arrange research experiences.

Research Interest/Focus	12 Hours Required
HHE 596 Independent Study	
HHE 602 Readings in Health	
HHE 698 Research	
<i>Additional Research or Statistics Courses</i>	
<i>Other courses with approval</i>	

V. DISSERTATION

Students will complete credits for the dissertation after the completion of coursework and comprehensive exams. Once a student has met the requirements for admission to candidacy, received approval for the dissertation research proposal, or initiated enrollment in HHE 699 (dissertation research), the student must pursue completion of the dissertation without interruption by enrolling each fall and spring semester of the academic year.

Dissertation	18 Hours Required
HHE 699 Dissertation Research	18 hrs Required
<i>Must be continuously enrolled in at least 1 hour each semester once started</i>	

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Recommended PhD Course Sequence (Cohorts Starting Program Prior to Fall 2022)

YEAR 1	
Semester 1: Fall	Hours
HHE 605 Advanced Theoretical and Scientific Basis of Health Education/Promotion	3
HHE 604 Doctoral Seminar Part I	1
HES 527 Biostatistics	3
Social and Behavioral Science Course(s)	3 or 6
Semester 2: Spring	Hours
HHE 606 Planning and Administration	3
HHE 604 Doctoral Seminar Part II	1
CHS 520 Basic Epidemiology	3
HES 627 Multivariate Methods in Health Statistics	3
Social and Behavioral Science Course	3
YEAR 2	
Semester 3: Fall	Hours
HHE 604 Doctoral Seminar Part III	1
HHE 667 Advanced Evaluation in Health Education and Health Promotion	3
CHS 625 Advanced Epidemiology	3
Advanced Research and Statistical Methods Course	3
Semester 4: Spring	Hours
Social and Behavioral Science Course(s)	3 or 6
HHE 596 Independent Study	3
HHE 602 Readings in Health	3
Advanced Research and Statistical Methods	3
YEAR 3	
Semester 5: Fall	Hours
Dissertation	9
Semester 6: Spring	Hours
Dissertation	9
TOTAL HOURS	66

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New Recommended PhD Course Sequence (For Fall 2022 Student Cohort and Beyond)

YEAR 1	
Semester 1: Fall	Hours
HHE 604 Doctoral Studies Seminar	3
HHE 605 Advanced Theoretical and Scientific Basis of Health Education/Promotion	3
HHE 626 Advanced Biostatistics in Health	3
Social and Behavioral Science Course	3
Semester 2: Spring	Hours
HHE 606 Planning and Administration	3
HHE 627 Multivariate Methods in Health	3
HHE 667 Advanced Evaluation of Health Education & Promotion	3
Social and Behavioral Science Course	3
YEAR 2	
Semester 3: Fall	Hours
HHE 602 Readings in Health	3
NHM 648 Secondary Analysis of Survey Data	3
Research Interest/Focus Course	3
Social and Behavioral Science Course	3
Semester 4: Spring	Hours
HHE 596 Independent Study	3
Advanced Research and Statistical Methods Course	3
Research Interest/Focus Course	3
Social and Behavioral Science Course	3
YEAR 3	
Semester 5: Fall	Hours
Dissertation	9
Semester 6: Spring	Hours
Dissertation	9
TOTAL HOURS	66

Grade Point Average

All graduate students must earn and maintain an overall graduate grade point average (GPA) of 3.0 or better for all graduate courses undertaken at The University of Alabama. Grades below “C” count in computing the GPA but do not carry credit towards a degree. GPAs are computed on the following grades: “A”, “B”, “C”, “D”, “F”, “N” and “I”. Grades of “P”, “W”, “NC” and “NG” do not calculate in the GPA. In computing the graduate GPA, an “I” or “N” calculates in the GPA as an “F” until replaced by the earned grade. GPA calculations are rounded to the third (thousands) decimal.

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TRANSFER OF GRADUATE COURSEWORK

Graduate credit earned in the field of the PhD degree (i.e., health education and promotion) from a regionally accredited institution in which the student was enrolled in the graduate school of that university may be considered for transfer and applied towards the requirements for a doctoral degree if approved by the Department of Health Science and the Graduate School. Evaluation of credit for transfer will not be made until after the student has enrolled in the Graduate School of The University of Alabama. In some cases, foreign educational credentials may not meet the Graduate School's criteria for transfer of credit. It may be necessary for students in this situation to secure an evaluation of their credentials from [World Education Services Inc. \(WES\)](#), an external foreign credential evaluation service. Additional information on their services can be found at their website.

The PhD Program in Health Education and Promotion allows students to transfer up to 6 semester hours of elective graduate courses completed previously into the program (no more than six years old). Only graduate lecture coursework with grades of B or higher may be considered for transfer. Transfer decisions are based on (1) equivalence of a previous course to a similar course offered here and (2) how the transfer course would support the student's program of study. However, students must complete a total of 66 credit hours of Doctoral work above the Master's level. In addition, students may not transfer graduate coursework to satisfy the health education/health promotion core or research and statistical methods requirements.

Transfer of elective courses occurs on a case-by-case basis, assuming that the course has some relationship to the student's overall career goals. Transfer credits often go toward the research focus or social and behavioral sciences. The Department accepts transfer courses they consider equivalent in rigor and content to similar courses offered in the department. The PhD Program Coordinator may request that students provide syllabi, course outlines, textbooks, and catalog descriptions for any courses they request to transfer. Students must request credit for transfer courses by the end of their second semester of graduate study. A [Transfer Credit Evaluation Form](#) must be submitted to the Graduate School.

ADVISING

Upon admission to the PhD program, all new doctoral students will be assigned a Faculty Advisor(s). The Faculty Advisor(s) represents a key person in a successful PhD program. The Faculty Advisor(s) will assist the student in evaluating previous work, selecting coursework, developing their plan of study, and selecting a dissertation committee. They also provide professional and academic advice. PhD students typically keep the same Faculty Advisor for the duration of their programs. The Faculty Advisor(s) almost always takes on the role of Dissertation Chair/Co-Chair unless the student changes research interests or there is some other work-related incompatibility. Students should consult with their Faculty Advisor at least once per semester to review their course of study.

Only faculty designated explicitly by the Graduate School and the Department as "PhD Program Faculty" may serve as Faculty Advisor. The Department Chair makes formal assignments of PhD students to their Faculty Advisor.

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Expectations for Mentor-Mentee Relationships

The responsibility of the mentorship is a collective effort and involves:

- a) The Faculty Advisor/Dissertation Chair
- b) The PhD program coordinator and AT Director
- c) The Department Chair
- d) The PhD student

The PhD Program Coordinator meets with the students at the beginning of the year to discuss general expectations and address questions. In addition, at least one individual meeting each term is scheduled with students for “check-ins” and advising. Typically, PhD Program faculty are expected to meet regularly (at least bi-weekly or monthly) with their mentees to provide a research-focused experience that would benefit the faculty member and provide development opportunities (especially CV enhancement products) for the student. Each individual student may also develop an Individual Development Plan (IDP) in direct consultation with their Faculty Advisor/Chair. An interactive online template that can be used to develop an IDP can be found here: <https://myidp.sciencecareers.org/?AspxAutoDetectCookieSupport=1>

Annual Evaluation of Progress Toward Degree Completion by PhD Students

Faculty have a responsibility to evaluate students' competence across multiple aspects of performance, development, and functioning. Students should know that their faculty and department administrators will evaluate student competence in areas other than, and in addition to, their coursework, comprehensive examinations, and related program requirements. Students are expected to meet all academic requirements, possess discipline-specific knowledge, display professional competency, and engage in scholarship activities that are fitting of a PhD program.

Students will be evaluated in the following areas:

a. Grades in Courses and Overall GPA:

Throughout the doctoral program, the student must maintain a minimum overall grade point average (GPA) of 3.00 in all coursework. Additionally, students must achieve a grade of “B” or higher on all courses listed in their Plan of Study (unless the class is for pass/fail credit, in which case the student must receive a “pass” grade). The student must re-take any course that does not meet this grade requirement.

b. Engagement in Scholarly Activities (e.g., research, manuscripts, conference presentations, teaching, professional development):

Each year, students will be assessed on their engagement in scholarly activities. Sample activities that doctoral students might do to meet the annual scholarly engagement requirements are presented below. A checklist is provided in **Appendix B**.

Research

- Actively participate in a faculty-supervised independent research project.
- Engage in collaborative research and development activity with core program faculty and other faculty on campus.

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- Present at a state, regional, national, or international conference (e.g., SOPHE, APHA).
- Collaborate with the research mentor or department professor as author or co-author of a scholarly manuscript for publication consideration to a peer-review journal.
- Complete HHE 596 (Independent Study) and/or HHE 602 (Readings in Health) with at least one written product (e.g., a literature review, secondary analysis, thematic paper) that could serve as the basis for a published article/research project, grant proposal, or dissertation topic.

***Note: Prior to Enrolling in Dissertation Credit Hours, Students Must Have:**

1. Conducted a minimum of two research or other scholarly activities: and
2. Disseminated a minimum of two research or other scholarly activities via professional publication or presentation. The student must be the first author or primary presenter for at least one of these research projects.

Teaching

- For teaching assistants (TAs) or doctoral students listed as instructor of a course(s), complete evaluations of teaching effectiveness in the classroom (e.g., SSOI results, student-initiated surveys to obtain student feedback on teaching).
- Attend a campus-wide teaching workshop (<https://teachinghub.as.ua.edu/>) to improve teaching strategies when in the classroom.

