September 6, 1991

Dr. Phillip Austin
Chancellor
The University of Alabama System
401 Queen City Avenue
Tuscaloosa, AL 35401-1551

Dear Dr. Austin:

The Commission granted final approval of the following programs at its meeting on August 30, 1991, with post-implementation conditions.

University of Alabama

Bachelor of Science in Athletic Training
Doctor of Philosophy in Computer Science

University of Alabama at Birmingham

Master of Science in Occupational Therapy

University of Alabama/University of Alabama at Birmingham

Joint Doctor of Philosophy in Health Education/Promotion

Please contact us if we may be of further assistance.

Sincerely,

Henry J. Hector

HJH-mf

Attachment

c:  Dr. E. Roger Sayers  Dr. Robert F. Barfield
      Dr. Charles McCallum  Dr. William Sibley
      Dr. John Lyons    Dr. Clint Bruess
      Dr. Keith D. Blayney  Dr. Juan Navia
      Dr. John R. Durant  Dr. Carl Westerfield
      Dr. Terry L. Hickey  Dr. William Hatcher
      Dr. James G. Taaffe  Dr. Ron Rogers
      Dr. Rod Roth  Dr. Anthony Barnard
ALABAMA COMMISSION ON HIGHER EDUCATION
Friday, August 30, 1991

DECISION ITEM A-3d

Joint Doctor of Philosophy in Health Education/Promotion (CIP 13.9999)
University of Alabama and University of Alabama at Birmingham

Staff Recommendation

That the Commission on Higher Education grant final approval on August 30, 1991 to the proposed program with the following postimplementation conditions:

1. That the enrollment reach at least 10 by the fifth year.

2. That the program graduates at least 3 by the end of the fifth year.

3. That a follow-up survey be conducted after five years, the results of which will show that at least 75% of the graduates are employed in the health education/promotion area.

4. That UA/UAB provide documentation regarding levels of extramural funds attracted to support the program.

The recommendation for final approval is based on the agreement of the University of Alabama and the University of Alabama at Birmingham to accept the above conditions and to phase out the program if the conditions are not met. The institutions should present documentation regarding the conditions, as well as a general assessment of the program in a report to be submitted to the Commission by October, 1996.

On October 23, 1990, the Commission granted preliminary approval for the Joint Ph.D. in Health Education/Promotion proposed by the University of Alabama and the University of Alabama at Birmingham.
PROPOSAL
FOR A
PH.D. PROGRAM IN HEALTH EDUCATION/PROMOTION
OFFERED JOINTLY
BY
THE UNIVERSITY OF ALABAMA
AND
THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

September, 1988
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PREFACE

The development of a proposal for a Ph.D. in Health Education/Promotion began approximately a decade ago. The University of Alabama's Area of HPER initially began in 1978 to plan for a Ph.D. in Health Education. The Area of HPER and College of Education annual and five year plans in 1979-80 included a Ph.D. in Health Education. Concurrently since 1979, UAB's School of Public Health had been pursuing a broad based Ph.D. program in Health Education. An administrative decision to defer further developments of the Ph.D. program occurred in 1980, because of inadequate resource support. During the years 1981-83, discussions were conducted with the University of Alabama-Birmingham faculty and administrators in the School of Education. The feasibility of a joint doctoral program was pursued, culminating in the submission of a Notification of Intent to Plan a Ph.D. program in December of 1983. During the 1984-85 academic year, the joint Ph.D. proposal was developed and evaluated by external consultants, in January, 1986. Subsequent to the consultants evaluation, Dr. Hill, President of UAB, deferred the joint proposal pending input from the UAB's School of Public Health.

In the Spring of 1986, formal and informal discussions between The University of Alabama and UAB continued relative to a joint Ph.D. in Health Education/Promotion between The University of Alabama-Area of HPER, UAB-School of Education, and UAB-School of Public Health. The result of those discussions is this proposal. The joint Ph.D. concept is supported wholeheartedly by the faculty and administrators of the programs and institutions involved. This proposed Ph.D. program is a unique collaborative effort to professional preparation in health education/promotion which will provide a research oriented program of the highest quality.
PART A: DESCRIPTION OF THE PROGRAM

Introduction

The proposed Ph.D. program in Health Education/Promotion is designed to provide experiences which will produce future leaders for Alabama and the nation in the health education/health promotion discipline. The program proposed will provide students the opportunity to study health education/health promotion in a Ph.D. program having sufficient depth and breadth to be nationally competitive. Clearly, a unique and distinguishing feature of this program is that the faculties at both of these fine institutions will work in concert on all programmatic aspects. The program will be of the highest academic caliber and will reflect the excellence of both institutions. Each campus has faculty members recognized nationally for their research contributions. Faculty in closely related fields at both campuses will also be utilized to support the program.

The joint health education doctoral program will consist of the Doctor of Philosophy (Ph.D.) degree. The proposed Ph.D. degree is subject to the Alabama Commission of Higher Education (ACHE) approval. The University of Alabama, Tuscaloosa campus currently has a doctorate (Ed.D.) in Health Education which will be eliminated upon approval of the Ph.D. program. The faculty in Health Education at Tuscaloosa and Birmingham firmly believe that national recognition and a competitive research posture necessitates the Ph.D. option. The idea of "combining resources to maximize quality, efficiency and effectiveness" conforms with recommendations outlined in the ACHE Planning Document Number 1. More specifically this document suggests the creation of
joint and cooperative efforts between UAB and UA. The establishment of a joint doctoral program in health education/promotion is congruent with the missions of both institutions and The University of Alabama System and A.C.H.E. (Appendix A).

**Definition of Health Education and Health Promotion**

For clarification purposes, the following definitions of Health Education and Health Promotion are provided:

- **Health Education** - any combination of learning experiences designed to predispose, enable and reinforce voluntary adaptations of behavior conducive to well-being.

- **Health Promotion** - refers to any combination of health education and related organizational, economic and environmental supports for behavior conducive to well-being.

These definitions highlight the basic tenet that health education represents an integral component of health promotion. Health promotion encompasses a variety of educational and non-educational activities to foster an appropriate health behavior change. For example, a health education program on smoking may consist of smoking cessation seminars. The health promotion program might include the cessation seminars in combination with an enforceable smoking policy, social support group(s), an awareness campaign, and removal of cigarette vending machines.

**Types of Research in Health Education/Promotion**

Since the Ph.D. is a research degree clarification of the types of research related to the discipline will be provided. (See Appendix E, Faculty Vitae for specific health education/promotion research projects)

Most health education research falls into three categories: formative, process, and impact evaluation of health education interventions and health promotion programs. Formative evaluation includes studies to gather information prior to the development of health education/health promotion
initiatives. This includes the development/implementation and evaluation of marketing needs assessments to gather information to enhance the potential success of a health promotion program and the assessment of the problems, needs, and interests of a group targeted for an educational intervention.

Process evaluation includes the monitoring of what is going on in a health education/promotion program and the participant satisfaction with program components. Process evaluation activities include, but are not limited to, quality assurance reviews, evaluation of program providers, and evaluation of instructional methodologies and materials. Process evaluation gathers program effectiveness data from staff consumers, students and outside providers on the quality of the implementation plan and the appropriateness of content, methods, materials, media, and instrumentation.

Impact evaluation assesses the impact of the program in fostering appropriate cognitive, affective, and behavioral changes in the target audience. Impact evaluation examines whether changes have occurred in a dependent variable and whether those changes can be attributed to program effects.

Program Philosophy and Objectives

The purpose of the program is to satisfy a state, regional and national need for advanced educational training leading to the Ph.D. degree in Health Education/Promotion. The academic program will be research based and of the caliber to be nationally competitive. The program will achieve national prominence and reflect credit on its graduates, the two institutions involved, and the State of Alabama. The ultimate ramification of this program will be improved quality of life, through health education/promotion, for the citizens of Alabama and the nation.
The Ph.D. program was designed to utilize the faculties of three existing health education programs (UAB - School of Public Health, UAB - Health Education Program, UA - Health Education Department). Through the combination of these faculties, the qualities of each individual program faculty can be enhanced and a quality program developed. The program will possess academic breadth and depth unobtainable without a joint venture.

Through a joint Ph.D. program the following objectives can be accomplished:

1. bring together faculty from individual programs within The University of Alabama System who have a professional interest in health education/promotion.

2. create a Ph.D. program for the training of students in the health education/promotion discipline.

3. stimulate and facilitate cooperative research efforts among the faculty and students of both institutions.

Relationship of this Program to the Objectives of The University of Alabama System

The general purposes of The University of Alabama System have been articulated as follows:

The University of Alabama System is dedicated to the continued intellectual and social development of the people of the state through teaching, research, and service. It also accepts responsibility for assistance to the regional, national, and international communities. Primarily, the University endeavors to provide superior instruction, supported by adequate facilities, within a congenial climate of learning. Toward these diverse ends, the institution offers many opportunities from undergraduate through postdoctoral programs, including advanced research and continuing education courses both on and off campus. Excellence is the goal in all university activity.

In achieving its purpose, The University offers a variety of programs designed to accomplish the following: analysis and transmission of knowledge and ideals; stimulation of the intellectual growth and creativity of the individual; development of enlightened and thus more responsible citizens. The University's purpose and programs are based on constitutional and legislative mandates and authorizations.
The proposed Ph.D. in Health Education/Promotion is entirely consistent with the objectives of the University system and reflects the University's response to a societal need. Through combining three individual program faculties to support one Ph.D. program, strength in recruiting and matriculating a higher quality graduate student will be obtained. In addition, the research capability of students and faculties will be enhanced, thus adding to the national prestige of the University System.

**Relationship of this Program to the Objectives of The University of Alabama**

The mission statement of The University of Alabama projects the development of a university which possesses the following characteristics:

1. A university with active research programs in several areas that contribute to the economic, technological, and cultural growth of the state and region.

2. A university with academic programs with standards that reflect the quality of the institution's research programs.

3. A university with an active research-oriented faculty whose teaching and service contributions reflect the quality of the faculty's research.

4. A university with research and teaching programs that attract and retain high quality students and provide opportunities for them to develop to their capabilities.