Service

- Serve in a leadership role on a committee or hold an office in a professional organization related to health promotion.
- Hands In Health/Eta Sigma Gamma Leadership
- Review abstracts for a professional organization's annual meeting (e.g., APHA, SOPHE).

Professional Development

- Attend a campus-wide professional development research focused event (e.g., grant-writing workshop)
- Attend and/or volunteer to participate in Department/College/or UA research-related events (e.g., judge for URCA, attendance in Graduate Research Seminar).
- Attend a state, regional, national, or international conference (e.g., SOPHE, APHA).

c. NCHEC Competencies specified in the Eight Areas of Responsibility of a Health Education Specialist:

Students will self-assess their performance in profession-wide advanced competency areas, specifically, within NCHEC's eight areas of responsibility of a Health Education Specialist (<https://www.nchec.org/responsibilities-and-competencies>).

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The assessment process will include pre- and post-program self-assessments conducted by the student, which are then reviewed and evaluated by the faculty. Results will be used to identify program strengths and weaknesses and will inform discussions around program changes.

1. Assessment of Needs and Capacity
2. Planning
3. Implementation
4. Evaluation and Research
5. Advocacy
6. Communication
7. Leadership and Management
8. Ethics and Professionalism

d. Performance on Comprehensive Exam:

Students must receive a “Pass” on the written comprehensive exam. Students are allowed one retake on the exam. Failure to pass the written exam after two attempts constitutes grounds for dismissal from the program.

e. Completion of Prospectus:

Students are expected to write an acceptable dissertation prospectus that would be shared with dissertation committee chair, prospective dissertation committee members, and that will be submitted to the Department’s Doctoral Program Coordinator by the end of the Spring semester of the PhD student’s second year. A prospectus (6-8 doubled-spaced pages, with one-inch margins and 12-point font) is written by the student that describes the plan for their dissertation (e.g., brief background, potential theory, sample, methods, etc.). After the prospectus is written and approved by the Dissertation Committee Chair, the student shares the form with prospective dissertation committee members to assess their interest and willingness to serve on the dissertation project. After the dissertation committee has been composed, a pre-proposal meeting is held to further discuss the dissertation idea, ensure everyone is on the same page about what will potentially be done, discuss the anticipated timeline for the dissertation project, and provide the student with guidance and direction as needed.

f. Additional Professional Standards:

In addition to adherence to ethics and the honor code described above, other evaluative areas include, but are not limited to, demonstration of sufficient:

- a. interpersonal and professional competence** (e.g., the ways in which students relate to peers, faculty, other professionals, study participants, the public, and individuals from diverse backgrounds or histories);
- b. self-awareness, self-reflection, and self-evaluation** (e.g., knowledge of the potential impact of one’s own beliefs and values on clients, peers, faculty, health

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- education/promotion professionals, the public, and individuals from diverse backgrounds or histories);
- c. **openness to processes of supervision** (e.g., the ability and willingness to explore issues that either interfere with or impede professional development or functioning); and
 - d. **resolution of issues or problems that interfere with student/professional development or functioning in a satisfactory manner** (e.g., responding constructively to critical feedback from supervisors or program faculty; the successful completion of remediation plans; participating in resolution of issues or problems).
- g. **The Code of Ethics for the Health Education Profession**
Students are expected to adhere to rules, laws, and codes governing the academic training program and the field of health promotion, specifically the NCHEC Health Education Code of Ethics. Although students may not become Certified Health Education Specialists, doctoral students in this program are expected to adhere to the 2020 Code of Ethics, Articles I and II, for the Health Education profession (<https://www.nchec.org/code-of-ethics>). These are provided in the Appendix C. *Students will be expected to review these standards and discuss progress, gaps, and issues with their research mentors.*

EVALUATION PROCESS:

The doctoral student begins the evaluation process by creating an annual review portfolio to be submitted to their faculty research mentor by the first Wednesday in April of the Spring semester (see “Responsibilities of Students” below). Based on those materials and the mentor’s work experience with the student, the faculty mentor conducts an annual evaluation of the doctoral student by April 30th and presents results at a regularly scheduled meeting of the PhD student and faculty research mentor during the month of April. The primary purpose of the evaluation is to facilitate student development by identifying areas for improvement and encouraging scholarship.

1. Based on this faculty evaluation, the research mentor will complete an Annual Evaluation. This evaluation tracks students’ academic progress (e.g., academic performance, Plan of Study, research development, comprehensive exam, scholarly engagement activities). The research mentor rates the student’s progress as **“Concern,” “Acceptable,”** or **“Outstanding.”** The research mentor also provides a written summary of the students’ strengths and weaknesses (in behavioral terms) and ratings on “program competency benchmarks.”
2. To complete the evaluation, the research mentor will seek feedback from the Program Director, Department Chair, and other faculty working with the student about the student’s progress.
3. If the student and research mentor agree with the results of the evaluation, a copy of this evaluation will be sent to the student by the research mentor and the Program Director/program will maintain the original.

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4. Students who disagree with the evaluation and retention decisions made by the program faculty may appeal a decision to the Ph.D. Program Coordinator, Department Chair, and/or college and university officials according to the rules of the University. The student must address deficiencies to a satisfactory level by the end of the next semester prior to their next annual evaluation. If the student does not address identified deficiencies, then there will be repercussions for lack of improvement, including potential dismissal from the PhD program.
5. The PhD Program faculty as a whole will review all ratings of “Concern” to determine what action (e.g., remediation plan, delay of candidacy, dismissal from the program) is warranted based on the specific concern and/or area(s) of deficit.

RESPONSIBILITIES OF FACULTY:

1. As part of the admission process, the prospective research mentor clarifies the applicant’s health education/promotion experience and interest in research based on the CV, personal statement, letters of recommendation, and transcripts of the prospective student as well as an interview with the prospective student.
2. It is the responsibility of the faculty mentor to ensure that research development opportunities are provided to the mentee personally or in collaboration with others.
3. The research mentor should conduct regular meetings with the student to review progress in research and coursework, ensure progress is being made, and to address issues fairly and timely. The research mentor is responsible for conducting a “progress check” towards the end of the Fall semester to identify student areas of concern/need for improvement.
4. The research mentor completes the formal student evaluation form each year (annually). The assessment will be based on the faculty member’s observations and on what the student submitted to the research mentor as part of a review portfolio (i.e., CV; research statement; teaching philosophy; annual accomplishments in teaching, research, and service; list of NCHEC Areas of Responsibility and Competency that were demonstrated).
5. The research mentor shares the evaluation with the Ph.D. Program Coordinator and Department Chair one week prior to providing the assessment results to the student. The evaluation should be submitted to Ph.D. Program Coordinator and Department Chair by April 30th.
6. The research mentor facilitates an evaluation of the mentor-mentee working relationship to determine strengths, weaknesses, opportunities for improvement, and recommendations for continuing/discontinuing supervision of the mentee.
7. The research mentor addresses concerns and potential solutions with the PhD Program Faculty.
8. Assuming the PhD student is making satisfactory progress, the research mentor works with the PhD student at the end of the Spring semester to develop an individualized action plan for making research progress during the summer semester. Although the research mentor is not required to directly supervise PhD student research activities

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over the summer term, the student and faculty member may agree to work together on HHE 596 (Independent Study), HHE 602 (Readings in Health), or through Dissertation Hour enrollment during the summer semester. The faculty mentor is encouraged to consult with the PhD student about their research activities for the summer semester as part of the Spring semester evaluation meeting.

RESPONSIBILITIES OF STUDENTS:

1. Develop and submit an annual review portfolio to faculty research mentor by the first Wednesday in April of the Spring semester. The portfolio should include:
 - a. Current CV
 - b. Research Statement
 - c. Teaching Philosophy
 - d. Diversity Statement
 - e. Annual Accomplishments in Teaching, Research, and Service
 - f. Complete Professional Activities Form (Appendix B)

The annual evaluation covers April 1 of the preceding year through March 15 of the current year. The Faculty Advisor/Dissertation Chair informs the student, PhD program coordinator, and Department Chair that the student passed the annual evaluation. If the Faculty Advisor/Dissertation Chair finds that the student is not making satisfactory progress, the Faculty Advisor works with the student and PhD program coordinator to resolve the problem. If the process does not resolve the problem, and the Faculty Advisor/Dissertation Chair exhausts all reasonable options to reach a solution, then the Faculty Advisor/Dissertation Chair refers the matter to the Department Chair for resolution. Depending on the chair's assessment outcome, the Faculty Advisor/Dissertation Chair may support the student (with a "pass"), ask the student to comply with corrective measures, or dismiss the student from the program.

DOCTORAL DISSERTATION

Dissertation

A dissertation showing the ability to conduct independent research and skill in organization, writing, and presentation must be prepared on a topic in health education and promotion. It must constitute an original contribution to knowledge. Early in the process, the subject of the dissertation must be approved by the dissertation committee and by the Dean of the Graduate School. The doctoral dissertation is designed to provide students with a significant research experience. Students may choose from 2 formats to conduct a dissertation: the typical 5-chapter format and the article-style dissertation format. Refer to the following documents contained in this policy guide: *Guidelines for the Article-Style Dissertation Format*. The Dissertation Chair and committee members will assist the student in selecting a format.

Dissertation Sequence

- I. Determine dissertation chair (almost always will be your assigned Faculty Advisor upon entry into the PhD Program), formally ask them to serve as your chair
 - a. Come to your potential chair with a topic and a few ideas
 - b. Discuss the potential timeline for the dissertation

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- c. Make sure PhD program faculty members will have adequate time and expertise to serve as your chair
- II. Choose your dissertation research questions/hypotheses (under the guidance of the chair)
 - a. Should be guided by literature, your own coursework
 - b. Research questions/hypotheses should drive methodology
- III. Develop dissertation methodology (with chair)
- IV. Develop Prospectus with Faculty Advisor
- V. Invite other members of the committee (content expert, methodologist, statistician, etc.) to meet to discuss the prospectus during the Fall or Spring semester of your 2nd year
 - a. Please send a copy of your prospectus to each potential member before you meet with them
 - b. At least one member of your committee must be from outside the department
- VI. Begin writing chapters 1, 2, and 3 (for traditional dissertation format) or Introduction, Research Article 1, Research Article 2 (for article-style format)
http://services.graduate.ua.edu/etd/td_sample.pdf
- VII. Prepare IRB application
- VIII. Set Proposal Defense date
- IX. Submit Dissertation Proposal to the committee (at least two weeks before your proposal)
- X. Successfully propose dissertation
 - a. Submit [Dissertation Committee Acceptance Form](#)
- XI. Submit IRB application
- XII. With IRB approval, conduct dissertation study
- XIII. Analyze data
- XIV. Begin writing chapters 4 & 5 (or two manuscripts if applicable per article-style dissertation format)
- XV. Set Final Defense Date
- XVI. Submit All Chapters to Committee (at least two weeks before your defense)
- XVII. Defend dissertation and submit paperwork
 - a. Submit [Doctoral Final Defense Form](#) once you have passed the dissertation defense.
 - b. Submit [Committee Acceptance Form for Electronic Dissertation](#) once your committee is ready to sign off on the final version of the dissertation.
 - i. *Note:* You can pass your defense, but the committee may want you to make changes before formally submitting the dissertation to the Graduate School. In this case, you would go ahead and submit the [Doctoral Final Defense Form](#) to acknowledge that the defense has taken place and the outcome of the defense, but hold the [Committee Acceptance Form for Electronic Dissertation](#) until the student has made the required changes.
- XVIII. Submit completed dissertation document to graduate school by the designated due date

Make sure to provide periodic updates to committee based on chair feedback

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XIX. Check with graduate school to make sure that all of your paperwork is completed and that you are able to graduate (205-348-5921)

*Appendix E provides an abbreviated PhD student checklist for graduation.

Prospectus Document

A prospectus (6-8 doubled-spaced pages, with one-inch margins and 12-point font) is written by the student that describes the plan for the dissertation (e.g., brief background, potential theory, sample, methods, etc.). After the pre-proposal is written and approved by the Dissertation Chair, the student shares the form with prospective committee members to assess their interest and willingness to serve on the project. After the committee has been composed, the Dissertation Chair is required to set **a pre-proposal meeting to discuss the student's dissertation idea further, ensure everyone is on the same page about what will potentially be done, and provide guidance and direction as needed.** This meeting helps the student avoid writing the dissertation proposal (the first 3 chapters of the traditional dissertation – it will look different for article-style dissertations) without meeting with the committee and getting their early, important feedback about its direction. The Dissertation Chair must email the PhD Program Coordinator following the meeting to report the outcome (i.e., prospectus approved OR prospectus not approved). If the prospectus is not approved by all committee members during the first pre-proposal meeting, then another pre-proposal meeting must be scheduled for a later date. Doctoral students will not be admitted into candidacy until all of their committee members have approved their dissertation prospectus during this required meeting.

Prospectus Outline

The prospectus should be of sufficient length to provide a scholarly outline of the proposed research. A length of 6-8 doubled-spaced pages, with one-inch margins and 12-point font, would be appropriate in most situations. The prospectus is a presentation of the intended research.

Traditional Dissertation Format for Prospectus

I. Abstract

A brief (200 to 300 words) presentation of the background and rationale for the proposed research, including a brief presentation of the methods and study population.

II. Background and Significance

Brief background description and literature relevant to the research problem. The significance of the study and the research problems should be stated.

III. Literature Review

Include relevant literature published to date on the research topic, including statistics with subsections when needed. Include the theoretical basis or framework for the proposed and a strong rationale for why the theory/model was selected among various alternatives. List definitions and explanations of terminology when needed.

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IV. Hypothesis and/or Research Question(s)

One central research hypothesis would usually be suitable with potentially one or more secondary hypotheses. When appropriate, research questions might be presented in place of hypotheses.

V. Methods and Materials

As appropriate, include basic research design, subjects or participants, limitations of the research, sampling plan, pilot testing, laboratory techniques, reagents, instruments, data collection procedures, evaluation theory and/or strategy, statistical analysis, tentative plan of analysis, power calculations, timeline, delineation of research variables, the test of validity and reliability of data collection instruments.

Article-Style Dissertation Format for Prospectus

I. Description of the problem to be examined and how it is related to previous theoretical and empirical literature in the area.

Include all relevant literature published to date on the research topic, including statistics with subsections when needed. Include the theoretical basis or framework for the proposed and a strong rationale for why the theory/model was selected among various alternatives. You may also include the background and significance and literature review. A list of references should be included that reflects a thorough review of the extant literature. This section should lead to the formation of the research questions that form the basis of the papers to be included in the written dissertation.

II. Description of the individual papers (at least 2) that will form the core of the written dissertation, including for each:

- i. Research questions and, if appropriate, hypotheses can also be stated
- ii. Research design and methods that will be utilized
- iii. Expected problems and limitations can be included as appropriate
- iv. Sources of data
- v. Time schedule (can be tentative)

Doctoral Admission to Candidacy

Students become doctoral candidates after passing the Comprehensive Exam **AND** after the student's Dissertation Committee has approved their dissertation prospectus. A dissertation prospectus (6-8 doubled-spaced pages, with one-inch margins and 12-point font) must be written by the student to describe their plan for their dissertation (e.g., brief background, potential theory, sample, methods, etc.). After the prospectus is written and approved by the Dissertation Committee Chair, the student shares the prospectus with prospective dissertation committee members to assess their interest and willingness to serve on the dissertation project. After the dissertation committee has been composed, a pre-proposal meeting is held to further discuss the dissertation idea, ensure everyone is on the same page about what will potentially be done, discuss the anticipated timeline for the dissertation project, and provide the student with guidance and direction as needed.

Once you have held a successful pre-proposal meeting of your committee approving your dissertation prospectus, your Dissertation Committee Chair should submit the [Doctoral](#)

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[Candidacy Form](#) to the Graduate School. This form will be electronically routed to the Department Chair and PhD Program Coordinator to support that the student has passed their comprehensive exam and has completed a committee-approved dissertation prospectus. The electronic form will also be routed to each committee member on the form to indicate approval of the student's dissertation topic. At this point, only the dissertation topic (tentative title) is needed for completing the electronic form. Please note that a copy of the student's approved [Plan of Study](#) must be on file with the UA Graduate School when your Dissertation Committee Chair submits the [Doctoral Candidacy Form](#) through the UA DocuSign system in myBama. Any changes to the Plan of Study need to be resubmitted and on file with the Graduate School. If there is a course on a doctoral student's Plan of Study that they do not take, then the student will be denied Admission to Candidacy for the Doctoral Degree.

The completed candidacy form is submitted to the Graduate School well in advance of the final semester.

Appointment/Change in Doctoral Dissertation Committee

Around the same time that your Dissertation Committee Chair submits the Doctoral Candidacy Form, you, as the student, should submit the "Appointment/Change in Doctoral Dissertation Committee Form." The process for setting up or changing your dissertation committee is an electronic process. This paperless process will generate emails to each committee member so that they can accept or reject the invitation to serve on your committee. Members of the committee should be selected along with your Dissertation Committee Chair.

Please click [HERE](#) to link to the Graduate Academic Activities to set up or change your dissertation committee. Please click [HERE](#) for **instructions** on initiating the committee formation process. This online form officially establishes the student's doctoral committee.

Dissertation Committee Membership

A dissertation committee, with the director of the dissertation as its chairperson, supervises the preparation of the student dissertation. The committee shall have no fewer than five members, all appointed by the Dean of the Graduate School. A majority of the Dissertation Committee members must be regular UA faculty. If the outside member is not a full or associate member of the UA Graduate Faculty (e.g., if they are a highly qualified person from another university, a business, or industry), the graduate school dean needs to appoint that member by approving Affiliate Graduate Faculty status for the specific purpose of serving on the student's dissertation committee. Students may set up their committee through the [Graduate Academic Activities portal](#) on the Graduate School website. All dissertation committee members must hold Graduate Faculty status at UA and represent at least two academic departments. The chair of the committee must be a full member of the Graduate Faculty. Our department requires that the Dissertation Committee Chair (or its lead Co-chair) is a PhD Program Faculty member in our department.

The doctoral dissertation committee should include a minimum of five (5) faculty members. We also require a minimum of three (3) individuals from our Departments' PhD Program faculty serve on the dissertation committee. There should be at least one committee member

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from outside of our department. These individuals should be selected along with your dissertation committee chairperson. You and your Dissertation Chairperson should ensure that they have (or will have) Graduate Faculty Membership. Students should try to form a dissertation committee by the end of their second semester of doctoral study.