5. A university whose management systems enhance the institution's research mission.

The Ph.D. program in Health Education/Promotion will support the attainment of these characteristics. The current Ed.D. program at The University of Alabama does not have the theoretical and/or research breadth or depth of the proposed Ph.D. program. The proposed program will enhance the ability to recruit high quality research oriented faculty and students in the Health Education/Promotion field thus enabling the University to make a significant contribution to societal needs in the state, region, and nation. The joint nature of the program will increase the educational opportunities for graduate students at The University of Alabama by making available the
resources and expertise of the other programs. The Health Education faculty at The University of Alabama will benefit from the increased contact with and opportunity for research collaboration with the faculties of the UAB Schools of Education and Public Health.

Relationship of this Program to the Objectives at The University of Alabama-Birmingham

The mission of the University of Alabama at Birmingham (UAB) is that of furthering intellectual and social development through teaching, research, and service. The special purpose of UAB was defined by a "Statement of Purpose" adopted by the Board of Trustees, University of Alabama System in 1973.

The University of Alabama at Birmingham has responsibility for the education of its students, for the extension of knowledge through research, and for such service to society as can be performed through making available its resources of knowledge and expertise.

The University shares these broad responsibilities with all modern universities, but at the same time its unique history and urban location distinguish it among these institutions and exact of it certain special responsibilities. Its heritage requires that it should continue its growth as a major health center, and its urban location requires that it should provide resources and opportunities for higher education in many other areas for those in its region.

The Ph.D. program in Health Education/Promotion is viewed as contributing significantly to all of the following Institutional Goals for UAB: 1) to continue to provide broad-based educational opportunities of a high quality for a vastly diverse student body at the graduate level, as well as those students at the professional and advanced professional level; 2) to meet the unique demands placed upon it by its role as an urban university; 3) to meet state and regional needs in its role as a major academic health center; 4) to continue to contribute knowledge through major research efforts, especially in areas relating to its health foci; and 5) to provide, within the available resources, additional programs to meet the needs of UAB's constituencies.  

PART B: NEED FOR THE PROGRAM

JUSTIFICATION FOR THE PROGRAM

The health and well-being of individuals and groups are growing national concerns. Many current health problems are caused and/or potentiated by lifestyle factors which have a behavioral perspective. National health experts purport that major improvements in the health status of Americans can only be accomplished through behavioral intervention activities. Cardiovascular disease, cancer, drug dependency, and emotional stress and disorders are only a few examples of the many health concerns that have lifestyle/behavioral components. It is recognized that major strides in improving the health status of society must include health education/promotion components.

The development of a joint doctoral program in Health Education/Promotion within The University of Alabama System will provide a unique program. Presently the southeast region of the United States is void of a nationally recognized and acclaimed graduate health education program. The opportunity is available to provide a high quality Ph.D. program, recruit students from a national perspective and establish The University of Alabama System as a major health education/promotion research and graduate training center.

The faculties of both The University of Alabama and the University of Alabama at Birmingham support a joint program. For the purpose of this proposal, the term "program faculty" refers to the faculty from UAB and The University of Alabama directly involved in this proposed program. In essence, one faculty from two institutions exists. The individual Health Education faculty within the three programs at the two universities do not have the resources to offer a quality doctoral program to meet the demand of the
profession. Yet, this faculty group believes that a joint program allowing these three groups to work in concert to train doctoral level students would be most appropriate for the following reasons.

1. Each faculty member has distinct qualities, experiences and research interests. This will allow students to gain both breadth (from the research of a large and diverse group) and depth (from working with a recognized expert) in their doctoral preparation experience.

2. The two sites will allow students to examine more easily the health education/promotion problems and concerns of rural and both urban populations.

3. The School of Public Health at UAB brings a wealth of clinical and public health resources that will help enhance the quality of students entering the program and the marketability of these students upon graduation. In addition, the faculty in the Department of Health Behavior in the School of Public Health has expertise in public health methodology, evaluation of health education/health promotion, cancer prevention and smoking cessation programs.

4. The Department of Health and Physical Education in the School of Education at UAB has a wealth of experience in design, promotion, and implementation of school health education programs. In addition, the faculty of this department is very active in national professional health organizations such as the Association for the Advancement of Health Education and the American School Health Association.

5. The Health Education program at The University of Alabama in Tuscaloosa brings to the program all the resources of a major research oriented land grant institution. The faculty in this department has expertise in the area of health behavior, health promotion in worksite settings, stress management, human sexuality, and school health education.

This proposed joint doctoral program offering the Ph.D. degree in Health Education/Promotion between a School of Public Health and two Health Education - College of Education departments will be unique to Alabama and the profession. Whereas several institutions have cooperative aspects between health education and public health programs, this will be the first joint Ph.D. program. The roles of both The University of Alabama and the University of Alabama at Birmingham include providing leadership in higher education, excellence in research, and well qualified health manpower. The need exists in Alabama, the southeast, and nationally for this proposed program.
Career Opportunities of Program Graduates

Numerous openings at colleges and universities are announced each year in the professional literature (e.g., American Journal of Public Health, Journal of School Health, The AAHPERD Update, The Chronicle of Higher Education, etc.). Federal, state and national organizations such as The Centers for Disease Control, the Department of Health and Human Services, the National Institutes of Health, and the National Center for Health Education and State Department of Health provide career opportunities for health education and health promotion specialists. In addition, hospital, worksite, and community based health promotion programs are employing health education/promotion specialists.

Sample job descriptions for university, governmental and community based health education/health promotion positions are highlighted below:

University Based

Responsibilities include instruction in the professional preparation of graduate and undergraduate students. Applicants must be able to teach health content area specific courses in addition to courses on instructional methodologies, curriculum planning and development, evaluation of health education/promotion programs and research methodologies in health education.

Other responsibilities include research and scholarly activity, seeking external funding, advising graduate and undergraduate students and supervising masters and doctoral level thesis and dissertations.

Governmental Based

Responsibilities include the design and implementation of health education and health promotion programs to address the 1990 health objectives for the nation. In addition, applicants will be responsible for monitoring the progress of federal grants and projects currently on-going and oversee the process of awarding funds for targeted projects in each fiscal year. The applicant will also serve as a representative of the Institute and may be asked to speak on behalf of the institute chief.
Community Based

Responsibilities include the administration of all health promotion activities within the target area. This includes but is not limited to administration of numerous health promotion contracts, financial planning and budget formulation, supervision of key personnel and promotion and marketing of health promotion initiatives.

Other responsibilities include securing funds from external sources, conducting research on the effectiveness of health promotion programs and serving as a liaison between this and other health promotion agencies.

Based on past experience and trends at other analogous university programs preparing doctoral level health education/promotion specialists, most of the graduates of this program will likely seek employment at colleges and universities throughout the United States. Examples of advertisements in professional journals are provided in Appendix B.
PART C: STUDENT AVAILABILITY

Sources of Students

With the development and implementation of the joint Ph.D. program, recruitment of quality students from a national perspective is anticipated. There are approximately 200 colleges and universities in the United States that prepare undergraduate health educators, with more than 100 offering graduate programs at the Master's level. In Alabama, over ten institutions offer Bachelor's level programs in Health Education and six offer the Master's degree.

A high quality doctoral program in health education/promotion located in this geographical region will attract numerous students who currently migrate to other regions in pursuit of doctoral level studies. Recruitment from Florida, Georgia, South Carolina, North Carolina, Mississippi, Louisiana, Texas, Arkansas, Tennessee, Kentucky, Oklahoma, as well as Alabama will be possible with our quality doctoral program. Among the southeastern states, Georgia, Florida, Kentucky, Louisiana, and Mississippi do not have an institution offering the doctorate in health education. The States of North and South Carolina, Arkansas, and Tennessee each have one institution offering the doctorate in health education. The State of Texas has five institutions offering the doctorate, but these are relatively small programs. The majority of the above programs do not have the depth, breadth, and research base to compete with the proposed Ph.D. program.

Applicants for the proposed Ph.D. program will possess a graduate degree (Master's) in health. Initially, the program will accept applicants only once per year, during the fall term. A maximum of four students will be admitted to the Ph.D. program during the first year. During the second and
third years, four new students will be admitted each year. It is anticipated that after three years, total program enrollment will be approximately twelve students. Program evaluation and available resources will influence subsequent enrollment.

It is anticipated that the uniqueness of the proposed program will allow for the recruitment of a significant critical mass of high quality research oriented Ph.D. students. Anecdotal comments from leaders in the field of Health Education support this notion.

Presently, no Ph.D. program exists which combines the faculty and resources of a School of Public Health with those of established health education departments. The marriage of these administrative unit contributes to the uniqueness, and significantly enhances the marketability, of this program.

PART D: PERSONNEL AVAILABILITY

The primary faculty for the joint program will be the health education faculty at The University of Alabama and the University of Alabama at Birmingham. The curriculum vitae of the 10 faculty are included in Appendix E. In addition to the regular faculty, adjunct faculty from the College of Community Health Sciences at The University of Alabama and from the Department of General and Preventive Medicine at The University of Alabama at Birmingham will be utilized as appropriate. The faculty of the proposed program have distinguished themselves professionally and continue to grow. They are recognized as competent teachers, researchers, and leaders in the field.
Proposed Faculty

Lynn Artz, MD, MPH, is an Assistant Professor in the Department of Health Behavior. Her professional experience includes the Pawtucket Heart Health Program, the American Heart Association, the National High Blood Pressure Education program, corporate health promotion programs, and others. Her research, largely community-based intervention research, typically applies the principles and techniques of behavioral psychology to health behavior change. Most recently, Dr. Artz was the principal investigator of a breast cancer prevention and early detection study which compared the effectiveness of health education versus behavior modification approaches. Currently, she is collaborating on smoking cessation intervention trials with pregnant women. Other interests include nutrition, fitness, women's health and international health. She received her B.S. in Psychology from the Pennsylvania State University, then attended the Medical College of Pennsylvania and the University of Tennessee College of Medicine where she received her MD degree. Her MPH is from the Harvard Graduate School of Public Health.