Dissertation Proposal

Having received guidance from the dissertation committee, the formal dissertation proposal can be developed and generally completed after all or most of the course work is completed, and the comprehensive examination has been successfully completed. The dissertation proposal aims to show the appropriateness, manageability, and significance of the projected research. The department defines a dissertation proposal as the first three chapters of the traditional dissertation (note: the format will look different for an article-style dissertation). The student formally presents the written proposal to the dissertation committee and defends it in a meeting with the committee. The proposal normally includes an introduction giving an overview and stating the proposed research's significance, literature review, and methodology. Each student will work closely with their Dissertation Chair and committee to develop a dissertation proposal.

Once the student and dissertation chair have developed a proposal and the graduate Dean has approved the dissertation committee, the student schedules the dissertation proposal meeting that includes all committee members. **The student cannot propose a dissertation and have its final defense in the same semester.**

Proposal presentations typically last about 30 minutes. They often include a brief handout of the presentation outline and main points and electronic presentation formats such as PowerPoint presentations. Dissertation Chairs help students decide on an appropriate presentation package. The Dissertation Chair invites all PhD students and department faculty to attend the public portion of dissertation proposal meetings.

An email announcement about a student's dissertation proposal should be sent to Jenny Goddard (jgoddard@ches.ua.edu) for inclusion in the CHES Newsletter. Posting for the Dissertation Proposal must be made public two weeks prior to the proposal.

In preparing for dissertation proposal meetings, PhD students will work closely with their dissertation committee at all stages in developing a dissertation proposal. The dissertation proposal format will be distinct depending on the dissertation style selected by the student.

Students who elect to pursue the **Traditional Dissertation Format** option will prepare a dissertation proposal that includes three (3) fully developed chapters consisting of the:

1. Introduction,
2. Comprehensive Literature Review, and
3. Proposed Methodology

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Students who elect to pursue the **Article-Style Dissertation Format** option will prepare a dissertation proposal that includes:

1. An introduction with:
 - a. Theoretical foundations
 - b. Comprehensive literature review,
 - c. Statement of the problem,
 - d. Proposed methods for each of the planned papers that will be written as part of the dissertation

The proposal should be presented to the Dissertation Committee no later than 2 weeks (10-15 workdays) before the proposal meeting. Electronic copies can also be provided to other department PhD students and other faculty members, specifically as follows:

- *Dissertation Committee* –1 electronic copy (by email) as MS Word file.
- *Other PhD Students* – 1 electronic copy (delivered by email) as a PDF file.
- *Other Department Faculty* (on request) – 1 electronic copy (by email) as a PDF file.

After conferring with their Dissertation Chair, students traditionally take responsibility for contacting committee members and arranging a date, time, and location for proposal meetings. During the period of doctoral study, the faculty expects PhD students to attend the public portion of dissertation proposal meetings of other PhD students.

The initial proposal of the dissertation to the student's committee should be a formal presentation. A polished and professional quality proposal should be the standard. Students will be expected to present their formal research proposal to the graduate faculty, graduate students, and other auxiliary faculty and guests. Directly following the proposal, the student's dissertation committee will convene to approve the proposal or recommend that a student resubmit a modified proposal later. After the successful proposal, the [Dissertation Committee Acceptance Form](#) must be completed and submitted to the UA grad school.

Continuous Dissertation Registration

PhD students are required to register for a minimum of 1 hour each semester. Summer enrollment is **expected** if the student is working on the dissertation/document/project and using any University facilities or resources, including faculty time. The only time summer registration is **required** for dissertation/document/project research is when a doctoral student is graduating in August or defending the dissertation/document/project during the summer semester. This is true whether or not the student has formally applied for Admission to Candidacy. Each doctoral student must have completed the minimum number of dissertation research hours required for their degree program. The amount of dissertation research for which a student enrolls in any given semester should be commensurate with the progress a student is expected to make on the dissertation and reflective of the extent to which University facilities and faculty time are invested in the proposed activities. To assist faculty and students in determining the appropriate registration for doctoral research, the following guidelines are recommended:

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Three (3) semester hours. Little or no progress will be made on the dissertation, only minimal use of university facilities will be involved, and/or there will be only slight faculty contact with the student; the work and writing of the dissertation are complete, and only final grammatical corrections and the oral examination on the dissertation remain to be accomplished.

Six (6) semester hours. The student will be devoting approximately one-half of a full-time academic load to the dissertation. Moderate progress on the dissertation is expected of the candidate, only limited use of university facilities will be involved, and/or faculty contact with the student will be limited.

Nine (9) semester hours. The student will be devoting approximately three-fourths of a full-time load to the dissertation. Substantial progress on the dissertation is expected of the student, there will be major use of university facilities, and/or considerable faculty contact with the candidate is anticipated.

Twelve (12) semester hours. The student will be working full-time on the dissertation. Extensive progress on the dissertation is expected, there will be considerable use of university facilities, and/or faculty contact with the student will be extensive.

Article-Style Dissertations

At the doctoral level, "article-style" dissertations are unified works that include several distinct but closely related research or creative activity studies, each of which is of publishable quality. This approach is intended for doctoral students whose dissertation will consist of a number of related manuscripts or articles that represent independent research or creative activity. This option is available to students enrolled in the PhD Program in Health Education and Promotion.

Article-style dissertations must be based upon research completed while the student is enrolled at The University of Alabama. The student must be the first author, or equivalent, as defined by the discipline for each article used. As with traditional dissertations, the article-style dissertation must be the student's original idea. It must be a unified work and include a sequence of articles of publishable quality around a cohesive theme, with a comprehensive review of literature demonstrating an in-depth understanding of the unifying framework.

In Article-style dissertations, there will be:

- introductory material to describe the studies, show how they are related, and explain their significance;
- connecting language to bridge each study to the next; and
- a summary clarifies the importance of the studies, integrates the major findings, and discusses the implications for the overall topic.

These components do not have to be separate sections or chapters. They may be parts of the manuscripts or may be accomplished in an abstract. The manuscript will be one of the sets of tables, figures, and reference lists for the document.

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All parts of article-style dissertations must conform to the provisions set forth in [A Student Guide to Preparing Electronic Theses and Dissertations](#), except when the circumstances of a specific project or discipline's style manual require deviation. Doctoral students who choose the article-style dissertation will write a final, completed dissertation that will consist of a number of journal-style manuscripts or articles. At UA, the official minimum number of manuscripts in the article-style dissertation is two (2). Students considering the article-style approach should contact the Graduate School before beginning their work if they have questions concerning specific problems or deviations from traditional procedure.

Authorship Guidelines for Dissertation

The student should be the primary author on all of the published or publishable works from the dissertation. Committee members are typically included on the papers produced by the dissertation work since they are working in a collaborative relationship with the graduate student. The decision regarding authorship should be based on the degree to which a given committee member contributed to each paper. Serving on the committee does not guarantee authorship.

If an article(s) is multi-authored, you should justify or clarify the contributions of the other authors in relation to the research project. Issues of clarification should include the origins of the conceptualization and design, data collection, analysis and interpretation of the data, and other significant areas of contribution. The student will be involved with every aspect of the dissertation.

General requirements for assigning authorship credit to the manuscripts generated during the dissertation process include:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

For more details on peer-reviewed journal article authorship expectations, please see: <http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>. The doctoral student will consult with the committee members to decide on the fate of unpublished papers at the time of graduation. Time limits should be established, so that publication of papers is not held up if the graduate does not submit papers following graduation.

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Traditional Dissertation

A dissertation consists of three main parts: the preliminary pages, the text, and the reference matter. Each part contains several sections. Some sections may be omitted, but the order of the following outlines must be observed.

Preliminary Pages

- Title page includes Committee Chair and list of committee members (required; see Appendix A. Do not number this page)
- Copyright page (required; see Appendix A. Do not number this page)
- Abstract (required; number this page ii) - **must not exceed 350 words**
- Dedication page (Optional)
- List of abbreviations or symbols (required when symbols used are not self-explanatory)
- Acknowledgments (required)
- Table of contents (required; titles of each section listed must concur exactly with body of the paper. Do not list this page among the contents)
- List of tables (required when tables are used)
- List of figures (required when figures are used)
- List of illustrations (required when illustrations are used)

Main Manuscript

- Body of paper (with 5 chapters or sections formatted following the template available by clicking Template in the [ETD website](#)'s index of topics)
- Bibliography or References (choose one, depends on accepted practice within the discipline)
- Appendices
- IRB Certificate (where applicable)

Illustrative Materials

- Drawings, graphs, and colored images may be included only if they are of high quality. All materials must conform to the margin requirements outlined in this manual.
- Photographs, charts, maps, drawings, and similar items can be included.

Supplementary Files

- Supplementary materials, e.g., audio, video, and Spreadsheet, may be included as supplementary files as part of your electronic submission, however, you **MUST** follow the formatting and submission requirements set out in ProQuest's instructions for supplementary files.

IRB Certification

- A copy of the Institutional Review Board (IRB) certification must be included in the appendix where a dissertation involves human subjects.

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Final-Semester Dissertation (699) Minimum Registration Hours

The student must enroll each semester for at least 1 hour of dissertation (699) research. If certain conditions are met for the student's final semester, the student may qualify to enroll for fewer than 1 hour of 699 dissertation research. A zero-hour or one-hour 699 registration is permitted only in the final semester. This exception applies only to students who registered for at least 1 hour of dissertation (699) research in the preceding semester and only under the conditions described in the table below:

When was the *completed electronic dissertation submitted to ProQuest/the Graduate School?	Minimum hours of 699 registration required in the final semester
By 4:45 p.m. on the last-possible day for instructors to post grades for the semester before the student's final semester (date published in the University Academic Calendar)	0

"Completed" means submitted to ProQuest after being successfully defended and carefully edited following the defense meeting. The dissertation chair or department designee must submit the Committee Acceptance Form (CAF) through the UA DocuSign system. The CAF must be signed by all committee members, department chairperson, and graduate dean. The department submits the CAF through the UA DocuSign system in myBama. At the time of ProQuest submission, the student also must submit the [Survey of Earned Doctorates](#) through the NORC website.

International students on F-1 or J-1 student visas are not permitted to use the zero-credit hour exception above as the basis of maintaining minimum enrollment requirements as active students: <http://international.ua.edu/iss/currentstudents/full-time-enrollment-requirement/>. Please see the "USCIS" section under "Minimum Hours—Other Policies and Regulatory Bodies".

The University Calendar is available at the Academics tab of the website of the [University Registrar](#).

Dissertation Defense

When the student and the committee consider the dissertation to be complete, the committee will conduct the final oral examination of the dissertation. The final oral dissertation defense is the culminating experience in the doctoral program. Once the dissertation committee has agreed that the student is prepared for the final oral dissertation defense, the student and committee members will set the defense date. All doctoral candidates must give members of the dissertation committee a minimum of two weeks to read the dissertation before the date of the required final oral examination. Final defense presentations typically last about 30 minutes. They often include a brief handout of the presentation outline and main points and electronic presentation formats. Dissertation chairs help students decide on an appropriate presentation package. During the period of doctoral study, the faculty expects PhD students to attend the public portion of dissertation final defense meetings of other PhD students.

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After conferring with their Dissertation Chair, students traditionally take responsibility for contacting committee members and arranging a date, time, and location for dissertation final defense meetings. Refreshments are not required at the final defense. Dissertation Chairs announce the dissertation's final defense date, time, and the location at Department and College levels. Faculty Advisors invite all graduate students and department faculty to attend the public portion of dissertation final defense meetings. An email announcement should be sent to Jenny Goddard (jgoddard@ches.ua.edu) for inclusion in the CHES Newsletter.

In preparing for dissertation final defense meetings, PhD candidates will:

Work closely with the Dissertation Chair and Committee at all stages in completing the dissertation.

Provide Committee members with one electronic copy (delivered by email) as an MS Word file of the final version of the dissertation.

All members of a student's dissertation committee are expected to attend and participate in real-time, usually in person, in any oral examination as part of the student's graduate degree program. Traditionally, oral examinations are conducted with the student meeting their committee while gathered in one physical location on campus. However, the need occasionally arises for virtual participation in the oral examination. Virtual attendance via interactive video or teleconference is permitted for off-campus external committee members, but the student and UA Tuscaloosa campus faculty should attend in person unless extraordinary circumstances dictate the need for virtual attendance. The Department allows up to 1 dissertation committee member to participate in the defense via Zoom knowing that the dissertation chair and student **CANNOT** be the 1 person. In addition, the dissertation must comply with the regulations in [Student Guide to Preparing Electronic Theses and Dissertations](#).

In circumstances where virtual participation is necessary, all participants must follow Virtual Participation guidelines. In these cases, graduate programs must ensure adherence to the following if any graduate-level oral examination involving the student's entire dissertation committee includes virtual participation.

- The student's consent must be sought and obtained in advance of conducting the oral examination with virtual participants.
- Virtual participation by committee members *must* include both audio and visual capability so that:
 - each committee member can hear the student and view the student, any presentation slides, and any demonstrations;
 - the student can hear and view each committee member.
- All committee members must participate interactively and in real-time for the *entire* examination, including any preparatory discussion leading up to it, the presentation itself, its discussion and evaluation.

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The following sections provide detail on the technical and attendance requirements for an oral examination with virtual participation.

Technical Requirements

Real-time and fully interactive audio and video communications must be maintained throughout the examination and any related discussion. The audio/video communications facilities must allow the student and all committee members to see and hear each other during the entire examination. There must be adequate provision for the transmission of text, graphics, or writings referenced or generated during the examination (e.g., slides, whiteboard). The use of audio-only communications is not permitted.

In case of technical difficulties or technology failure, the committee will decide whether to continue the examination once the difficulty is resolved, or to cancel the examination and reschedule it for a later date, without prejudice to the student.

If the student or any committee member(s) have a disability that will be impacted by virtual participation, reasonable accommodations should be provided.

Attendance Requirements

Programs should ensure that students are advised about virtual participation guidelines related to a dissertation defense, including reference to these guidelines as well as any other program-specific requirements. A dissertation defense may have virtually participating committee members according to the following rules:

- **Any one member** of the graduate student's committee (excluding the chair / advisor) can participate at a distance without seeking further authorization.
- The **committee chair** will be allowed to participate at a distance only if rescheduling the oral examination for a time when they are on campus would cause hardship to the student. In this case, the committee chair should submit a petition to the Dean of the Graduate School, outlining the reasons leading to the request.
- Similarly, a petition from the committee chair to the Dean of the Graduate School is also required if **more than one committee member** is to participate at a distance. Such petitions will only be considered if rescheduling the oral examination to a time when only one member of the committee would be participating at a distance would cause significant hardship to the student, as outlined in the petition.

All committee members participating virtually must be able to **fully interact** in the oral examination via audio and video capability; participation by viewing a recording of the oral examination is specifically prohibited. All members of the committee, on- or off-site, must participate in the evaluation of the examination; provisions must be made to record their vote and collect their signatures as necessary.

Student participation at a distance in graduate oral examinations involving their committee is generally not allowed for campus-based graduate programs. However, the committee chair and/or the graduate program director, in agreement with the student, may draft a petition to seek permission from the Dean of the Graduate School to conduct such an oral examination.

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This arrangement will only be considered if the committee chair agrees to it, and if rescheduling the oral examination for a time when the student is on campus would cause great hardship to the student; the petition should clearly outline the extenuating circumstances leading to this need.

When the dissertation has been completed, the candidate will be given a final oral examination by a committee of not fewer than five members, one of whom must be from outside the student's major department and appointed by the dean of the Graduate School. This examination will focus primarily on the candidate's research work, as embodied in the dissertation and the dissertation's field, but it may encompass the complete program for the degree. The majority of the committee must approve that the student successfully defended the dissertation. The results of the examination must be reported to the Office of the Graduate School at least six weeks before the commencement at which the degree is to be conferred.

Graduate School deadlines, including each semester's dissertation deadline, are available at the Graduate School's homepage. Consult the [ETD website](#) for details of ETD submission, including information on what needs to be submitted to the Graduate School. The graduate dean must approve the dissertation before the student can be cleared for graduation.

All Committee members must be present and sign the appropriate paperwork following successful defense of the dissertation. Most dissertations, even in the final form for the meeting, require some follow-up work. The [Doctoral Final Defense Form](#) must be completed and submitted to the UA Graduate School once a student has passed their dissertation defense.

After the successful defense, the [Dissertation Committee Acceptance Form for Electronic Dissertation](#) must be completed and submitted to the UA graduate school once the dissertation committee is ready to sign off on the final version of the dissertation. In other words, a student can pass their defense, but the committee may want them to make changes before the dissertation is submitted to the Graduate School. In this case, only the [Doctoral Final Defense Form](#) would be submitted to acknowledge that the defense has taken place and the outcome of the defense, but the [Dissertation Committee Acceptance Form for Electronic Dissertation](#) would be held student has made the changes required by the dissertation committee. Thus, the PhD candidate's program effectively concludes when all Committee members accept the dissertation and sign the appropriate paperwork.

Application for Graduation

Each candidate for a doctoral degree must submit an Application for Degree via [myBama](#) no later than the last day to register or add a course for the semester (or first term of the summer semester) in which requirements for the degree are to be completed. That specific date is published each semester at the Graduate School's website under Current Students/[Deadlines for Graduate Students](#).

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PHD PROGRAM FACULTY

Faculty in the Department of Health Science have held leadership positions in the Society for Public Health Education (SOPHE), American Public Health Association (APHA), and National Athletic Trainers' Association. Our faculty also have received recognition, including fellows' status, from SOPHE, APHA, the American Association for Higher Education, and the American School Health Association (ASHA).

The majority of the PhD faculty's expertise is in health promotion with various focus areas, including obesity, epidemiology, health promotion technology, maternal & child health, substance use, cancer prevention, disease prevention and reduction, etc. Additionally, faculty have expertise in athletic training with various focus areas, including shoulder injury and prevention, concussions, and traumatic brain injuries. Health inequity and disparities are a focus for both core areas of research (health promotion and athletic training). Methodologically, most have expertise in quantitative methods, and several faculties use qualitative approaches. Research activities are diverse and include educational, clinical, and community settings. All faculty listed below are qualified and capable of mentoring PhD students. However, it is possible that faculty may not be willing or able to mentor a student in a given year, so willingness is another matter. Faculty are consulted about their willingness to serve as a mentor and are asked about their student preferences.