Clint E. Bruess is Professor and Acting Dean - School of Education at The University of Alabama at Birmingham. Until 1987 Dr. Bruess was Professor and Chairman of Health and Physical Education at UAB. Prior to becoming affiliated with the University of Alabama at Birmingham in 1981, Dr. Bruess was Director of the School Health Education Project at the National Center for Health Education. Dr. Bruess received his doctorate from Temple University (1968), his Master's from the University of Maryland (1965), and his Bachelor of Science degree from Macalester College. In addition to 12 years of higher education administrative experience, Dr. Bruess has served on the Board of Directors of the Association for the Advancement of Health Education, as the Chairperson of the American School Health Association Study Committee on
Professional Preparation and College Health Education, and on the Editorial Board of Health Education. He currently serves as an Associate Editor for both the Journal of School Health and Health Education. Dr. Bruess has published in professional journals and has also co-authored five textbooks.

James M. Eddy is Chairman and Associate Professor of Health Education at The University of Alabama. Dr. Eddy was Associate Professor of Health Education and Director, Center for Worksite Health Enhancement at The Pennsylvania State University prior to coming to The University of Alabama. Dr. Eddy is recognized nationally for his research and evaluation in worksite health promotion. He has published extensively in health education/promotion and health related journals. Dr. Eddy received his doctorate from The Pennsylvania State University and his BS and MS from The State University of New York - Brockport.

Charlotte Hendricks received her HSD from Indiana University and her MS degree in Public Health from Western Kentucky University. Prior to her academic appointment at The University of Alabama at Birmingham, Dr. Hendricks served in higher education administration as a counselor for the University of Kentucky--Hopkinsville Community College. As a health educator for the Barren River District Health Department in Kentucky, she coordinated research for a federal Health Education Risk Reduction Grant. Her research interests include preschool health education and marketing health education. Dr. Hendricks is currently a member of the Research Council of the American School Health Association and is actively involved with the National Center for Health Education as a Center Correspondent.

John P. Lowe, DrPH is an Associate Professor and Program Coordinator. Dr. Lowe's experience ranges from the area of substance abuse prevention and treatment to worksite health promotion programs. Professionally, he has
served as a consultant to major chemical and oil companies as well as several treatment centers in the U.S. and abroad. Dr. Lowe's funded research activities have included the evaluation of self-help smoking cessation programs at the worksite and the effectiveness of social support in maintaining abstinence from smoking. In addition to alcohol abuse, Dr. Lowe's interests include all aspects of substance abuse, smokeless tobacco use, and bulimia. He received his BS from the University of Texas at Austin. He then received a post-baccalaureate certificate in Biomedical Communications from the University of Texas - Houston. His DrPH and MPH are from the University of Texas School of Public Health in the area of Behavioral Science. Dr. Lowe is currently chairman of the Public Education Committee for the American Cancer Society, Alabama Division, and currently serves on the section council of the American Public Health Association, Alcohol and Drug Section.

Stephen Nagy received his Ph.D. in Health Education from The University of Oregon in 1982. Dr. Nagy joined The University of Alabama Health Education faculty as an Assistant Professor in 1982. Dr. Nagy's research interests include stress management, teacher burnout, psychological variables of health, and health promotion schemes. Dr. Nagy has been very productive in research publications during the past four years. Dr. Nagy has had experience in public school teaching and is currently coordinating the wellness and health promotional courses at The University of Alabama.

Dr. David Poehler, Assistant Professor of Health Education, UAB, has recently joined the Center for Disease Control Staff as a Project Officer for School Health Initiatives. Recruitment of his replacement is currently underway.

Jeannette Redford is an Associate Professor within the School of Education at The University of Alabama at Birmingham. She earned two master's degrees,
one from New Orleans Baptist Seminary and one from the University of Southern Mississippi where she also earned her Ed.D. Dr. Redford has been involved in graduate education for the last 13 years at UAB where she developed and continues to coordinate the Health Occupations Education Teacher Education Program. She co-authored a book which reviewed selected pertinent literature of the 70's related to health occupations education. In addition, she has served on several master's thesis committees for students in the School of Community and Allied Health. For one and a half years she was a consultant to a community hospital in their efforts to establish a hospital wide-staff development program. She developed one of the first five Mental Health Technology programs in the nation. She worked closely with Southern Regional Education Board on projects, grants and program presentations related to preparation of mental health personnel. She has had both funding of grants and publications related to mental health and curriculum development and teaching methodology. Her current interests and research efforts include proper training and utilization of health personnel and decision-making skills related to both social and emotional issues.

Carl Westerfield is Area Head of Health, Physical Education, and Recreation at The University of Alabama. Dr. Westerfield received his Ph.D. from the University of Toledo (1973), M.Ed from the University of Toledo (1968), and B.S. from Eastern Kentucky University (1967). Dr. Westerfield has experience in graduate program development in school health, community health, and health promotion. Dr. Westerfield has served on the Editorial Board of Health Education and national committees for the American School Health Association and American Public Health Association. Dr. Westerfield was Chairman of Health at The University of Alabama from 1978 to 1987 and at the University of Nebraska - Omaha for five years prior to coming to The
University of Alabama. His research interests include biomedical parameters, risk factors in health and the evaluation of health education/promotion techniques. Dr. Westerfield has published in a variety of scientific journals including medical, biology, physiology, and health education refereed journals.

Richard A. Windsor, Ph.D., MPH, is a Professor and Chair, Department of Health Behavior and Senior Scientist, Comprehensive Cancer Center, UAB Medical Center. He has 18 years of experience in a wide range of health promotion/disease prevention program activities, including community assessments, survey research, program evaluation and evaluation research initiatives at the worksite, in schools, in health care settings, and in public settings/community health. Dr. Windsor is an evaluation specialist and an established NIH investigator in the area of smoking cessation intervention research. He has been funded by the Appalachian Regional Council, the Centers for Disease Control, the National Heart, Lung, and Blood Institute, the National Cancer Institute, the National Center for Health Services Research and the National Institute of Arthritis and Metabolic and Digestive Disorders. He has played a leadership role in the area of public health education and evaluation research and currently is serving as a member of the U.S. Host Committee for the 13th World Conference on Health Education. He is a past Vice-President and President for the Society for Public Health Education and is a member of the American Public Health Association, Society for Behavioral Medicine and the Evaluation Research Society of America. Dr. Windsor received his BS from Morgan State College, MS and Ph.D. from the University of Illinois, and was a post-doctorate fellow and received his MPH in Maternal and Child Health from the School of Hygiene and Public Health, Johns Hopkins University.
PART E: THE PROGRAM

The Proposed Ph.D. Program in Health Education/Promotion

Students will come into the Ph.D. program possessing a Master's degree in health education or a health related field. Prerequisite graduate work must include coursework in each of the following areas: (1) foundations of health education, (2) administration of health education, (3) health education planning and development, (4) health education methods, materials, and delivery, and (5) statistics and research design. The Doctor of Philosophy degree is based upon a minimum of 72 semester hours of academic credit beyond the Master's degree. The overall Ph.D. program includes a 24 hour major and a minimum of two minor fields outside the Health Education/Promotion program. The Ph.D. in Health Education requires a minor in research and statistics consisting of the following: 1) Advanced Biostatistics - 3 hours; 2) Multivariate/Multiple Regression Analysis - 3 hours; 3) Advanced Epidemiology - 3 hours; and 4) Data/Computer Technology - 3 hours. A minimum of 24 semester hours of dissertation credit must be completed. The Ph.D. degree will be conferred jointly by The University of Alabama and The University of Alabama at Birmingham. Participation in graduate exercises may be at either or both campuses.

The degree program requirements leading to the Ph.D. is provided in Table I. The Ph.D. is regarded as a research degree and will therefore have stringent requirements with regard to research tools which help assure the development of an independent research investigator. The opportunity for sub-specialization in health education/promotion is possible through electives, choice of minors and the dissertation topic.
### Table I

Sample Program for Ph.D. in Health Education/Promotion

<table>
<thead>
<tr>
<th>I. Health Education/Promotion Core</th>
<th>24 hrs</th>
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<tbody>
<tr>
<td>621/721 Adv. Theoretical &amp; Scientific Basic of HE/P</td>
<td>3 hrs</td>
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<tr>
<td>623/723 Plng and Adm of HE/P: School &amp; Community</td>
<td>3 hrs</td>
</tr>
<tr>
<td>624/724 Plng and Adm of HE/P: Worksite &amp; Health Care</td>
<td>3 hrs</td>
</tr>
<tr>
<td>626/726 Evaluation Research of HE/P</td>
<td>3 hrs</td>
</tr>
<tr>
<td>627/727 Health Communications Research</td>
<td>3 Hrs</td>
</tr>
<tr>
<td>628/728 Current Research Issues in HE/P</td>
<td>3 hrs</td>
</tr>
<tr>
<td>600/700 Health Education/Promotion Selectives</td>
<td>6 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. First Minor - Research/Statistics</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Multivariate/Multiple Regression Analysis</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Advanced Epidemiology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Data/Computer Technology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Second Minor</th>
<th>12 hours</th>
</tr>
</thead>
</table>

| IV. Dissertation | 24 hours |

| V. Research Seminars (non-credit) | |

| VI. Foreign Language or Research Skill | |

Total Hours | 72 hours |
Core Courses

The Ph.D. program requires 24 hours of core courses. This requirement is based upon the contention that Health Education/Promotion students must hold or acquire a core of basic knowledge and/or competence. The required Ph.D. program core will consist of the following required 18 hours plus six hours of health education/promotion electives determined by the Doctoral Advising Committee:

1. Advanced Theoretical and Scientific Basis of Health Education/Promotion - 3 hours
   * Historical perspectives of health education/promotion
   * Contemporary philosophy of health education/promotion
   * Health objectives for the nation -1990 and 2000
   * Current status of health education/promotion
   * Professional competencies in health education/promotion
   * Theories of behavior change
   * Problems related to individual behavior change
   * Organizational health-behavior
   * Social influences of health behavior
   * Legislative issues related to health behavior
   * Models of health behavior change/health education
   * Case study examples

2. Planning and Administration of Health Education/Promotion: School and Community - 3 hours
   * Status of school health education
   * School-community relationships
   * Political and social forces affecting school health
   * Controversy and consensus on school health education/community health
   * Research on the impact of school of health education
   * Creating a healthy school...education, environment and services
   * Model Programs...SHCP, PGCP, THTM, etc.