Name	Research Interest
Don Chaney, PhD, MCHES® Chair, Dept. of Health Science Professor	Application of Technology in Health Education and Health Promotion, Online Learning, eHealth Literacy
Elizabeth "Beth" Chaney, PhD, MCHES® Professor	Instrument Development and Program Evaluation In Health Education
Jessica Jaiswal, PhD Assistant Professor	LBGTQ Health Inequalities, Opioid Use
Adam Knowlden, PhD, MBA, CHES® Associate Professor	Childhood Obesity, Unintentional Injuries from Inadequate Sleep
Jen Nickelson, PhD, RD, MCHES® Associate Professor	Maternal and Child Health, Parental Influences on Children's Eating Behaviors, Breastfeeding, Childhood Obesity Prevention, Community-Based Participatory Research
Michael Stellefson, PhD, MCHES® Professor PhD Program Coordinator	Health Disparities, COPD, Chronic Disease Self-Management, Electronic Health (ehealth) Literacy
Lori Turner, PhD, RD Professor	Osteoporosis Prevention, Dietary Behaviors and Health Behavior Theory
Elizabeth "Lizze" Elder, PhD, ATC AT Program Director Associate Professor	Shoulder and Elbow Injury, Injury Prevention, Adolescent Health

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Deidre Leaver-Dunn, PhD, ATC Associate Dean Associate Professor	Athletic Training, Sports Medicine, Adolescent Health, Disordered Eating
Ryan Moran, PhD, ATC Assistant Professor	Athletic Training, Sports Medicine, Sport- Related Concussion
Stuart Usdan, PhD, Dean of College of Human Environmental Sciences Professor	Substance Abuse and Alcohol Prevention, College Health
Jessica Wallace, PhD, ATC Assistant Professor	Athletic Training, Sports Medicine, Sport- Related Concussion
Amanda Wilkerson, PhD Assistant Professor	Sedentary Behavior and Physical Activity; Workplace Health Promotion; Utilization of Health Behavior Theoretical Models; Program Evaluation

Source: <http://www.health.ches.ua.edu/phd-program-faculty.html>

Contact information and professional profiles for all current PhD students in the Department of Health Science can be found here: <http://www.health.ches.ua.edu/phd-students.html>

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Funding Opportunities

Internal

- <https://catalog.ua.edu/graduate/about/general-information/financial-assistance/>
- <https://graduate.ua.edu/prospective-students/graduate-school-scholarships-fellowships/>

External

- [AHRQ Health Services Research Dissertation Program \(R36\)](#)
- [Ruth L. Kirschstein National Research Service Award \(NRSA\) Individual Predoctoral Fellowship \(Parent F31\)](#)
- [ESG Project Grants, Travel and Professional Grants](#)
- **Society for Public Health Education (SOPHE) fellowships**
 - [Student Fellowship in Patient Engagement](#)
 - [Helen P. Cleary Scholarship](#)
 - [SOPHE/CDC Student Fellowship in Injury Prevention](#)
 - [21st Century Student Scholarship](#)
 -
- **SHAPE America fellowships**
 - [Research Grant for Graduates](#)
 - [Ruth Abernathy Presidential Scholarship](#)
- **American Fellowship, American Association of University Women (AAUW) fellowships**
 - [Dissertation Fellowships](#)
 - [Short-Term Research Publication Grants](#)
 - [Career Development Grants for Pre-Doctoral Students](#)
 - [International Fellowships for Doctoral Students](#)
- **Centers for Disease Control and Prevention (CDC)**
 - [Building Public Health Pathways for Medical and Veterinary Students Training Fellowship](#)
 - [Child Abuse and Neglect Prevention Research Fellowship](#)
 - [Countermeasure Tracking System Program](#)
 - [Data Analysis and Evaluation Fellowship](#)
 - [Data Analysis and Visualization Fellowship](#)
 - [Data Modernization for Public Health Programs Fellowship](#)
 - [Data Modernization for Public Health Programs Internship](#)
 - [Data Visualization and Evidence Synthesis for Public Health Recommendations Fellowship](#)
 - [Disease Surveillance Internship](#)
 - [Environmental Health Epidemiology Fellowship](#)
 - [Epidemiology Fellowship](#)
 - [Emergency Response Management Fellowship](#)

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- [Global COVID-19 Response Fellowship](#)
- [Global Health Security Applied Research Fellowship](#)
- [Health Communication Fellowship](#)
- [Health Communications Fellowship](#)
- [Health Informatics, Statistics and Ecology Fellowship](#)
- [Healthcare-Associated Infections Fellowship](#)
- [Learning Design and Education Fellowship](#)
- [Maternal And Child Nutrition Fellowship](#)
- [Office Of Science \(OS\) Fellowship Program 2021 For Graduates](#)
- [Policy Analysis Fellowship](#)
- [Program & Performance Improvement Fellowship](#)
- [Program Evaluation for Comprehensive Cancer Control & Prevention](#)
- [Public Health Analysis \(Evaluation and Data Science\) Fellowship](#)
- [Public Health Data Analysis Fellowship](#)
- [Public Health Emergency Response Planning Fellowship](#)
- [Public Health Informatics Fellowship for Graduates](#)
- [Quality Science Fellowship](#)
- [Quality Training Development Fellowship](#)
- [Research Opportunity in Data Science](#)
- [Scientific Fellowship Program Development Initiatives](#)
- [Statistical Fellowship](#)
- [Teaching Youth About Public Health Training Fellowship](#)
- [Tobacco Laboratory Statistics Fellowship](#)
- [Water, Sanitation, And Hygiene \(Wash\) Fellowship](#)
- [Workforce Development Evaluation Fellowship](#)

- **Association of Public Health Laboratories (APHL)-US Centers for Disease Control and Prevention (CDC)**
 - [Infectious Disease Laboratory Fellowship](#)
 - [Environmental Health Laboratory fellowship](#)
 - [Newborn Screening Fellowship](#)

- **ASPPH**
 - [ASPPH/NHTSA Public Health Fellowship Program](#)
 - [ASPPH/EPA Environmental Health Fellowship Program](#)
 - [ASPPH/CDC Public Health Fellowship Program](#)

- **The National Academies of Science, Engineering, Medicine: Ford foundation fellowship program**
 - [Predoctoral Fellowship](#)

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- [Dissertation Fellowship](#)
- [AHIMA Foundation Dissertation Support Scholarship](#)
- [Christie Foundation for Health Education Scholarship](#)
- [James A Ferguson Emerging Infectious Disease Fellowship Program](#)
- [Paul Ambrose Scholars Program](#)

Award Opportunities

Local

- <https://sa.ua.edu/students/awards-and-scholarships/>

National

- **Eta Sigma Gamma (ESG) Student Scholarship and Awards**
 - [Loren B. Bensley Jr. Gamman of The Year Award – Eta Sigma Gamma](#)
 - [John P. McGovern, M.D. National Scholarship Award – Eta Sigma Gamma](#)
 - [Elena M. Sliepcevich Professional Development Award – Eta Sigma Gamma](#)
 - [Student Poster Session – Eta Sigma Gamma](#)
- [American College Health Foundation Student Travel Funding Opportunity](#)
- [American Public Health Association \(APHA\) Student Awards](#)
- **Society For Public Health Association (SOPHE)**
 - [Graduate Student Research Paper](#)
 - [Student Health Edu-Thon](#)
 - [R. Brick Lancaster Community Health Internship Award](#)
- [American Association on Health And Disability \(AAHD\) Scholarship Program](#)
- [International Peace Scholarship \(IPS\)](#)

Opportunities for Professional Involvement

Eta Sigma Gamma

The Department's honorary student society for health education, Eta Sigma Gamma, Delta Xi Chapter, has received six consecutive national awards, for its community service efforts and leadership. Their faculty sponsor (Dr. Jen Nickelson) and doctoral students who have served as officers for Eta Sigma Gamma have also received national recognition for their leadership.

Students interested in becoming members must be currently enrolled students at the University of Alabama who are involved in our sister student organization, Hands in Health. As Eta Sigma Gamma is a national health education honorary society, minimal membership requirements are set by the national organization. Additional requirements may be set by each individual chapter. Initiation criteria for the Delta Xi chapter are as follows:

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Graduate students must:

1. currently be majoring in Health Studies, Public Health, or Health Promotion and Health Education in the College of Human Environmental Sciences,
2. have completed 9 credit hours through the University of Alabama,
3. have and maintain a 3.2 GPA.

To become an initiated member, graduate students must:

1. demonstrate a spirit of service;
2. exemplify character through personal integrity and professional attitude;
3. actively contribute to the chapter, as well as the health education discipline, through engagement in service, teaching, advocacy, and research;
4. earn 15 points per semester for two consecutive semesters (30 total across the fall/spring academic year) in the following categories:
 - a. service/teaching/advocacy/research (STAR) activities: A minimum of 6 points per semester
 - i. Of these, a minimum of 3 points must be earned in HHH/ESG-sponsored events (e.g., general body meetings, committee meetings, Hands in Health service events, etc.).
 - ii. Students may earn the remaining points through outside events (e.g., UA's Project Health, American Cancer Society's Relay for Life, trash pick-up, writing letters to legislators in support of health-related legislation, being a pen-pal to someone in assisted living, etc.);
 - b. professional development activities: A minimum of 3 points per semester (e.g., journal club meetings, presentations, webinars, etc.);
 - c. fundraising for HHH/ESG: A minimum of 1 point per semester;
5. document points on approved chapter form;
6. be up to date on local dues and pay national dues.

To maintain **active member** status, graduate students must:

1. demonstrate a spirit of service;
2. exemplify character through personal integrity and professional attitude;
3. actively contribute to the chapter, as well as the health education discipline, through engagement in service, teaching, advocacy, and research:
 - a. complete 15 points each semester, with minimums in each category described above;
4. document points on approved chapter form;
5. pay local and national dues.

The criteria for eligibility may be waived under special circumstances with approval of the majority of the executive board.

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Academic Job Opportunities

Graduates of proposed program will be able to seek faculty and research positions in departments and programs in the following areas: health education; health promotion; public health; public health education; community health; health promotion & wellness; health & kinesiology; health, exercise science and recreation management; health science; health & human performance; and others. Below is information in certain job search sites on positions that are relevant to the training/education provided in the program.

- **Chronicle of Higher Education:** “health promotion” in the job title or in the job description
- **Higher Education Jobs (higherjobs.com):** Health Education and Promotion; Public and Environmental Health
- **APHA Public Health CareerMart**

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Example of Projected Timeline to Graduation by Semester and Credit Hours
For Fall 2022 Student Cohort and Beyond

(Student's Name)
Proposed PhD Program of Study
Department of Health Science
College of Human Environmental Sciences
The University of Alabama

NOTE: The following example assumes a PhD program of 66 credits.

<u>Courses/Credits by Semester</u>	<u>Cumulative Total</u>
FIRST YEAR	
Fall 2022 (12)	12 Credits
Spring 2023 (12)	24 Credits
SECOND YEAR	
Fall 2023 (12)	36 credits
<i>[Comprehensive Examination – first Thursday of Fall 2023]</i>	
<i>[Develop Prospectus – by end of October 2023]</i>	
Spring 2024 (12)	48 Credits
<i>[Dissertation Proposal – Early July-August 2024]</i>	
THIRD YEAR	
Fall 2024 (9)	57 Credits
Spring 2025 (9)	66 Credits
<i>[Final Defense of Dissertation – Late Spring 2025]</i>	
<i>Graduation!</i>	

PhD Program in Health Education and Promotion

Guidelines for Article-Style Dissertation Format Ph.D. Program in Health Education and Promotion Department of Health Science The University of Alabama (UA) 2021-2022

These Guidelines describe an alternative to the traditional dissertation format, referred to as the “article-style” dissertation option. Students may still wish to pursue a traditional dissertation format. The decision of which format to use is a serious consideration that students should discuss with their Dissertation Committee based on the type of study they wish to pursue.

The Department of Health Science supports the option for doctoral students to write a dissertation incorporating an “article-style” format. This decision was based on several considerations, including: 1) top-level health education/public health doctoral programs nationally have this option; 2) students benefit through developing their research and writing skills in the form in which they are needed for professional competency, especially within top research universities; 3) students and faculty benefit from a deeper level of collaborative work to produce high-quality professional papers; 4) students benefit from working through a series of research studies on one larger research issue, beginning to formulate a research agenda; 5) students benefit when they graduate with one or more peer-reviewed publications completed. This accomplishment documents the student’s research ability and increases the likelihood of them being placed in highly competitive positions within academia and similar scholarly appointments. It is the belief of faculty within the Department that the publishable paper format of the dissertation has the advantage of ensuring that the substantial work done by both the graduate students and the student’s committee members becomes part of the professional literature.

A. Explanation of Guidelines

To allow students ample opportunity to publish their scholarship, the Department supports the article-style format for dissertations. This format usually involves the joining two or more full-length manuscripts (to be published) with introduction and overall conclusion sections. As with regular dissertations, students must select a prominent style guide appropriate to their field of study and whose provisions must be applied to the manuscript as a whole. When individual articles have been prepared for or accepted by journals for publication, and the articles have been prepared using the author and style guide issued by the journal(s), the articles must be revised as appropriate to conform with the overall style of [A Student Guide to Preparing Electronic Theses and Dissertations](#) before submission to the Graduate School as a dissertation. The chosen style must be applied consistently across all articles with reference to any exceptions from the specific provisions of [A Student Guide to Preparing Electronic Theses and Dissertations](#).

At UA, the official minimum number of manuscripts in the article-style dissertation is two (2); therefore, students are required to write at least two high-quality, publishable articles. If a student chooses to write two articles for their dissertation, they must be data-based publications

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(not a review paper). Students should work with their dissertation chair and committee to determine if more than two (2) manuscripts are needed. A systematic review or meta-analysis does not count as one of the two manuscripts. However, if a student chooses to include 3 articles in their dissertation, they are permitted to include a systematic review or meta-analysis as one of the 3 papers. UA Graduate School article format guidelines are provided below:

Preliminary Pages

Copyright Information

The inclusion of any articles that are previously published or accepted for publication requires permission from the copyright holder. The sections not copyrighted by another party may be covered under the publication of the new manuscript.

Abstract

Same as regular dissertation, please follow same layout and format as for a regular dissertation.

Abbreviations

List all abbreviations as one complete list in the preliminary section of the dissertation. Do not include them with the individual articles.

Acknowledgments

Follow the same layout and format as for a regular dissertation.

Table of Contents

Each article included should be identified in the Table of Contents as a separate section by giving the complete title as it appears on each manuscript. Do not list subheadings that occur within the individual manuscripts; do list subheadings from the introductory and summary sections.

List of Tables and List of Figures

Tables and figures shall be listed for the whole document. Numbering of tables and figures will be in accordance with the chosen style and formatting guide for the document as a whole.

Main Body

Introduction

The introduction should include a clear statement of the student's purpose or hypothesis to be tested as well as a comprehensive review of the literature. It may also be important to state the significance of the overall health problem and its impact on public health. This section also will include a statement of the relationship between and among the various articles and parts of the research. The introduction should present the general theme of the dissertation with a coherent topic.

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Suggested UA Graduate School subheadings for each article are listed below:

First Article

Subheadings/Sections

- Introduction
- Method
- Results
- Conclusions
- Reference List (for article 1)
- Appendices (for article 1)

Second Article

Subheadings/Sections

- Introduction
- Method
- Results
- Conclusions
- Reference List (for article 2)
- Appendices (for article 2)

Third Article (if necessary)

Subheadings/Sections

- Introduction
- Method
- Results
- Conclusions
- Reference List (for article 3)
- Appendices (for article 3)

While these headings are suggested by the graduate school, the format of each article should follow the style of the journal the student aims to submit to. The UA Graduate School *does not specify one or another style guide to follow when using the article style format for a dissertation*. As with regular dissertations, students must select a prominent style guide appropriate to their field of study and whose provisions must be applied to the manuscript as a whole

(http://services.graduate.ua.edu/etd/article_style.html)

The general content must still follow a form as described by the Graduate School, which is laid out in our ETD web pages under “Parts of the Manuscript of an Article-Style Dissertation” (http://services.graduate.ua.edu/etd/article_style.html). An acceptable style guide is one which addresses all of the formatting elements set out in the “Style Guide Matters” section of the ETD web site (<http://services.graduate.ua.edu/etd/manual/prep.html#style>).

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Overall Conclusion

State the conclusions for the dissertation as a whole. This section should summarize and integrate the major findings and public health implications.

References

All general references from the introduction, overall conclusion, and any supplementary sections should be included here and should conform to the same style and format as the articles. Students should follow the required formatting style (e.g., APA, AMA) of the peer-reviewed journal they plan to submit each individual article to.

Appendices

Include here only any additional appendices that relate to the manuscript as a whole.

B. Four Sample Article-Style Dissertations

The nature of the study will dictate the format and nature of each of the articles. The specific article format may vary and should match targeted peer-reviewed journals in the student's field. The specific journals the student should target should be discussed with the student's Chair and dissertation committee. The following represents some examples of how the article format dissertation may unfold.