3. Planning and Administration of Health Educational/Health Promotion:
   Worksite and Health Care - 3 hours
   * Rationale and benefits of worksite health promotion
   * Planning and implementation of programs for worksite populations
   * Marketing concepts
   * Fostering corporate culture
   * The future of health and work
   * Integration of community resources
4. Evaluation Research of Health Education/Health Promotion - 3 hours
   * Process evaluation
   * Program evaluation
   * Evaluation research
   * Planning for evaluation
   * Effective program evaluation case examples
   * Issues of data collection and analysis
   * Preparing an evaluative report

5. Health Communications Research - 3 hours

6. Current Research Issues in Health Education/Promotion - 3 hours
   * Problems in sampling
   * Development of valid and reliable instrumentation
   * Research design and application
   * Issues in data analysis and interpretation
   * Grantsmanship in health education/promotion
   * Techniques of manuscript preparation/publication

   The core courses will be new courses developed specifically for the Ph.D. program. These courses represent some reconstruction of content and concepts from existing graduate courses at both institutions. When applicable obsolete and/or duplicative courses will be eliminated once the core courses are approved.

   **Current Course Offerings**

   The University of Alabama currently offers the Ed.D. program and has a range of graduate health education course offerings to support the Ph.D. program. The University of Alabama at Birmingham College of Education and School of Public Health also has a range of graduate level courses to support the doctoral program. The course descriptions of all existing courses are provided in Appendix C. The current list includes:
Duplicative Existing Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>UA</th>
<th>UAB-Ed</th>
<th>UAB-SPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Behavior</td>
<td>520</td>
<td></td>
<td>520</td>
</tr>
<tr>
<td>Health Promotional Techniques</td>
<td>530</td>
<td>501</td>
<td>500</td>
</tr>
<tr>
<td>Readings in Health Education</td>
<td>602</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Projects in Health Education</td>
<td>603</td>
<td>590/691</td>
<td></td>
</tr>
<tr>
<td>Seminar in Health Education</td>
<td>604</td>
<td>690</td>
<td>590</td>
</tr>
<tr>
<td>Field/Lab Experience in Health</td>
<td>685/686</td>
<td>693</td>
<td>597</td>
</tr>
<tr>
<td>Curriculum/Instruction/Methods in Health</td>
<td>505</td>
<td>504</td>
<td></td>
</tr>
<tr>
<td>Techniques/Methods of Research in Health</td>
<td>506</td>
<td>593</td>
<td></td>
</tr>
<tr>
<td>Problems In Health</td>
<td>503</td>
<td>591</td>
<td></td>
</tr>
<tr>
<td>Research in Health (not related to dissertation)</td>
<td>698</td>
<td>692</td>
<td>598/798</td>
</tr>
<tr>
<td>Dissertation</td>
<td>699</td>
<td></td>
<td>599/799</td>
</tr>
</tbody>
</table>

Other Applicable Courses

University of Alabama

504    Health Counseling
515    Advances in Health Sciences
525    Human Sexuality
566    Evaluation in Health Education
587    Health Aspects of Aging
667    Org & Imp of Health Educ and Health Promotion Programs

University of Alabama - Education

502    Alcohol Seminar
506    Issues in Disease Control
590    Ethical Problems and Principles in Health Education

University of Alabama - School of Public Health

PHB 510    Patient Education
PHB 530    Communications Theory and Practice
PHB 540    Health Program Evaluation
PHB 740    Evaluation Research: Public Health Promotion
Minors in Support of the Ph.D. in Health Education/Promotion

The University of Alabama and The University of Alabama at Birmingham have graduate programs throughout the respective universities to support the health education doctorate. Philosophically, students pursuing the Ph.D. in Health Education/Promotion should have an academic grounding in the psycho-social factors related to health behavior. The expectation is that a student will obtain a minor or the equivalent in a social science discipline. The following is a list of possible Ph.D minors. The list is not all-inclusive but provides probable examples.

Public Policy and Administration
Human Resource Management
Community Health Sciences
Educational Psychology
Counseling
Human Development and Family Life
Communication
Sociology
Psychology
Medical Psychology

Hypothetical Student Program

Student progression through the doctoral program can be illustrated through a hypothetical case. The typical doctoral student will have a master's degree in health education/promotion and enter the 72 hour post-master's Ph.D. program. The student will take, on the average, nine graduate hours each term.

During Term I the core courses 621/721, Advanced Theoretical and Scientific Basis of Health Education/Promotion and a 600/700 level Health Education/Promotion elective will be completed. In addition the student will complete three hours of the research/statistics proficiency - Biostatistics. Term II will consist of core courses 623/723, Implementation and Administration of Health Education/Promotion: School and Community and 624/724, Implementation and Administration of Health Educational/Health
Promotion: Worksite and Health Care and Multivariate/Multiple Regression. During Term III, (Summer School) of the first year, the student will complete 9-12 hours of Research/Statistics and/or the required minor.

Term I of the second academic year will consist of a core selective course 600/700, and 626/726, Evaluation Research of Health Education/Health Promotion, plus three hours of either Research/Statistics or minor. Term II will complete core courses 627/727, Health Communications Research, 628/728, Current Research Issues in Health Education/Promotion and a minor course. During Term II or III of the second academic year or during Term I of the third academic year, the major and minor comprehensive examinations are completed. The student forms a doctoral dissertation committee. The student then presents a dissertation proposal for approval. The dissertation research is completed, the dissertation written and defended.

Program Administration

**Sequence of Steps in Ph.D. Program**

A. Satisfy Admissions Requirements.

B. Formation of Doctoral Program Advisory Committee (4 member committee, appointed by Program Coordinator(s) in consultation with student, at least one faculty member from each campus).

C. Doctoral Program Planned

D. Completion of Course Work

E. Completion of Major and Minor Exams (See Appendix F for Explanation)

F. Doctoral Dissertation Committee

G. Doctoral Dissertation Proposal (See Appendix F for details)

H. Admission to Candidacy

I. Defense of Dissertation

J. Submit Final Copies of Dissertation
General Administration

Administrative responsibility of the joint doctoral program in Health Education resides with the three Department Chairs of Health Education, Deans of the three Colleges/Schools, and the administrative officials of the University (Vice-Presidents for Academic Affairs, Deans of the Graduate School, Presidents of the two universities and the University Systems). Administrative responsibility within the program will reside with the Ph.D. Program Director. The Program Director will be charged with the following responsibilities: 1) oversee student recruitment activities, 2) scheduling of course offerings, 3) serve as a liaison between the three administrative units, 4) coordinate the logistics for coursework and seminars, 5) coordinate research and dissertation activities for students enrolled in the program.

A Joint Policy/Admissions Committee will be established with faculty of both campuses represented. The Joint Policy/Admissions Committee will consist of two graduate faculty members from each of the three programs recommended by their faculty and approved by Department Heads and Deans in the respective institutions. The purposes of this Committee are (1) to provide recommendations to the Program Coordinators and faculties concerning program policies and/or changes, and (2) to review applications and make recommendations to the program coordinators and the Deans of the respective graduate schools for or against admission of students.

The scheduling of faculty loads, assignment of courses to faculty members, and scheduling of course offerings will be the responsibilities of the Program Director working cooperatively with the Department/Area Chairs at The University of Alabama and the University of Alabama at Birmingham. Student credit production hours will be awarded to the institution that provided the faculty member for instruction of the course.
The faculty involved in the program will be considered Graduate Faculty of the Joint Health Education/Promotion Ph.D. program. Formal faculty meetings (minimum of three per year) will occur during September, January and March of each year. Faculty/student retreats will occur each year during the Spring Semester/Quarter.

Admission Policies

Admission to the joint Ph.D. program in Health Education requires approval of the combined faculty. Candidates for admission to the Health Education doctoral program must possess a Master's degree from an accredited institution in Health Education or a health related field. Application for admission can be initiated from either campus. The Joint Policy/Admissions Committee will review and make recommendations concerning admission. Prerequisite graduate work must include coursework in each of the following areas: (1) foundations of health education; (2) administration of health education programs; (3) health education planning and development; (4) health education methods, materials, and delivery; (5) statistics and research design.

An applicant whose credentials meet the following minimum requirements may be considered for admission.

1. A quality point average, based on a 4.0 system, of 3.0 overall, or 3.0 for the last 60 semester hours in a degree program; and

2. An acceptable score on one of the following entrance examinations.

Minimum test scores for admission are:

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE</td>
<td>1000</td>
</tr>
<tr>
<td>MAT</td>
<td>50</td>
</tr>
</tbody>
</table>
Committees

In addition to the Joint Policy/Admissions Committee described above, several doctoral committees will be instituted (See Appendix F for explanations of these committees). The Doctoral Program Advisory Committee will consist of four members representing both campuses and will be charged with advising and guiding the student through his/her curriculum requirements. The Doctoral Dissertation Committee will also have representation from both campuses. The Doctoral Dissertation Committee (minimum of five) must include at least one faculty member in Health Education from The University of Alabama and one from University of Alabama-Birmingham and one from outside the three programs involved.

Residency Requirement

To fulfill the residency requirement, all doctoral students must complete nine hours of graduate work (full time) each term for two consecutive terms. Since course work can be taken at either The University of Alabama or The University of Alabama at Birmingham as part of a planned program, some part of the residency may be a combination of coursework from both campuses.

Scheduling

Course offerings to support this joint program will be equally shared by the faculties of both campuses. The University of Alabama at Birmingham faculty will teach courses at The University of Alabama and vice versa. The core requirements include eight courses, four of which will be taught and/or coordinated by The University of Alabama faculty members, one by the University of Alabama at Birmingham College of Education faculty, by UAB - School of Public Health. It is anticipated that the student coursework in health education will be equally shared by the faculties at The University of Alabama and the University of Alabama in Birmingham. A sample two year
scheduling sequence with instructor and institution responsible for the course is provided in Table II. Any additional course offerings and course specializations will evolve and be modified according to professional standards, faculty specializations, and student needs.

The scheduling of courses will require close attention to academic calendars and student advisement. The difference in the beginning and ending of the University of Alabama semesters and the University of Alabama-Birmingham quarters is a logistical problem that can be handled. The following is an example of the situation.

<table>
<thead>
<tr>
<th>UA Academic Calendar</th>
<th>UAB Academic Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester August 27-December 15</td>
<td>Fall Quarter Sept. 15 - December 1</td>
</tr>
<tr>
<td>Spring Semester Jan. 8 - May 6</td>
<td>Winter Quarter Jan 4 - March 15</td>
</tr>
<tr>
<td></td>
<td>Spring Quarter March 25-June 1</td>
</tr>
</tbody>
</table>
Table II

Sample Schedule Sequence

First Year

**Term I (Fall Semester/Fall Quarter)**

621  Advanced Theoretical and Scientific Basic of Health Education/Promotion (UA - Westerfield)
600 Level Health Education/Promotion Selective (UA - Nagy)

**Term II (Spring Semester/ Either Winter of Spring Quarter)**

623  Implementation and Administration of Health Education/Promotion: School and Community (UAB, College of Education - Bruess)
624  Implementation and Administration of Health Education/Promotion: Worksite and Health Care (UA - Eddy)

Second Year

**Term I**

626  Evaluation Research of Health Education/Promotion (UAB, SPH - TBD)
621  Theoretical and Scientific Basis of Health Education/Promotion (UA - Westerfield)
600 Level Health Education/Promotion Selective (UAB - TBD)

**Term II**

627  Health Communications Research (UAB, SPH - TBD)
628  Current Research Issues in Health Education/Promotion (UA - New Faculty)
623  Implementation and Administration of Health Education/Promotion: School and Community (UAB - Bruess)
624  Implementation and Administration of Health Education/Promotion: Worksite and Health Care (UA - Eddy)

Third Year

**Term I**

626  Evaluation Research of Health Education/Promotion (UAB - Windsor)
621  Advanced Theoretical and Scientific Basic of Health Education/Promotion (UA - Westerfield)
699.799  Dissertation
600 Level Selective (UA - Nagy)
600 Level Selective (UAB - TBD)
Table II (Continued)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>627</td>
<td>Health Communications Research (UAB - Lowe)</td>
</tr>
<tr>
<td>628</td>
<td>Current Research Issues in Health Education/Promotion (UA - New faculty)</td>
</tr>
<tr>
<td>623</td>
<td>Implementation and Administration of Health Education/Promotion: School and Community (UAB - Bruess)</td>
</tr>
<tr>
<td>624</td>
<td>Implementation and Administration of Health Education/Promotion: Worksite and Health Care (UA - Eddy)</td>
</tr>
<tr>
<td>699/799</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

Course offerings will have to be balanced over the period from August to June. Particular attention will be given to the Winter and Spring quarter course offerings. Students accepted to the Ph.D. program must be sensitized to an academic year lasting from late August until June.
PART F: FACILITIES AND LIBRARY RESOURCES

RESOURCES

Facilities

Classroom and other teaching facilities are adequate at both campuses to support the joint program. The regular instructional facilities utilized by the Health Education program at The University of Alabama and the University of Alabama at Birmingham will be used accommodate the joint program.

Office space for additional faculty and graduate teaching and research assistants may be inadequate. Additional space will be made available from existing campus buildings.

The necessary equipment to support instruction is already available. Biomedical, exercise physiology, and small animal research equipment exist at both campuses. Computer facilities are adequate at both campuses to support the proposed program.

Library

The library resources at the two campuses are more than adequate to support the joint doctoral program. (See Appendix G for Library Assessment) At The University of Alabama there are a number of libraries based upon a system of disciplines and research areas. In addition to the Main Library (Gorgas), there are the Business Library, Education Library, Engineering Library, Science Library, Law Library, and the Health Sciences Library located in the Educational Tower at Druid City Hospital. The University of Alabama libraries hold more than one million catalogued items, receive more than 10,000 periodicals and serials and serve as the regional depository for United States Governmental Documents. The journals directly related to health education and their location are listed in Appendix C.
The University of Alabama at Birmingham libraries make available to faculty, staff, and students a variety of services. Collectively, the libraries manage approximately 479,000 volumes on campus and provide ready access to library materials/resources at The University of Alabama (1,088,504 volumes), Birmingham Southern College (120,847) and the Southern Research Institute (39,500).

The Lister Hill Library for the Health Sciences houses the library collections of the Medical Center. Lister Hill serves the Schools of Dentistry, Medicine, Nursing, Optometry, and other health personnel in the Medical Center. Presently, Lister Hill accommodates approximately 178,833 volumes and receives 2,100 current subscriptions to international journals. Lister Hill subscribes to the major indexing and abstracting journals (Index Medicus, Biological Abstracts, and Current Contents) and provides access to computer assisted literature surveys through MEDLARS, MEDLINE, and VIS.

The Multimedia Health Library houses non-print teaching/instructional support materials including mannequins, audio-visual software in a variety of formats, and medical or simulation models. Although the Multimedia Health Library continues to assist health professionals, the scope of the library has been broadened to include services for the University of Alabama at Birmingham faculty, staff, and students.

The Educational Technology Services, located adjacent to the Education Building, houses computer terminals, curricular materials, journal collection, previewing facilities, teaching laboratories for graphics and photography, and has audio systems for listening labs.

Sterne Library, the University College library facility, houses over 300,000 scholarly works. In addition to 470,000 microfilm units, over, 2,300 subscriptions to periodicals are available. Subject area specialists are
available to assist faculty, staff, and students to effectively use available references. Included among the Sterne Library's indexing and abstracting guides are Psychological Abstracts, Biological Abstracts, Language and Language Behavior Abstracts, Social Science Index, Animal Behavior Abstracts, Current Index in Education, ERIC, Child Development Abstracts, Sociological Abstracts, and Exceptional Child Education Abstracts.
PART G: FINANCIAL SUPPORT

While additional financial support will be needed to support the Ph.D. most of the program needs are in place. The 11 primary faculty members from the three departments involved are already in place. Financial support for facilities, equipment, most library resources and research programs is now adequate as it exists and further modest increases are all that is required. These modest increases are expected to occur through the normal planning and budgeting processes.

The Ph.D. program necessitates some additional funding primarily to support additional faculty and provide graduate stipends. The effective professional preparation of doctoral level health education/health promotion specialist is a unique educational experience. Because of the need for hands-on experiential activity, there is a clear need to offer admission to a select and limited number of students and to promote a mentorship concept to professional preparation.

There is a need to create a symbiotic relationship between faculty and graduate students where the student can work closely with faculty on research projects, grantsmanship, and preparation on manuscripts for publication. And, conversely, the faculty can expect the support of these high quality students in their pursuit of scholarship.

To this end, the need for additional faculty and graduate students is offered. In order to recruit top notch, research-oriented health education and health promotion faculty, a cadre of high quality graduate students is necessary. In addition, in order to attract top-notch graduate students a department needs to be able to offer the reputation of a high quality faculty along with an appropriate financial support package.
The addition of the additional faculty and graduate assistantship stipend proposed in this document, in combination with the excellent faculty already in place, will make this program a national leader in the professional preparation of doctoral level health education/health promotion specialists.

The following presents the budgetary needs by campus and academic year:

**The University of Alabama**

<table>
<thead>
<tr>
<th>Faculty Needs</th>
<th>1989-90 Associate Professor (academic year)</th>
<th>$38,500</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1990-91 Associate Professor (academic year)</td>
<td>$38,500</td>
</tr>
</tbody>
</table>

**Graduate Stipends ($8000 each)**

<table>
<thead>
<tr>
<th>1989-90</th>
<th>2 GAs</th>
<th>16,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>2 GAs</td>
<td>16,000</td>
</tr>
<tr>
<td>1991-92</td>
<td>2 GAs</td>
<td>16,000</td>
</tr>
</tbody>
</table>

**Secretary**

<table>
<thead>
<tr>
<th>1989-90</th>
<th>15,000</th>
</tr>
</thead>
</table>

| 1989-90 | Library Acquisitions & Increased Operating Budget | 10,000 |

**University of Alabama at Birmingham**

<table>
<thead>
<tr>
<th>Faculty Needs</th>
<th>1988-89 Assistant/Associate Professor (12 month)</th>
<th>$45,000(in progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1990-91 Assistant/Associate Professor (12 month)</td>
<td>$45,000</td>
</tr>
</tbody>
</table>

**Graduate Stipends ($8000 each)**

<table>
<thead>
<tr>
<th>1989-90</th>
<th>2 GAs</th>
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<td>16,000</td>
</tr>
</tbody>
</table>

**Secretary**

<table>
<thead>
<tr>
<th>1989-90</th>
<th>15,000</th>
</tr>
</thead>
</table>

| 1989-90 | Library Acquisitions and Operating Budget Increase | 10,000 |


The following represents the total budgetary needs by each campus per academic year:

**Budgetary Needs by Academic Year**

| The University of Alabama | 1989-90       | $79,500 |
|                          | 1990-91       | 134,000 |
|                          | 1991-92       | 150,000 |

| The University of Alabama at Birmingham | 1989-90 | 86,000 |
|                                          | 1990-91  | 147,000 |
|                                          | 1991-92  | 163,000 |
Appendix A

Mission Statements

for

The University of Alabama
University of Alabama at Birmingham
ROLE AND SCOPE OF THE UNIVERSITY OF ALABAMA

The mission of The University of Alabama is found in the institution's historic charter, established by the State Legislature in 1819. The University of Alabama was the state's first seat of higher learning and for 50 years after the opening of classes in 1831, the institution was the only public university in the state. Much of what the University is and does today emanates from the first 50 years of service to the state when, in response to demand from the citizens of Alabama, the University established its basic educational direction in teaching, research, and service. Programs in the arts, humanities, sciences, law, and engineering were created as the foundation of the institution's academic offerings. It was during these founding years that the groundwork was laid for the Capstone's preeminent place in graduate, professional, and extended education.