Sample 1: Systematic Review + Instrument Development

Introduction

Article 1: Systematic Review

Article 2: Instrument Development/Psychometric Properties of Instrument

Article 3: Results of Administering Finalized Instrument

Overall Conclusion

Sample 2: Mixed Methods

Introduction

Article 1: Qualitative Study; results of which inform article 2

Article 2: Instrument Development/Psychometric Properties of Instrument

Overall Conclusion

Sample 3: Mixed Methods

Introduction

Article 1: Quantitative Study

Article 2: Qualitative Study to Explain Findings of Quantitative Study

Overall Conclusion

Sample 4: Single Quantitative Study with Multiple Research Questions

Introduction

Article 1: Describes Results of Some of the RQs

Article 2: Describes Results of Other RQs

Overall Conclusion

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Appendix A

FACULTY EVALUATION FORM

Student's Name: _____

Research Mentor: _____

Date of Evaluation: _____

1. Student's Overall Academic Progress						
		Very Good	Good	Average	Poor	N/A
	<i>Please mark one ("X"):</i>					
	COMMENTS:					

2. Student's Overall Engagement in Scholarly Activities						
		Very Good	Good	Average	Poor	N/A
	<i>Please mark one ("X"):</i>					
	COMMENTS:					

3. Interpersonal and Professional Competence						
		Very Good	Good	Average	Poor	N/A
	<i>Please mark one ("X"):</i>					
	COMMENTS:					

4. Self-Awareness and Self-Reflection						
		Very Good	Good	Average	Poor	N/A
	<i>Please mark one ("X"):</i>					
	COMMENTS:					

5. Openness to Processes of Supervision						
		Very Good	Good	Average	Poor	N/A
	<i>Please mark one ("X"):</i>					
	COMMENTS:					

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6. Problem Resolution						
		Very Good	Good	Average	Poor	N/A
	<i>Please mark one ("X"):</i>					
	COMMENTS:					

7. Student's Overall Professional Competency						
		Very Good	Good	Average	Poor	N/A
	<i>Please mark one ("X"):</i>					
	COMMENTS:					

8. Student's Progress				
		Concern	Acceptable	Outstanding
	<i>Please mark one ("X"):</i>			
	COMMENTS:			

9. Student's Strengths	
	COMMENTS:

10. Student's Weaknesses	
	COMMENTS:

11. Wish to Continue Supervision of the Mentee?			
		Yes	No
	<i>Please mark one ("X"):</i>		
	COMMENTS (REQUIRED for responses of "No" or "Unsure"):		

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Appendix B

STUDENT ENGAGEMENT IN AREAS OF RESPONSIBILITY

Indicate which of the scholarly activities the student engaged in this past year?		
	<i>Check ("X") if applicable</i>	Scholarly Activity
1.		Actively participated in a faculty-supervised independent research project
2.		Attended a campus-wide, research-focused professional development activity/event (e.g., grant-writing workshop)
3.		Attended a state, regional, national, or international conference (e.g., SOPHE, APHA)
4.		Prepared abstract for presentation at a state, regional, national, or international conference (e.g., SOPHE, APHA)
5.		Served in a leadership role on a committee or hold an office in a professional organization related to health promotion
6.		Review abstracts for a professional organization's annual meeting (e.g., APHA, SOPHE).
7.		Collaborated with research mentor or department professor in preparing and submitting a scholarly manuscript for publication consideration to a peer-review journal
8.		Contributed as author or co-author of scholarly manuscript for submission to a peer-review journal
9.		Completed a class project (e.g., a literature review, secondary analysis, thematic paper) that served as the basis for a journal article submission, grant submission, or research project.
10.		Submitted a University IRB application and received approval
11.		Other (specify): _____

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Students Indicate the Areas of Responsibility that were Demonstrated or Engaged in During the Academic Year				
	NCHEC Area of Responsibility	<i>Check ("X") if applicable</i>	Indicate the specific advanced competency/competencies (https://www.nchec.org/responsibilities-and-competencies)	Describe class, project, research activity, or other area where competencies or general areas of responsibility were demonstrated
1.	Assessment of Needs and Capacity			
2.	Planning			
3.	Implementation			
4.	Evaluation and Research			
5.	Advocacy			
6.	Communication			
7.	Leadership and Management			
8.	Ethics and Professionalism			

9.	Wish to Continue Working with the Faculty Mentor?			
		Yes	No	Unsure
	<i>Please mark one ("X"):</i>			
	COMMENTS:			

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Appendix C

Health Education Code of Ethics

<https://www.nchec.org/code-of-ethics>

Article I: Core Ethical Expectations.

1. Health Education Specialists display personal behaviors that represent the ethical conduct principles of honesty, autonomy, beneficence, respect, and justice. The Health Education Specialist should, under no circumstances, engage in derogatory language, violence, bigotry, racism, harassment, inappropriate sexual activities or communications in person or through the use of technology and other means.
2. Health Education Specialists respect and support the rights of individuals and communities to make informed decisions about their health, as long as such decisions pose no risk to the health of others.
3. Health Education Specialists are truthful about their qualifications and the qualifications of others whom they recommend. Health Education Specialists know their scope of practice and the limitations of their education, expertise, and experience in providing services consistent with their respective levels of professional competence, including certifications and licensures.
4. Health Education Specialists are ethically bound to respect the privacy, confidentiality, and dignity of individuals and organizations. They respect the rights of others to hold diverse values, attitudes, and opinions. Health Education Specialists have a responsibility to engage in supportive relationships that are free of exploitation in all professional settings (e.g.: with clients, patients, community members, students, supervisees, employees, and research participants.)
5. Health Education Specialists openly communicate to colleagues, employers, and professional organizations when they suspect unethical practices that violate the profession's Code of Ethics.
6. Health Education Specialists are conscious of and responsive to social, racial, faith-based, and cultural diversity when assessing needs and assets, planning, and implementing programs, conducting evaluations, and engaging in research to protect individuals, groups, society, and the environment from harm.
7. Health Education Specialists should disclose conflicts of interest in professional practice, research, evaluation, and the dissemination process.

Article II: Ethical Practice Expectations.

1. **Section I. Responsibility to the Public.** Health Education Specialists are responsible for educating, promoting, maintaining, and improving the health of individuals, families, groups, and communities. When a conflict of issue arises among individuals, groups, organizations, agencies, or institutions, Health Education Specialists must consider all issues and give priority to those that promote the health and well-being of individuals and the public, while respecting

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both the principles of individual autonomy, human rights, and equity as long as such decisions pose no risk to the health of others.

2. **Section II. Responsibility to the Profession.** Health Education Specialists are responsible for their professional behavior, the reputation of their profession, promotion of certification for those in the profession, and promotion of ethical conduct among their colleagues.
3. **Section III. Responsibility to Employers.** Health Education Specialists are responsible for their professional behavior in the workplace and for promoting ethical conduct among their colleagues and employers.
4. **Section IV. Responsibility in the delivery of Health Education/Promotion.** Health Education Specialists deliver evidence informed practices with integrity. They respect the rights, dignity, confidentiality, inclusivity, and worth of all people by using strategies and methods tailored to the needs of diverse populations and communities.
5. **Section V. Responsibility in Research and Evaluation.** Through research and evaluation activities, Health Education Specialists contribute to the health of populations and the profession. When planning and conducting research or evaluation, Health Education Specialists abide by federal, state, and tribal laws and regulations, organizational and institutional policies, and professional standards and ethics.
6. **Section VI. Responsibility in professional preparation and continuing education.** Those involved in the professional preparation and training of Health Education students and continuing education for Health Education Specialists, are obligated to provide a quality education that meets professional standards and benefits the individual, the profession, and the public.

Citation: Code of Ethics for the Health Education Profession®. (2020). Coalition for National Health Education Organizations (CNHEO). [Document]. <http://cnheo.org/ethics-of-the-profession.html> This Code was updated from a Task Force in 2011 and adopted by the CNHEO in February 2020.

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Appendix D

Sample Syllabus Template for HHE 602 - Readings in Health

HHE 602 Readings in Health (3 credit hours)

Readings in Health

Semester Year

Instructor

Instructor Name

Title

Department of Health Science

Office Building and Number

Phone Number

Email Address

Course Description

Insert one sentence course description here.

Course Objectives

Upon completion of this course, the student should be able to:

1. Insert Student Learning Objective #1
2. Insert Student Learning Objective #2
3. Insert Student Learning Objective #3
4. Insert Student Learning Objective #4
5. Insert Student Learning Objective #5

Course Requirements

Literature Review Matrix (or Matrices). Insert Due Date. 200 points.

The review of the literature should be organized in one or more matrices in a meaningful way (so as to be able to fit into a literature review chapter of a dissertation); for example:

- a. Health concerns
- b. Risk factors
- c. Protective factors
- d. Theory
- e. Interventions

Abstract. Insert Due Date. 100 points.

Prepare an abstract to submit to SOPHE (or a similar) conference.

Research Question Development. Insert Due Date. 50 points.

Develop a research question(s) for either (a) a systematic literature review or (b) a dissertation topic.

Reflective Discussions. Weekly or Bi-Weekly (TBD by faculty and student). 50 points.

You should schedule periodic discussions with me during the time you are completing the course. These discussions will provide time to process the course content beyond the written course requirements.

Course Grading

TOTAL POINTS POSSIBLE = 400

A = 360-400 B = 320-359 C = 280-319 D = 240-279 F = Below 240

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Appendix E

- ✓ Plan of Study must be prepared by the PhD Program coordinator and submitted to the Graduate School. The department submits the PhD Plan of Study through the UA DocuSign system in myBama. The completed Plan of Study shows the Graduate School which courses the student has taken, and which remaining courses will be taken to fulfill the degree requirements. An updated form must be on file with the Graduate School when the Doctoral Candidacy Form is submitted by the student's Committee Chair.
- ✓ Committee Chair initiates and submits [Doctoral Admission to Candidacy Form](#) to Graduate School after student passes comprehensive exam AND dissertation prospectus meeting with committee.
- ✓ Student initiates and submits the [Appointment/Change of Doctoral Dissertation Committee Form](#) to the Graduate School around the same time that the Committee Chair submits the Doctoral Candidacy Form.
- ✓ At the beginning of the semester the student intends to graduate, the student should submit the Application for Degree through MyBama in the Student Tab.
- ✓ Once the student passes the oral dissertation defense, the Committee Chair should submit the [Doctoral Final Defense Form](#) to the Graduate School.
- ✓ After the student makes the final revisions to the dissertation document and the committee approves the document, the Committee Chair should submit the [Committee Acceptance Form for Electronic Dissertation](#) to the Graduate School.
- ✓ Before Graduation, the Student must complete the [Survey of Earned Doctorates](#).