Throughout its history, The University has been guided by its historic charter which charges the institution to serve as Alabama's senior comprehensive statewide center of higher learning. Though The University was located by constitutional mandate in Tuscaloosa, its programs have reached out to every county in Alabama and to every spectrum of the citizenry. The University's comprehensive mission was reaffirmed in Planning Document Number One of the Alabama Commission on Higher Education in 1974. In the document, Auburn University was included along with The University of Alabama as a comprehensive institution in recognition of Auburn University's established work at the doctoral level, among other activities. As Alabama's senior institution, however, The University of Alabama remains as the state's original, comprehensive University. Today, there are few programs--besides agriculture, pharmacy, veterinary medicine, architecture, and forestry--that a young person can seek and not find at The University of Alabama.
The University of Alabama views its mission for the remainder of the 20th century and for the future in these comprehensive terms. The University plans to maintain its historical position at the forefront of educational leadership in the state region. Like other major senior institutions in the Southeast, (e.g., The University of Georgia, The University of South Carolina, The University of North Carolina at Chapel Hill, The University of Virginia, The University of Texas at Austin, and The University of Tennessee at Knoxville), the "Capstone" will continue to set the standard of excellence for all institutions in the state.

As the state's premier institute of higher learning, The University of Alabama has the historical claim of leadership in Alabama higher education. The Capstone has offered the broadest range of quality programs, and it has educated more Alabamians than any other college or university in the state. However, the University must continue to re-examine its goals not only to maintain the institution's academic integrity and continue the quality of past excellence but to adapt its perspectives to fulfill everchanging public expectations and needs.

The question of the University's role and scope must be clarified for two reasons. First, the highest form of accountability for colleges and universities today lies in the process of accommodating everchanging public expectations within the framework of the institution's unchanging role and mission. To remain vital and viable, a university must, like a business enterprise, constantly reassess the form and scope of its work in terms of current student and public needs. The University has styled its most recent initiative in this regard as a rechartering process of reaffirming the institution's historic work in partnership with the public and the citizenry. This reassessment is an important aspect of role and scope planning for a
senior institution that differs in significant respects from the academic marketing process of a new or developing institution.

Secondly, the examination of role and scope and accompanying planning process is largely necessitated by the development of new and additional types of institutions in a state. In this regard, the major feature of the University's successful role and scope planning is distinguishing those new and different institutions and the special needs they fill, from the traditional, long-standing work of the University. At the same time, The University must reaffirm its role as Alabama's senior, comprehensive institution and as an educational leader in the Southeast through the rechartering process of accommodating future needs within the framework of the existing institution.

Academically, The University of Alabama recognizes the need to build upon its traditional and unique academic strengths. These strengths include: (1) Alabama's premier College of Arts and Sciences which houses the state's oldest and most renowned programs in the fine and performing arts, the languages and the humanities, and math, natural and social sciences; (2) Alabama's only public School of Law and the new Law Center which together serve to better consolidate long-standing teaching, research and service efforts in law, criminal justice, and government; (3) the state's only School of Communication and the fifth largest in the nation; (4) Alabama's only School of Social Work; (5) the state's only Graduate School of Library Service; (6) the only fully accredited College of Commerce and Business Administration in Alabama which also includes the nationally ranked School of Accountancy; (7) the state's only School of Mines and Energy Development; (8) Alabama's oldest College of Engineering which also contains the only Foundry Program in the Southeast; (9) the state's senior School of Home Economics; (10) the College of Education,
renowned as the state's educator of teachers and administrators and as a pioneer in the development of vocational and special education and early childhood training; (11) the New College, which stands as a national model for individual instruction in a large university; (12) the College of Community Health Sciences, the Capstone College of Nursing, and a full complement of allied health programs in such areas as dietetics and nutrition, health care management, rehabilitation counseling and therapy, medical technology, health education, medical economics, communicative and developmental disorders, forensic medicine, clinical psychology, social services and mental health; (13) the senior Adult Education Program of Alabama which serves some 50,000 citizens annually and includes a new Weekend College to make higher education opportunities more readily available to Alabama's working public; (14) Alabama's oldest Summer School program and a special Interim Term that provides previously unavailable clinical experiences for students; (15) the largest and most distinctive academic Library of Alabama; (16) Alabama's established ROTC programs which include the largest Army ROTC unit in the nation; and (17) unique, statewide service resources such as the State Center for Emotionally Disturbed Children, the Center for Business and Economic Research, the Bureau of Public Administration, the Alabama Law Institute, the Alabama Judicial College, the State Museum of Natural History, and the State Mine Experiment Station.

The University also renews its commitment to graduate education as a foundation strength of its Capstone role. As the state's senior graduate institution, The University of Alabama has served as the center of doctoral education, educating over 1,000 professors and administrators for other colleges throughout Alabama and the Southeast. It is only through the work of
the graduate faculty that the University can make the truly distinctive
ccontributions in scholarly and applied research, and many such special state
resources as The University of Alabama Press. Graduate education is important
both for what it produces and for the strength and enriching impact it renders
on all of the University's academic program.

For the future, the University not only commits itself to building upon
such strengths, it recognizes the need for unique application of its
comprehensive resources in the development of Alabama's and the Southeast's
future potential. These critical areas of development include energy
research, human services, vocational-technical and career education,
international business, rural and agricultural development, municipal and
urban affairs, public policy planning, and health care delivery.

From a constituent standpoint, The University of Alabama reaffirms its
obligation to serve all Alabamians, whether through needed services in the
state's 67 counties, better and expanded programs for nontraditional and
preparatory students, or through new initiatives for the adult learner, for
women, minorities, and Alabama's senior citizens. As Alabama's pioneering
University in general extension education that today serves over 150,000
Alabamians each year, the Capstone considers its statewide educational
services to be a vital and continuing responsibility. At the same time, the
University recognizes special constituent obligations to:

(1) its 100,000 alumni throughout the state and nation;
(2) its 35,000 parents throughout the state of Alabama;
(3) the 100,000 citizens of metropolitan Tuscaloosa where the
    University is located; and
(4) the 25,000 persons--students, faculty, staff, and dependents--who
    comprise the University community.
In a broader sense, The University feels a special responsibility to lead higher education in Alabama as it has done from its beginning—to provide a hallmark of excellence in teaching, research, and service as an example to other institutions in the state and region. In so doing, the University realizes its statewide responsibility and the necessity of its vigorous participation in the life and progress of Alabama and Alabamians.

THE ROLE AND SCOPE OF THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Introduction

The University of Alabama at Birmingham (UAB), a publicly supported institution of higher education located in Birmingham, Alabama, is one of three institutions comprising the University of Alabama system. UAB has three major academic units: University College, the Medical Center offers sub-baccalaureate, baccalaureate, and professional instruction through six health professions schools: Community and Allied Health, Dentistry, Medicine, Nursing, Optometry, and Public Health. It also provides primary, secondary, and tertiary health care through the University of Alabama Hospitals and the health clinics. Post-baccalaureate graduate degree programs are offered individually and cooperatively by all of the various schools through the Graduate School. Both University College and the Medical Center house a number of special centers which focus on specific research and service areas.

This Role and Scope statement is intended to identify the proper functions of UAB and to define appropriate operating limits. In reality, a very complex set of circumstances and influences, many beyond the immediate control of the institution, determines the actual nature of the University's activities at any particular time. Within the confines of this statement, however, the
University sets forth a perspective regarding its development, reflecting its own philosophy, its own understanding of the needs of its many constituents, and its own sense of history and future. This statement is organized by functional areas, with particular concern for the efficient and effective use of available resources.

Undergraduate Education

Through the six schools of University College, UAB offers a full range of undergraduate programs in liberal arts, technical, pre-professional, and professional studies. Also, the Schools of Nursing, Dentistry, Optometry, and Community and Allied Health (including the Regional Technical Institute for Health Occupations) provide accredited health professional instructional programs at the certificate and baccalaureate levels. Determining a proper role and scope for these levels of instruction requires the consideration of several factors including the current roles of other institutions, the nature and objectives of its students, and the needs of the urban area.

The University is the largest public institution offering four-year undergraduate instruction in the Birmingham Area. As such, it strives to offer instructional programs with an appropriately high level of academic-quality.

At the lower division level, the University shares its responsibility with both the public junior and community colleges in the Birmingham area. These institutions with open admission policies properly assure high school graduates an entry point to higher education. In distinction, the academic offerings of UAB must be of a quality, depth, and scope, sufficient both to provide introductory level offerings and to offer complete coverage in the major disciplines and relevant supporting areas for advanced study by upper division students. Thus, it is appropriate that each academic department
offering undergraduate instruction has a fully qualified faculty of competent instructors who are active scholars and professionals in their respective disciplines.

All higher education is based upon those studies comprising a traditional arts and sciences program. Its aim is the exposure to faculty who can challenge the effects of ignorance and parochialism and the provision of information concerning aptitudes, attitudes, and habits of mind basic to common human pursuits. Thus, institutions of higher learning are obligated to offer strong arts and sciences subjects to form a foundation upon which more specialized vocational and technical programs can be constructed.

Its urban location and status as the senior public institution in the Birmingham area influence in important ways the scope of UAB's baccalaureate programs. The University enrolls a highly diverse student body reflecting the heterogeneity of its urban environment. Included are students from many age brackets, educational backgrounds, and ethnic groups, many of whom are also employed while seeking new or improved career training and qualifications. The major components of the Birmingham economy have particular requirements for trained manpower in business, technology, and the professions. Accordingly, undergraduate programs must be adequate in scope and quality to provide support for the economic and professional development of Birmingham and the state.

Because of its location within a highly developed cultural, industrial, and economic center, and because of its nationally recognized academic health center, the University is the natural setting within the state for a broad range of technical and professional training programs, including business, engineering, education, and all health-related disciplines. It is appropriate, therefore, that the overall quality and the range of
subdisciplines offered by fully developed; and that, where indicated, programs be mutually supportive. At the same time, students preparing for careers in these areas must be provided a core of knowledge in the liberal arts sufficient in scope and quality for them to be fully educated in the true sense and prepared to deal with the normative and ethical dimensions of their professions.

In support of its various academic programs, UAB is committed to a program of services and nonclassroom (traditional) educational experiences which enhance its students' total development. These may include social, cultural, and recreational programs and opportunities for learning experiences.

Health Professions Training

The Medical Center has achieved a position of national prominence as a center for the training of health professionals in Medicine, Dentistry, Optometry, Nursing, Community and Allied Health, and Public Health. Each of its six health schools offers a comprehensive range of programs from basic preparation to sophisticated graduate and specialty training. The Schools of Dentistry and Public Health are the only such schools in the state, and the School of Optometry is the only such schools in the state, and the School of Optometry is the only such public facility in the Southeast. The exceptional quality of all of its programs enables the Medical Center to attract substantial amounts of external funding in support of its educational, research, and service activities. Because of this level of development, the Medical Center serves as a regional and a national manpower resource.

The Medical Center properly has the primary role in meeting the state's health manpower needs. It establishes an appropriate reference point from which to determine the desirable growth limits of other state-supported education in the health profession. To ensure the most efficient use of
public resources, the University assists the state in evaluating its health 
manpower needs and developing the best means of meeting these needs. Where 
appropriate and consistent with the maintenance of quality, UAB endeavors to 
extend its educational resources through such cooperative mechanisms as the 
Regional Technical Institute for Health Occupations, remote professional 
residency programs, and other cooperative outreach programs with practicing 
health professionals.

Graduate Education

Post-baccalaureate graduate programs are offered through the Graduate 
School. Graduate education transcends the presentation and assimilation of 
existing knowledge and specifically trains individuals for involvement in 
generating new knowledge through research and creative thinking.

As is the case for undergraduate education, the University must consider a 
variety of factors in determining the proper role and scope for its graduate 
programs. These factors include the responsibility of the University to take 
full advantage of its major academic health center, the large and diverse 
nature of its urban constituency, the national reputation of its biomedical 
programs, the particular circumstances related to serving students from many 
backgrounds, the needs of the community which it serves, and the need to train 
highly qualified scholars for faculty positions.

The large number of place-bound individuals seeking graduate-level 
instruction for career qualification and advancement, the community's need for 
individuals with advanced training, and the institution's need to support 
undergraduate and professional student instruction mandate that the 
institution develop strong programs in the health professions, business, 
education, engineering, and urban affairs. Further, UAB's national prominence 
in biomedical research requires that it develop strong graduate programs in
the natural, social, and behavioral sciences and in interdisciplinary fields such as nutrition, public health, health education, biomedical engineering, education for the physically and mentally handicapped (special education), medical psychology, and neurosciences. As an urban university, UAB is an appropriate setting for the development of outstanding programs in a variety of disciplines, such as economics, the social sciences, and applied fields such as criminal justice, public administration, social work, and urban studies.

Research

Strong educational programs must include research activities of the highest quality. It is, therefore, appropriate that the University emphasize the roles of both basic and applied research. The national prominence of UAB in research dictates continuing major participation by each academic unit and specialized center.

The urban setting of the University necessitates the development of research programs responsive to the city's economic, social, and cultural needs. At the same time, responsibilities to the state and region of programs such as public health and nutrition demand similar development. The research role requires implementation of special aspects of UAB's instruction and service responsibilities.

Health Care

The Medical Center serves as the state's principal tertiary health-care provider, as an ultimate referral center for Alabama patients, and for persons from across the nation who need sophisticated clinical services. UAB has attained national prominence through its many centers such as those for cardiovascular disorders, cancer, dental abnormalities, arthritis, diabetes, and disorders of the brain and nervous system.
As a part of the Medical Center, the University Hospitals play a prominent role in the training of health professionals. They also serve a wide spectrum of patients, including many who are indigent.

Medical Center units provide specialized health care for the citizens of Alabama while carrying out their mandate to develop new ideas and techniques, to treat health-related problems, and to educate health-care professionals.

Continuing Education

As the senior public institution located in the major urban area of the state, UAB has a special commitment to develop and maintain comprehensive programs of continuing education. More individuals outside the traditional 18 to 24-year age range are re-entering education, pursuing "lifelong education" for many different purposes by means of: (1) completion of degree programs; (2) self-improvement in skills, understanding, and intellectual enlightenment; (3) vocational change or improvement (including certificate programs); and (4) professional continuing education.

UAB offers continuing education opportunities of a quality and diversity consistent with the other programs of The University. The resources of UAB mandate its primary role in the implementation of comprehensive continuing education programs in the Birmingham geographic area.

Public Service

A major theme participating all the activities of a comprehensive university is service to the public. Because of its location and its strengths, the primary focus of UAB's public service activities should be the problems confronting the primary focus of UAB's public service activities should be the problems confronting the urban area and the health needs of the state and region.
Summary

The University of Alabama at Birmingham, located within the state's principal urban area, is the senior public institution service Alabama's economic, industrial, and cultural center. Its programs and services in the health professions and in health care are preeminent within the state, and it is a regional and national resource in health-related research, training, and service. UAB's academic health center and University College are interdependent and mutually supportive, together providing a unique resource for this state and region. The corollary is that the University must maintain the basic quality of all its programs and activities at a level consistent with this mission. At the same time, areas of special competence which emerge from its urban setting and health focus shape the ways in which the institution best serves Birmingham, the state and the nation.
APPENDIX C

COURSE DESCRIPTIONS
COURSE DESCRIPTIONS

The University of Alabama

A broad review of current published research in health with emphasis on the practical application of the research findings.

HHE 503. Problem in Health Education.
In-depth individual study of problems encountered by members of the class and group study of current problems facing most health educators.

HHE 504. Health Counseling.
Diagnoses of individual needs and study of typical counseling cases; includes histories, physical inspections, and medical examinations.

HHE 505. The Health Education Curriculum and Instruction.
Lecture/demonstration/discussion related to curriculum development. Special emphasis on evaluation of objectives, principles, methods, materials, and curriculum guides in school health education.

HHE 506. Techniques of Research.
Designed to acquaint the student with the types of research and the methods and materials necessary for scientific inquiry. The course includes the development of a research proposal with emphasis on form and style.

HHE 515. Advances in Health Sciences.
Open to graduate students in all schools and colleges of the University. Course designed to provide understandings and field experiences relative to advances in health sciences.

HHE 520. Health Behavior.
This course is designed to review the research literature regarding health behavior and analyze various models developed to explain health behavior.

HHE 525. Human Sexuality and Sex Education for Educators.
The study of the current scientific knowledge concerning human sexuality. Special emphasis is given to the role of formal and informal educational approaches.

HHE 530. Health Promotional Techniques.
The study of current health promotional techniques and programs, designed to facilitate health behavioral change. Emphasis is given to the review of scientific literature concerning the development, implementation, and evaluation of health promotional schemes.

HHE 566. Evaluation in Health Education.
This course covers instruments used by health educators in schools and higher education for measuring student development and learning. In addition, methods of evaluating health education programs are covered.
HHK 585. **Laboratory and Field Experience.**
Provides for teaching laboratory, internship, and/or practicum experiences for students according to each student's needs and professional goals.

HHK 598. **Research not Related to Thesis.**
This course is designed to provide experimental or analytical investigation of problems of health.

HHK 599. **Thesis Research.**
Research study in a selected area of health.

HHK 602. **Readings in Health Education.**
An independent readings course designed for doctoral-level students.

HHK 603. **Special Projects in Health Education.**
Experimental of analytical investigations of problems in health education. Arranged on an independent basis for doctoral-level students.

HHK 604. **Seminar in Health Education.**
Critical issues in curriculum, instruction, evaluation, research, and financial support.

HHK 667. **Organization and Implementation of Health Education and Health Promotion.**
The study of planning and evaluation methods and procedures for health education and promotion programs. Emphasis is given to the review of current scientific literature.

HHK 685. **Field Work and Laboratory Experience.**
Arranged on an independent basis for doctoral-level students. Participation and research in schools and agencies for teachers, supervisors, and administrators of school and college programs.

HHK 698. **Research not Related to Dissertation**
This course is designed to provide experimental or analytical investigation of problems in health (doctoral students only).

HHK 699. **Dissertation Research.**
Design, research, and/or analytical investigation of a problem in the area of health to satisfy the dissertation requirements for the doctoral degree.
COURSE SYLLABI

The University of Alabama - Birmingham

HE 501. Current Readings in Health Education
A graduate course for students in Health Education designed to review current literature in health related fields. Reading, reporting, discussion, and interacting will be stressed to formulate a broad framework for health and health education reflecting the interrelation and interdependence of multicultural variables and factors.

HE 504 Methods of Health Instruction for Teachers
The course is designed for the graduate elementary and secondary teacher and emphasizes creativity, methods development and the conceptual approach to health education.

HE 506 Issues in Disease Control
Nature and distribution of disease; communicable and nutritional disease of childhood; possibilities for prevention.

HE 510 Foundations of Health Education
Health Education is at the crossroads of medical, educational and behavioral science theory, and research. The purpose of this course is to create a forum for students to explore the many issues in health education and the foundations which determine the scope of practice in school, community, or patient health education.

HE 511 The School Health Program
Considers national, state, and local factors influencing professional preparation and the school health program. Emphasis upon influences of official and non-official agencies. Critical issues relating to different components of school health will be discussed. Historical perspective, the present and future directions of the profession and school health will be stressed.

HE 521 Health Communication/Advisement Skills
Develop and practice various communication/advisement skills appropriate for determining the most effective approaches to selected health problems. Skills will include problem solving, making appropriate referrals to professional counselors, self help groups and/or other community resources. Case studies and role playing related to different health problems shall be used for implementation of these skills. (Prerequisite: HE 402 - Mental Health Concepts and Stress Management or ECG 438 Interpersonal Skills Development or permission of instructor.)

HE 533 Research Methods
Introduction to research design and methodology. Includes a survey of types of research, methodology of research, basic descriptive and inferential statistics, basic design or a research project and writing of a thesis.
HE 533 Research Methods
Introduction to research design and methodology. Includes a survey of types of research, methodology or research, basic descriptive and inferential statistics, basic design or a research project and writing of a thesis.

HE 540 Content Issues I
Content areas and issues dealt with in-depth include: drugs, death, human sexuality, nutrition, international health, legislation, and the physical and spiritual dimension of health. Common threads that run through the course are: decision making and problem solving, implications from research, and computer applications.

HE 541 Content Issues II
Study of research findings related to selected health issues. Consideration is given to personal characteristics of the population (age, sex, emotional well-being) and to external factors (societal and environmental). The decision making process is used to critique interventions and suggest other approaches/solutions.

HE 590 Special Projects in Health Education

HE 590 Ethical Problems and Principles in Health Education
The purpose of this course is to enhance the student's understanding of ethical principles in health education and also the skills to critically interpret contemporary ethical problems in health education.

HE 591 Problems in Health Education
A graduate course designed for members and potential members of the health care team to explore educational concepts, strategies and their problems in a variety of health care settings. Includes problems concerning rights, responsibilities of consumers and professionals, determinants of health behavior, communication skills, media and materials and planning, implementing and evaluating educational programs.

SECOND DESCRIPTION SAME COURSE
Emphasis on the salient issues in health education. Attention will be given to role and scope of health education in a diversity of settings. Prevailing problems in health education will be discussed using a seminar format.

HE 592 Special Projects in Health Education
Independent Study. Prerequisite: Permission of advisor.

HE 592 Promotion of Health and Wellness Programs
This course is designed with two goals. First, to assist the student in developing an awareness of and expertise in various professional activities. This is accomplished through discussions with leaders in the field of health and wellness. Second, is to help students understand the needs of specific populations. This is done through class discussion and activities.
Elementary/Secondary Health Education Internship
Observation and teaching of health education in order to attain grades N-12 Alabama certification.

Thesis Research
Prerequisite: Permission of advisor

Seminar in Health Education
In depth analysis of contemporary health education issues, trends, and problems. Specific topics addressed vary depending upon student, input and background as well as contemporary health education development.

Special Topics in Health Education
A course which develops a broad philosophical framework for health education, examining a variety of professional materials for their relevance to such a framework. Reading, reporting, discussion, and interacting in relation to issues of contemporary and future concern by conceptualizing health as a process in the realization of individual and societal multicultural goals.

Supervised Research in Health Education
The purpose of this course is to increase the student's competencies in the process of planning, implementing, and disseminating the results of a research project. Although the precise nature of the research problem is subject to student interest and experience, the scope of the study should be based on relevant research needs in school, community, or public health education.

Advanced Field Experience in Health Education
For advanced students who expect to have leadership responsibilities in health education in planning, implementing, and coordinating comprehensive programs at various levels from pre-school through adult education. Students are assigned part time to a school or agency for experience in health education.

Ed.S. Thesis Research
Prerequisite: Permission of advisor

Health Education Program Planning and Promotion
An in-depth analysis of the theory and practice of health education program planning and promotion in various settings. Emphasis is on program planning, implementation, and management.

Evaluation of Health Education Programs
The purpose of this course is to enhance the student's evaluation skills so that they may successfully design and implement an evaluation protocol in school, community, clinical, and/or occupational health education settings. This course will emphasize student competency in the following areas: 1) needs assessment, 2) program planning/implementation, 3) formative evaluation, 4) summative evaluation, 5) cost benefit/effectiveness, 6) principles of causation/association, and relationship.
PHB 500  Development of Health Promotion/Disease Prevention Programs
Develop and implement health education program. Principles of program evaluation. Educational diagnostic model presented as tool for identifying various behavioral and nonbehavioral factors association with specified health problems. Model used to develop health education program.

PHB 510  Patient Education
Identification of methods used to develop, administer and evaluate educational component of health care regimen. Emphasis on specification of behaviors and selected or motivation strategies associated with improved behavioral and health outcome. Methods to improve patient compliance with therapeutic regimens.

PHB 520  Behavioral Science: Health and Human Behavior
Review and critique of theoretical, conceptual and experimental approaches in behavioral sciences. Biological, epidemiological and sociopsychological bases of health related behaviors. Emphasis on current motivational research, including attitude and behavior change theory and practice.

PHB 530  Communications Theory and Practice

PHB 540  Health Program Evaluation
Principles and procedures to evaluate health promotional/disease prevention programs, data collection, instrument development, limitation of program evaluation design, analysis of case studies and disease prevention literature or evaluation. Prerequisite: Permission of instructor.

PHB 590  Behavioral Science Research Seminar
To improve student analytical and research skills. Students in seminar required to review, critique and present selected literature, education and research proposals of their peers. Required to present proposed research project. Designed to facilitate development of master's project protocol. Prerequisite: PHB 540.

PHB 597  Preceptorship in Health Education
Field experience under joint direction of appropriate public health faculty member and qualified specialist working in selected area of public health. Written report specifying activities, products, and outcomes of experience must be submitted upon completion of preceptorship.
PHB 598  Master's Level Directed Research, Behavioral Science
Independent study with guidance of appropriate public health faculty. Includes activities such as literature review and evaluation.

PHB 599  Master's Level Project Research, Behavioral Science
Research for project under direction of Research Project Committee.

PHB 740  Evaluation Research: Public Health Promotion
Theory and applications of conducting original behavioral research, hypothesis generation. Specifications of study aims and population, selection of design and analytical techniques and preparation of evaluation research report. Prerequisite: Doctoral or advanced master's student with permission of instructor.

PHB 798  Doctoral-Level Directed Research, Health Education
Independent study with guidance of appropriate public health faculty.

PHB 799  Dissertation Research, Health Education
Research for dissertation under direction of Dissertation Committee.
Doctoral Program Advisory Committee

Following admission to the Ph.D. Program, the student, in consultation with the appropriate Program Chairperson, will select a four-member Doctoral Program Advisory Committee. The chairperson of this committee should be the student's major professor who can advise the student concerning specific requirements in his/her major program. One of the committee members will be from the Ph.D. minor field. Both campuses will be represented in the selection of committee members. The Department Head recommends this committee to the Dean of the appropriate Graduate School.

The Doctoral Program Advisory Committee should meet with the student within the semester of admission to doctoral study and develop the student's program of study. The Ph.D. Program Advisory Committee is responsible for student advisement and guidance until the student satisfactorily completes all major and minor comprehensive examinations. The maximum time from submission of a program of study to completion of degree requirements is six years.

Changes in the committee chairperson or in members of the committee may be accomplished at the initiation of the student or by members of the Doctoral Program Advisory Committee. Changes must be agreeable to the committee member being removed, the new committee member, the student, and the Program Chairperson. In the event agreement is not unanimous among all parties concerned, the request shall be submitted to all Graduate Faculty in the joint Ph.D. program for resolution.

Doctoral Comprehensive Examinations

Doctoral comprehensive examinations in both major and minor fields are the responsibility of the Program and/or Area in which the major or minor is offered. Students may take major and minor comprehensive examinations after two semesters in residence or after a minimum of 60 semester hours of graduate
study. These examinations may be repeated only once. Specific written policies related to these examinations will be available to students.

Upon satisfactory completion of the comprehensive examinations and research proficiencies, the Doctoral Program Advisory Committee is disbanded and the student, in consultation with the Program Chairperson, selects a five-member Doctoral Dissertation Committee. The Area Head reviews the committee and recommends the committee to the Dean of the College of Education.

**Doctoral Dissertation Committee**

The Doctoral Dissertation Committee is a five-member committee responsible for guiding the student from development of the dissertation proposal through conducting the research, through writing the dissertation, and through oral defense of the dissertation. The chairperson of the Doctoral Dissertation Committee must be a full member of the Graduate Faculty and should be from the student's major field of study. At least one person must be chosen outside the student's Area and from each campus. Selection of the committee chairperson and members should be based on the expertise and scholarly interests of the faculty members in relation to the dissertation topic of the student.

The chairperson primarily is responsible for providing intensive counsel in selection of the dissertation problem and in development of the proposal. The chairperson also is responsible for calling meetings of the committee, for coordinating input from members, for chairing committee meetings, for guiding the student in conducting the research, for guidance in writing the dissertation, and for chairing the student's oral defense of the dissertation. Close cooperation and involvement of all committee members are expected at all stages of the dissertation process from development of the proposal to successful oral defense of the dissertation.

Changes in the committee chairperson of in members of the committee may be accomplished at the initiation of the student or by members of the committee.
Changes must be agreeable to the committee member being removed, the new committee member, the student, and the Program Chairperson. In the event agreement is not unanimous among all parties concerned, the request shall be submitted to all Graduate Faculty in the Joint Ph.D. Program for resolution.

The student may not begin work officially on the dissertation and may not form the Doctoral Dissertation Committee until he/she has completed all comprehensive examinations and research proficiencies successfully.

**Doctoral Dissertation Proposal**

The doctoral dissertation is a contribution to the professional research and literature in a field. It represents the student's ability to identify a problem; to develop an understanding of the relevant literature and previous research; to formulate cogent research questions or hypotheses; to design appropriate methods of inquiry to pursue research questions or hypotheses; to report and discuss results of the investigation; and to derive conclusions, implications, and recommendations from the results. The dissertation proposal is the first major step in this process.

The topic for dissertation should evolve from the student's academic and professional experience. The formation of the dissertation committee should be done with the dissertation topic in mind. Faculty members capable of and interested in guiding research related to the dissertation topic should be selected as chairperson and members of the five-member committee. The student should meet with the committee while formulating the proposal. However, the dissertation topic is not confirmed and accepted until the committee formally meets and approves the comprehensive dissertation proposal.

The quality of the final dissertation depends greatly on the student's knowledge of relevant literature, research, and previous inquiry related to the topic. The cogency of the research questions or hypotheses result from knowledge of previous scholarship. For this reason, the proposal should be
thorough and detailed. While the student may present a brief prospectus to the committee informally, the acceptance of the complete dissertation proposal is necessary before the student has approval from the committee and is admitted to candidacy for the doctoral degree. The dissertation proposal will include an introduction and rational for the problem, statement of the problem and research questions or hypotheses, a comprehensive review of literature and research, a description of the methods of inquiry or research methods to be employed in investigation of the research questions or hypotheses, and the results of pilot studies, where appropriate.

Prior to the formal proposal meeting of the dissertation committee, the student should gain input from all committee members with primary responsibility for guidance residing with the dissertation committee chairperson. Whenever possible, public presentation of the proposal before peers and/or faculty is encouraged. The written dissertation proposal must be provided to members of the committee at least two weeks prior to the proposal meeting. Upon acceptance of the dissertation proposal and completion of the necessary changes recommended by the committee, each committee member will sign an acceptance page on the dissertation proposal and one copy of the proposal will be forwarded to the Dean's Office in the Graduate School. The student is then eligible for admission to candidacy for the degree and the Application for Admission to Candidacy for Degree must be completed.

Since the dissertation research should result from the acceptance of the proposal, a minimum time of two semesters normally is anticipated prior to oral defense of the dissertation. This time frame is designed to ensure adequate attention to discussion of results, their implications for the field, and recommendations for future scholarship.